Deutsches Studentenwerk

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

Third Edition

A publication of the International Association of Student Affairs and Services – IASAS
Published in cooperation with Deutsches Studentenwerk – DSW

Roger B. Ludeman, Editor-in-Chief
Birgit Schreiber, Senior Associate Editor

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Foreword

Achim Meyer auf der Heyde
President, IASAS
Secretary General, Deutsches Studentenwerk

The texts in this publication have been written before the pandemic spread of the coronavirus, and without any knowledge of what the measures to flatten the curve of infections could mean for students, teachers, and institutions in higher education.

Yet, a manual of student affairs and services in higher education is now even more relevant than before. The coronavirus has taught us – if anything – that the globe really is one single place, that borders are meaningless to its rapid spread, and that only a collective effort that respects and simultaneously engages everyone in society will bring it to a halt. It has also shown us that no individual, no group, no region or nation can fight this alone.

In a speech in February 2020, WHO director Tedros Adhanom Ghebreyesus put this very clearly when he said in Geneva: "This is the time for facts, not fear. This is the time for science, not rumours. This is the time for solidarity, not stigma. We are all in the same boat".

It is indeed a perfect time for a publication that examines the global foundations, issues and best practices in student affairs and services in higher education, particularly since so many authors and collaborators in this efforts work around the globe, in different historical and social contexts, in great diversity, and in widely varying educational systems. But they are all in the same boat called education. The weather might be unsteady, the course might not always be clear, and the crew might be wary at times, but still committed to supporting students in their endeavours to consider the facts, advance science, and to unite in solidarity.

This publication was initially intended as the third, revised edition of the UNESCO publications 'The Role of student affairs and services in higher education: a practical manual for developing, implementing and assessing student affairs programs and services' (2002) and 'Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices' (2009). As in 2009, this overview of Student Affairs and Services around the globe should be available at the UNESCO World Conference on Higher Education, which was originally scheduled to take place in Paris in 2019. As in 2009, that would have been a great opportunity to make student affairs visible as another important pillar in higher education apart from teaching and research, and could have made delegates aware of the important contribution that student services can make to study success.

Unfortunately, not least due to the difficult financial framework, the World Conference was postponed indefinitely. At first, it was rescheduled to take place in 2020, but at the time of this publication, there was still no date announcement. In view of these ambiguities, there was a risk that the contributions and overviews of methods, institutional framework and challenges of student affairs around the world would increasingly lose momentum.

In our opinion, this would have caused immeasurable damage, since this compendium is much broader than the two previous editions. In the past 11 years, the internationalization of universities and higher education has seen an incredible boost. Students' international mobility has increased drastically. This also has an impact on student affairs and services: interest in different practices is not only increasing, it is imperative. How should offers be designed correctly and target-group oriented if there is lack of intercultural competence, if the support systems in the home countries of the international students are not known by student affairs professionals? It is no coincidence, that interna-

tional exchanges and cooperation in the field of student affairs have increased. In order to be able to understand the expectations and behaviors of international students, personal experiences on site as well as readable overviews are necessary. These are made possible with this publication, especially in a time of pandemic-related travel restrictions.

Furthermore, a shift would not have done justice to the editorial team and the many authors. Ultimately, the current worldwide pandemic shows the need and the great importance of sustainable student affairs that offer support and guidance to students, and empower them to deal with this cricis.

To strengthen international cohesion and cooperation in the field of student affairs and services, the German National Association for Student Affairs (Deutsches Studentenwerk) gladly followed the request of the editorial team to finance and publish in lieu of UNESCO the long version of the publication, and in direct cooperation with IASAS, the International Association of Student Affairs and Services. The second good news is that UNESCO may release a short version together with IASAS in the future.

We thank the entire editorial team under the tireless leadership of Roger B. Ludeman to have come together and put forward a wealth of resources on student affairs and services around the globe.

We thank the more than 200 authors who have contributed to this book. They have shared their knowledge, skills, and compassion for students in higher education in a truly global effort. We are gratefully honored to be part of this global movement.

Berlin, May 2020

The International Association of Student Affairs and Services – IASAS: A History and Progress Report

Achim Meyer auf der Heyde President, IASAS
Lisa Bardill Moscaritolo Secretary, IASAS
Roger B. Ludeman President Emeritus, IASAS

Founder and international education pioneer Roger Ludeman led the initial effort to establish the International Association of Student Affairs and Services (IASAS) nearly 25 years ago. As noted by Ludeman & Bardill Moscaritolo (2016), "While it took over 20 years to get IASAS from the germ of an idea to its current stage, it has proven to be well worth the struggle." (p. 1). Today, IASAS serves as a global network of student affairs and services' (SAS) workers from over 70 countries, encouraging sharing, cooperation, research, exchanges, and attendance at each other's conferences.

IASAS has found its niche 'as a global advocate for students in higher education, student affairs and services' practitioners and scholars, and the profession itself' (IASAS, 2017, para 3). In this overview, highlights of the beginnings of IASAS as well as recent successes and partnerships are shared. A more complete version of this can be found on the IASAS website at http://iasas.global.

In the early 1990s a small number of SAS practitioners and scholars began to take notice of how the practice of serving tertiary education students differed from one country to another. These pioneer globalists began to think about ways to connect practitioners and scholars from around the world to share with and assist each other in this worthiest of endeavours. Ludeman, with support from representatives of the German Deutsches Studentenwerk (DSW), the French Centre national des œuvres universitaires et scolaires (Cnous), and the United States National Association of Student Personnel Administrators (NASPA) proposed the creation of a virtual global network of student affairs and services' providers that would encourage sharing, cooperation, joint study tours and research, exchanges, and attendance at each other's conferences.

From 1995–1998 the awareness of, and interest in, global relationships in higher education (HE) increased steadily with Asia, Europe, and North America leading the way with conferences, symposia, and exchanges on a global basis. In Europe, the Erasmus programme (established in 1987), evolved into the Socrates programme in 1994, leading to the establishment of the European Higher Education Area (EHEA) in 1999 through the Bologna Declaration, in which students from participating countries can study anywhere within the EHEA with common credit equivalencies and reciprocal fees.

Paralleling this effort was the creation in 1999 of the European Committee (now Council) on Student Affairs (ECStA) that promotes student social welfare and addresses infrastructure issues created by the open and 'free' study across borders throughout the European Union.

HE student services leaders in countries of the Asia Pacific region created the Asia Pacific Student Services Association (APSSA) in 1988. APSSA has effectively served the needs of the Asia Pacific region through conferences, institutes, student leadership experiences, and written documents all designed to keep practitioners abreast of the new trends in serving students.

In the United States, NASPA initiated an International Symposium and international exchanges in 1996. All of these initiatives in Europe, the Asia Pacific region, and the United States were, and continue to be, very successful in bringing student services practitioners and scholars together to discuss common interests including issues being faced around the world.

Ludeman's relationship with UNESCO led him to thinking about forming a global association of SAS and writing worldwide publications on SAS work. Creation of a group named, I-Seven (in 2000) was the beginning of a global network including associations/representatives from Australia, the United Kingdom, France, South Africa, Spain, Canada, Mexico, and the United States. This group developed a draft proposal and sought out national and regional organizations to support the idea of organizing globally.

From 2000 to 2005 members of the I-Seven group presented the proposal to various national and regional groups around the world. The response was mixed at best. Support was evident in Europe and Africa with little support from Asia and North America. The resistance involved two main objections. First, some national and regional groups felt that they were already doing their own international work and did not see a need for another layer at the global level with accompanying costs. Others felt that it was needless competition for their national groups.

Most members of I-Seven understood the rationale for this resistance to forming a new group at the global level and, at the same time, found it very frustrating because of their strong belief in internationalization and the need to link national and regional groups at the global level. The result of this apparent lack of universal support meant that this effort would be placed on hold for several years.

During the early years of the 21st Century, Ludeman continued to promote the idea of a global organization through his Fulbright in South Africa and delivering speeches on the internationalization of SAS in over 10 countries continuing to stress the need to organize worldwide. In 2002, the 1st edition of the UNESCO/IASAS book on student affairs worldwide was published giving credit to IASAS even though it only existed informally. The book was titled, *the role of student affairs and services in higher education: A practical manual for developing, implementing and assessing student affairs programmes and services.*

In 2009, UNESCO published the 2nd edition of the UNESCO/IASAS book, *Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices*, including an entire section of individual country reports from 52 countries showcasing how SAS are delivered in each of those countries. This new publication was distributed widely including a copy going to each participant at the Second World Conference on Higher Education in Paris in 2009. UNESCO also created a PDF file of the book that could be shared easily. This gave IASAS considerable visibility around the world.

After the idea of forming a global organization had been placed on hold for several years, 25 people from 19 countries were asked by Roger Ludeman to serve in an advisory capacity to begin discussions about creating a global organization. Out of this group, 15 came to a two-day meeting held before the 2009 NASPA Conference in Seattle, Washington (US), with the intention of developing a set of principles and purposes and a vision and mission for a new global association in SAS.

In the weeks following, active participants drafted the central documents that served as the initial section of a constitution for the IASAS. Throughout the next year several theme-based subgroups met virtually to flesh-out the dynamics and priorities of this new organization. The inaugural IASAS constitution was approved by 25 charter members in 2010. IASAS had finally achieved a more formal status as the first and only global association in higher education SAS.

In 2010 in Venice, Italy, Ludeman met with officials of the European University College Association (EUCA) to discuss common interests. This resulted in EUCA partnering with IASAS to secure the IASAS charter with the European Union in Belgium in 2013 and the sharing of EUCA offices in Brussels. The official chartering ceremony was held that year in the Brussels offices of EUCA. It was attended by friends and supporters from around the world.

In 2012, IASAS sponsored the first Global Summit on Student Affairs and Services, hosted by NASPA (US) in Washington, DC. The Summit, held every other year, brings together key leaders in SAS from around the globe to engage in dialogue around critical issues in SAS. This was an important milestone for IASAS as it was its first major event. EUCA hosted the 2014 Global Summit in Rome, Italy, and Stellenbosch University in South Africa hosted the third Summit (2016). Pontificia Universidad Católica in Santiago, Chile, hosted the fourth Summit in 2018.

IASAS was asked to serve as evaluator of the Higher Education and Leadership Programme (HELP) in Haiti in 2014. This assessment of their academic advising and support programmes for Haitian high school students who were aspiring to attend tertiary education was carried out under the leadership of then IASAS president, Rob Shea of Canada. This project continues to serve as a model of the kind of assistance (low cost and diverse teams) IASAS can provide to institutions around the world.

IASAS also serves as an incubator for countries wishing to establish a national association in SAS. Contacts have been made with China, Ecuador, Lebanon, Lithuania, Peru, and Turkey to help in creating such an organization. In 2015, Ludeman led an IASAS team to Ankara, Turkey to keynote its first ever Turkish international conference of SAS leaders and to help Turkey begin the process of building a national association providing more visibility for SAS in HE in the region.

IASAS has firmly established itself as a new global force in higher education. Over the last year or so, under the leadership of President Achim Meyer auf der Heyde (Deutsches Studentenwerk, Germany), IASAS has developed other partnerships including a book project with NASPA, entitled *Supporting Students Globally in Higher Education: Trends and Perspectives for Student Affairs and Services*, published in 2017.

Kat Callahan and Chinedu Mba were chosen by the IASAS Board to serve as the editors for a 2017 IASAS special edition of the Journal of Student Affairs Africa (JSAA). Earlier this year the issue was published and guest editors created a space for authors from around the world to submit well-researched articles on tertiary education SAS.

IASAS board member, Eva-Marie Seeto (Australia), led an effort consisting of a pilot global mentoring project. The pilot lasted several months in 2016 and included 40 participants from Australia, Cambodia, Canada, Egypt, England, Greece, Kuwait, Liberia, Lithuania, Nepal, New Zealand, Nigeria, Pakistan, Philippines, Qatar, and the United States. Through this pilot it was decided to continue to offer this experience for IASAS members.

IASAS partnered with ACPA – College Students International Educators and Lead 365 to host 25 student leaders from various universities around the world to be part of this 2 ½ day leadership experience in March before the 2016 ACPA convention in Montreal, Canada. Students representing 12 different countries noted how their perspective on leadership and tertiary education was expanded exponentially and that they had created a rich network of college leaders from around the world. Columbus, Ohio, USA was the site of the second global student summit. The third global student summit took place this March in Houston, Texas, USA.

The IASAS leadership team continues to present papers at various conferences around the world sharing research and best practices for the field. The work of the association has been shared at recent conferences in Belgium, Canada, England, the Philippines, and Thailand. IASAS has created a newsletter to assist in sharing the work of the association and updating our members on the support IASAS is providing to our members and students in the seven regions around the world.

There is a small group of IASAS members also working on changes to the constitution in order to operate better virtually. We are also embarking on an international research project on global competencies for SAS Competency. Information has been sent to over 20 associations around the world

to participate. The objectives of this project are to gain an idea of the shared work of student support services across borders; identify regional differences in competencies and/or skills; elevate the work we do on a global scale by bringing attention to university and government leaders the importance of this work; and to promote the impact of our work in countries around the world.

2019 saw IASAS initiating a series of webinars designed to provide its members the opportunity to discuss key current higher education and student affairs and services issues online and involving perspectives coming from participants in a multinational environment. The response was indicative of a need to do more of this kind of programming for the members of IASAS.

Finally, with the approval of Deutsches Studentenwerk (DSW) to publish this 3rd edition of this popular book, *Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices*, IASAS will, once again, provide valuable information and research to the global HE community regarding the practice of SAS.

There is considerable optimism that IASAS will be involved with even more global activity in the future as there seems to be increasing interest in the internationalization of SAS and how it translates into enhanced student learning and success among the students that IASAS members serve around the world. Since the global vision of HE includes, among other objectives, the development of skills in global citizenship and social responsibility, and the promotion of academic freedom and scientific inquiry, these more communitarian ideals stand unambiguously in contrast to current nation state attempts that are promoting only individual state interests and negating the inherent values and outcomes resulting from internationalization and globalization of higher education. Given this reality, the need for and importance of IASAS will continue to rise in future.

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Introduction

Prof. Ahmed Bawa
Chief Administrative Officer, Universities South Africa (USAf)

South African universities have experienced unprecedented pressures over the last two years led mainly by the *#FeesMustFall* student campaign. While student activists chose to focus in on fee-free education, what this campaign has done is focused the attention of universities on what it means to be an institution that galvanises its resources to shape the intellectual, social and emotional growth of its students. At a time when, globally, students and parents are asking whether the current form of the university, as an institution of human development, is most suitable for the vast changes taking place in the world of work, there is increasing need for universities to turn inward and outward to reshape and redesign themselves with their students at the centre.

At the heart of this project is a new, more complex, more exciting role for those individuals and structures at universities that focus on the areas of student development and student services. New social, political and economic conditions are shaping student experiences. The use of technology produces new approaches to learning and teaching that convert living spaces into learning spaces. The complex challenges of rampant drug addiction, infectious diseases and mental health issues make the university a complex environment for young people to negotiate. What this means is that student development specialists must play a much more proactive role in the education of students.

Many universities are coming to understand that the bulk of student learning takes place outside the traditional classroom in what we often refer to as the second curriculum. This has to be a part-nership between the formal teaching/learning and the student affairs/services/development systems, a partnership created by design rather than by accident. The challenge facing universities is to move outside of the comfort of their usual silos and the constructs of their histories and to redesign their systems to meet the needs of new students in new contexts.

The massification of HE systems around the world powers new and exciting dynamics on our campuses. The diversity of student populations is increasingly more complex as universities drive large social mobility enterprises. The desire to learn is increasingly shaped by the need of individual students to enter the labour market. There is, here too, an important role for student development experts to ensure that we see representations of this student diversity in the nature and scale of their activities.

As we head into new and challenging times for universities, the idea of placing students at the centre is a lodestone, a gathering centre around which to design the university. The nature of our students has changed. The context in which HE operates is under rapid transformation. Student affairs/services and student development have to assert new roles that give those they serve the best opportunity to grow intellectually, socially and emotionally.

Preface

Foundations of student affairs and services

The 1998 World Declaration on Higher Education (WDHE), the 2009 Communiqué and The Incheon Declaration (2015) call for major global efforts to improve the delivery of HE in every country in the world (UNESCO, 1998; UNESCO, 2009). This call was formulated for a variety of reasons, not the least of which was the important role that HE played 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 timelines 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 HE system that will help move that social group toward a better life through teaching/learning, research, advanced employment, and service.

The more traditional and most of the not-so-traditional methods of delivering HE academic degrees are primarily comprised of the classroom instructional model or approach. In addition, there is increasing evidence that HE also must address the basic personal needs of students by providing a comprehensive set of out-of-classroom student services and programmes now more commonly referred to as SAS around the world. Other terms have been used over the years and include student welfare services, social welfare, student development, student life, student personnel, student affairs and/or student services. These efforts should be designed to enable and empower students to focus more intensely on their studies and personal growth, both cognitively and emotionally. They also should result in enhanced student learning outcomes and, consequentially, higher retention and throughput (graduation) rates. Another important rationale for these efforts is that of economics because investments in students and SAS provide healthy returns to national economies, helping to assure student' success in HE and subsequent contributions to their respective societies.

SAS 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 SAS is based, in part, on the theories of management, accounting, human resources, marketing, statistics and educational research, and leadership studies. Because there is a wide and diverse array of the services and programmes offered by SAS, 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 SAS programme in higher education). These perspectives are also utilized in other sectors of society, both private and public.

Another important role for SAS is to prepare students for a life of service to society. Every day we are reminded of the critical work that needs to be done in the areas of human and social development in many areas of the world, developing and developed countries alike (GUNI, 2008). Practitioners in SAS are increasingly being prepared to work with their teaching colleagues and NGOs to expand 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.

Whether it is provision of quality services, programmes that enhance student learning, student leadership training, community service opportunities, or health and wellness experiences, SAS practitioners and scholars play important roles in higher education. The impact they have on students, both academically and developmentally, proves to be essential and central to the HE mission and enterprise.

Inception, purpose and use of this publication

The closing speaker for the 2000 NASPA International Symposium was Dr. 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. It was during her presentation at this symposium that Dr. Kearney challenged attendees to work collaboratively with UNESCO and affiliated student NGOs, to develop a SAS manual. Dr. Kearney believed that such a publication could assist those countries and universities around the world that would like to create a high quality and robust set of HE student services and programmes. These initiatives would be designed to meet both basic and more advanced student needs including the enhancement of student learning and student retention and graduation rates.

Dr. Kearney's challenge was taken up by a team comprised of writers and affiliates from 22 countries. The resulting publication was entitled, *The role of student affairs and services in higher education: A practical manual for developing, implementing, and assessing student affairs programmes and services* (UNESCO: Paris, France, 2002). Twenty-nine professional and governmental organizations from around the world supported the project.

The *2nd edition* was published by UNESCO in 2009 (UNESCO, 2009). Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices included new sections that presented basic issues and theoretical perspectives in this field and over 50 country reports on the delivery of SAS around the world. Now the 3rd edition will be published just in time for the next World Conference on Higher Education to be held in Paris, France in 2020. The new edition will feature more universal concepts and current issues in the field as well as over 90 country reports on the delivery of SAS around the world.

The *3rd edition*, *Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices*, presented by the International Association of Student Affairs and Services (IASAS) in cooperation with Deutshes Studentenwerk (DSW – publisher), will make the case for inclusion of a student services/student affairs presence in HEIs and how that effort is directly related to major documents produced at world gatherings of nations for the purpose of improving higher education. First, this publication has been developed based on assumptions coming from the WDHE, the Communiqué and the Incheon Declaration, especially those that call for SAS functions in higher education. Second, it will outline the principles and values upon which pertinent and effective SAS are based. Third, with increasing evidence that globalization has spurred a corresponding increase in the internationalization of HE (UNESCO, 2004), it is imperative that all aspects of the academy, including SAS, respond to and support these new efforts.

The 3rd edition focuses on ways to build an effective SAS operation that puts students at the centre of all efforts by supporting them in their academic endeavours and enhancing their personal, social, cultural, and cognitive development. The desired outcomes are the same as those for HE in general and include:
- a high quality, well rounded higher learning experience;
- improved HE 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 SAS or in developing a more structured and complete SAS operation, are highly encouraged to utilise the *3rd edition* as a guide, template, or model to work through those processes. The *3rd edition* uses an approach that recognizes the need to be cognizant of culture-specific situations and 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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Acknowledgements

New to the *3rd edition* is the Advisory Panel, a group of SAS practitioners and scholars from around the world, who provided valuable and informed input as we revised the contents of the book into the current edition.

This *3rd edition* focuses on important HE issues related to the holistic development of the student in tertiary education, 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 the International Association of Student Affairs and Services (IASAS), its officers and board, and numerous SAS practitioners, scholars and student organizations from around

the world has been invaluable. They have helped make this publication reflective of a global community in HE and in our field. They confirm the central and common beliefs that unite HE SAS worldwide.

American and British English have been chosen as the official languages for the *3rd edition*. Additional translations are encouraged, and the editors have offered to assist with those translations upon request. Different spellings of some words in the *3rd edition* may be utilised to note, in part, the contributions of writers/editors from different countries.

Offer of assistance

A key reason for the existence of the IASAS is to assist countries and institutions that are developing their HE infrastructures – especially those that intend to encourage, support, and enhance enrolment of students 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 (SAS) operation is essential to meeting those goals. Readers are encouraged to contact IASAS for assistance in building and improving their SAS operations. To date, IASAS has provided such assistance to countries around the world including, for example, Canada, Chile, Ecuador, Haiti, Italy, Mexico, Spain, South Africa, and Turkey.

Contact information for IASAS

Individuals interested in finding out more regarding SAS as a universal concept are encouraged to contact the Editor-in-Chief of this publication. Likewise, anyone who wants to engage IASAS to consult about developing further their SAS operations and ideas, structures, and functions contained in the *3rd edition* of this publication, are encouraged to contact Roger Ludeman or IASAS at the following e-mail addresses:

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Note: The accuracy of the information provided in the *3rd edition* reflects the views and knowledge of the authors. Readers are encouraged to contact authors directly for additional information.
A listing of authors and their contact information can be found in Annex 1 of this publication.

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Special Supplement

In order to reflect the importance of the impact of and innovative responses to the global COVID-19 pandemic, the editors have prepared this Special Supplement. It is a stand-alone section of the book.

Life in the time of COVID-19
Higher education Student Affairs and Services responses to a worldwide pandemic – short-term and longer-term challenges and opportunities

Authors:

Annette Andrews │ Bekele W. Ayele │ Lisa Bardill-Moscaritolo │ Stephanie Deveze-Delaunay Michael Handford │ Keith B. Humphrey │ Shafiul Islam │ Roger B. Ludeman │ Qi Li Adriana Perez-Encinas │ Tiina Piipponen │ Vianna Renaud │ Birgit Schreiber │ Robert Shea Louise Staunton │ Juan Williams-Kudin

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Overview

Birgit Schreiber
Roger B. Ludeman

At no time has higher education been so comprehensively impacted as it has been by the COVID-19 pandemic, demanding complex and innovative responses. The effects of this global pandemic can be found in countries, communities, and on campuses everywhere, causing unique educational, economic and social challenges and deepening existing ones. Student Affairs and Services (SAS), students, institutions, living and learning communities and higher education stakeholders are compelled to innovate and collaborate more effectively, especially across borders and regions, to mitigate the impact of this crisis on education, society, culture, attitudes and practices.

There are over 50,000 tertiary education colleges, universities and institutes worldwide serving 200 to 300 million students and communities. The impact of this pandemic is of epic proportions and institutions are scrambling to find ways to continue the learning and development process and doing so in a safe environment for students, teaching faculty, administrative staff, and support staff. Some institutions will not survive this crisis. Others will be forced to reinvent, retool and rethink their mission and how they deliver on their goal to educate, conduct research, and provide a meaningful service to society and advance social justice in their communities and the globe.

Student Affairs and Services (SAS) practitioners and scholars, the subjects of this book, have now been challenged to respond to this crisis in ways that innovate and invent new avenues, to continue to preserve their efforts to meet student needs, to enhance student learning and development, and to advance social justice for all.

This Special Supplement will focus on perspectives from around the world describing the efforts of SAS to innovate to deliver services, design educational programs, and continue to champion equality, inclusion, human rights and social justice within their higher education contexts. The reports in this special supplement focus on unique consequences of COVID-19: changes in learning outcomes and research priorities; changes in SAS status, with emboldening SAS in some regions, while outsourcing in others; tensions between institutional autonomy and regulatory bodies; concerns about how to promote EU goals of social inclusion and collaboration in times of reduced mobility; worries about the deep schism between student groups and our concern that COVID-19 is causing wider divides. There are also amazing opportunities to accelerate online access and to innovate around original ways to reaching and developing students, it also appears that countries who have experiences social-political or other crises are somewhat better equipped to deal with this global crisis situations.

All regions share the concern about how to care for students adequately and ensure their return, if possible, to a safe home. They are concerned about maintaining services if not with facemasks then remotely, and are concerned about students' visas, accommodation and health care. The concerns is about COVID-19 driving our students back into homes which are sometimes not safe, into communities which are not always aligned with goals of higher education. COVID-19 is also depriving some of our students of work study opportunities, casual and part-time work, which provide essential income to many of our students.

Apart from these more obvious challenges around student wellness and teaching and learning continuity, we are aware of the risks that SAS is focusing mainly on crisis responses, essentializing SAS to a narrow range of response services which aim to provide a service to the pragmatic aspects around learning.

The COVID-19 crisis has laid bare the inequalities in our education system. When we confidently hoped that education would be a social equalizer and a social mobility avenue, we are now staring in the face of the deep rifts between the connected and the unconnected. But it is not only the access to internet connection that is dividing our world. We are also divided on issues of access to facilities and resources, clean water, safe homes and adequate health care. We are also divided on issues of institutional autonomy and regulatory bodies, on political control of our institutions and funding formulas, and institutional and student readiness for innovation.

COVID-19 has increased our fear: fear of contagion, which has led to a contagion of fear. Fear of each other. A fear that we may not be able to mitigate with online chats, webinars or learning platforms, a fear that we may not able to address when students hunch over their keyboards.

When studying at higher education institutions is reduced to mastering content, then the overall aims of higher education are missed. When engaging with tertiary education, students should develop

a consciousness of their role as agents in social justice, leadership awareness and competencies, critical thinking and acting, and an appreciation for inclusion, diversity and pluralism. The assertion is not that this cannot be developed elsewhere, but that many opportunities of student development are missed when the university experience and teaching and learning are reduced to an online engagement. These are the real challenges for SAS – how do we advance these graduate attributes and competencies when online learning of modularized learning units becomes the norm? How do we utilize the COVID-19 crisis as a student, staff and institutional learning experience?

This has become the challenge for the post-Covid-19 world: how do we ensure our students become agents of social justice, develop a sense of belonging and empowerment to be part of knowledge creation, and ultimately develop the kind of attributes that equip them to shape the world into a shared place where fear of the other is replaced by care for each other.

This is the time for SAS to shape and offer solutions, give direction and support to imagine the post-COVID-19 world as one world, where we share risks around crisis, share resources to combat crisis and advance social justice so that we are all equitably equipped to face the next crisis.

In the following supplement, a selection of authors was asked to offer perspectives of SAS in their contexts: Australia and New Zealand; Asia with a focus on China and Bangladesh; Europe with a focus on the UK, France, Spain, Finland and Ireland; Africa with reports from Ethiopia; the USA and Canada, and South America with a reflection from Chile.

The USA and Canada

USA: Fast forward to a new normal

Keith B. Humphrey

In the frenetic pace of moving services to a virtual environment, helping staff transition to working from home, and emptying our residence halls it is essential to ensure that our students are learning from the changes brought about by the pandemic. The learning may not be from the well-articulated learning outcomes that guided our efforts pre-pandemic, but learning is happening in the moment and we need to utilise this opportunity for the lessons it can bring us.

Student Affairs and Services (SAS) staff have always been among the most flexible professionals on campus and are used to having their role changed based on the prevailing conditions on campus. In this new "fast forward" environment the ability to be nimble and pivot quickly will benefit both the student and the campus that they serve. And, the contributions made through this flexibility will further solidify the importance of SAS to the smooth functioning of any college or university.

College students have always faced challenges that prompt resiliency, but the pandemic opens up new challenges and exacerbates long-standing issues in the United States. Students will be facing challenges related to cost of attendance as personal and family incomes change, meaningful engagement with their peers that define the personal development experiences of an on-campus experience, and potential widening of the stratification that occurs in higher education between the haves and have nots. These issues are particularly prevalent in the United States as higher education becomes more of a privilege than a right in our society. The rapid shift to online learning and engagement can unintentionally leave behind students who do not have the technology or connectivity to be successful in a virtual environment. Student Affairs and Services staff on many campuses have

been redeployed into traditional "case management" roles, calling every single student on their campuses to check-in, see how they are doing with the transition to online learning, and ensuring that they have the technological resources to succeed. The campuses with the most financial resources are able to provide students with technology and hot-spots to remain connected. Others are opening their parking lots so that students can sit in their cars and utilize campus Wi-Fi to take classes. The difference in learning outcomes can be staggering in this environment and the impact of the gap will not be known for years to come.

This moment puts a renewed emphasis on the leadership that SAS professionals place on social justice. Being vocal advocates for the under-served students will become even more of a high priority for professionals. Their roles are likely to become much more focused on traditional social work problems of housing and food insecurity, child-care, and taking steps to reduce poverty through programming. Student development can't be side-lined by social work, and finding the sweet spot where both principles can coexist and support each other is essential to that every student succeeds and earns their degree.

Canada: Student Affairs and Services (SAS) making significant contributions

Robert Shea

The pandemic commonly referred to as COVID-19 has facilitated an unprecedented higher education conversation across Canada. A conversation about the relevance, delivery medium, cost, value, and quality of a university and college education. This conversation has not only been the purview of academic, institutional leaders and students but rather external community members, government, parents, students, not for profit and for profit enterprises and think tanks. This conversation goes to the foundation of what we value as student services practitioners, including student engagement, student leadership, student development, social justice, equity, financial aid, and enrolment management services to name just a few. These discussions have highlighted the value of our daily work but are also a call for us to develop a medium through which to continue the discussion.

While many people in our communities have suffered both physically, socially and psychological there were many heroes around us. The value of student services work is better understood on many of our campuses. In an unprecedented move the Government of Canada pledged 9 billion dollars towards student employment and support programs for students impacted by a lack of summer, part time and work integrated learning employment opportunities (Usher, 2020). This realization of a need for investment in our student summer and work integrated learning needs is borne from the work that occurs daily on each of our campuses around financial support, student employment and career development.

In the early days of pandemic planning in Canada the focus was the support and safety of our university and college student community. In mid semester student services practitioners facilitated the safe movement of thousands of university and college students from student housing. Cooperative education/work integrated experiential learning placements, and study aboard placements. It was not just the support and safety of students that became the raison d'etre of student affairs and services in Canada. The COVID-19 pandemic began to highlight the amazing core competencies and skills of student services professionals. The value of student services to the post – secondary education community was highlighted and heightened.

When leaders of institutions were deciding how to navigate the complexities of moving classes from face-to-face and bricks and mortar to new avenues, they quickly realized they needed much

more information. Student affairs and services professionals effortlessly entered the discussions on student engagement in remote learning, equity of access to online learning platforms, and the importance of student engagement … all with a student development lens.

The future is uncertain, time will tell. But one thing is for certain. If Student Affairs and Services is going to maintain the considerable recognition it so deserves student service professionals must reflect on the value they bring to the table during this unprecedented time. To maintain the recognition, appreciation and understanding of SAS on our campuses our profession needs to ensure its value and place for many years to come. It is up to student service leaders, individual professionals, national and international associations to document the innumerable impacts Student Affairs and Service brought to the academic, research, and public engagement missions of our institutions.

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Asia with a focus on China and Bangladesh

China: The impact of COVID-19 on China's Higher Education, a catalyst for change

Qi Li

In the wake of COVID-19, college and university campuses are closed, classes are taught online, and there are many unknowns as faculty and students plan for the next semester. COVID-19 has caused considerable disruption, upheaval, and uncertainty; however, it can be catalytic for developing adaptations and coping mechanisms for institutions of higher education (IHE) to better manage crisis in the future.

First, COVID-19 has shed light on effective crisis management strategies. Specifically, the Chinese government has been playing a primary role in coping with the pandemic. The Central Committee of the Communist Party of China set up a Central Leading Group to deal with COVID-19. So did the Ministry of Education (MOE) and the IHE across the country. Currently, in every institution, there is such a leading group at the institutional level, functioning as the decision-making entity to address COVID-19, with a subordinate one at the college level. This structural design is conducive to a rapid centralized response and a clear line of command. Other effective strategies include closing campus, staying home, mandatory reporting of personal health and geographic information, and more. Given that more than 70 % of public health emergencies in China took place in K-12 and collegiate settings and over 80 % of these occurrences were infectious diseases (Qiu & Li, 2007), the foregoing strategies have significant implications for IHEs.

Second, COVID-19 has changed the traditional role and function of online classes in higher education. To reduce the negative impact of COVID-19 on learning, the MOE has made 24,000 free online courses available to IHEs nationwide on 22 education platforms jointly developed over the years by the MOE and large 'ed-tech' companies. Some top-tier IHEs have made their MOOC Demo courses accessible to other institutions. Meanwhile, colleges and universities across the country moved classes online and experimented with online platforms, such as Tencent Meeting, Zoom, and ClassIn, to name a few. While it is still early to evaluate the effectiveness of online classes, this practice is clearly effective in coping with the disruption and accomplishing the policy goal of "disrupted class, but

undisrupted learning." What impact will online classes have on student learning outcomes? Can online classes achieve long-term sustainability? This type of questions must be answered before policy makers and higher education leaders can strategize future directions of online classes after COVID-19.

Third, COVID-19 has created a new normal in student affairs and services divisions (SAS). To adapt to an entirely virtual campus, SAS have moved programs and services online. Based on interviews with students and staff, this new normal requires the SAS staff to be familiar with WeChat, Zoom, Tencent Meeting etc. so that they can build an information hub and online community for students and engage them, collectively or individually, whenever needed. It also requires the SAS staff to be service oriented and to stay responsive to their student needs. Overall, this new normal is characterized with the following major features: detecting, checking, and reporting any symptoms related to COVID-19 in student groups; monitoring online classes to identify students most in need of financial, technological, academic, or emotional support; making emergency funds available to those from families affected by COVID-19 or those who cannot afford computers or internet access at home; and hosting virtual career fairs, providing training, and posting job openings for graduating students.

In short, COVID-19 has drastically changed teaching, learning, and social life in higher education. While it has caused disruptions and uncertainty, it is also catalytic for long-lasting change. Given the relative high incidence of public health emergencies in college and university settings, it is all the more important that colleges and universities across the country have an effective crisis management plan in place to minimize potential risks and liabilities. Higher education, as well as SAS, need to dynamically engage with the new opportunities created by this global pandemic.

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Bangladesh: The impact of COVID-19 on Higher Education: A drastic need for Student Affairs and Services

Md. Shafiul Islam

The tensions between the regulatory-government bodies and the private and public institutions of higher education became one of the focal points of discord during the COVID-19 pandemic.

The national Ministry of Education is responsible to look after the tertiary level education which presently includes 52 public universities[1] and 105 private universities[2] run by private entrepreneurs or board of trustees.

The Ministry of Education declared closure of all educational institutions on March 18, 2020, and requested the tertiary level higher educational institutions (HEIs) authorities to prepare for teaching-learning activities using online platform.

The University Grants Commission (UGC) of Bangladesh is considered the apex body to oversee all activities of both public and private higher educational institutes in Bangladesh. But, in fact, it has no regulatory authority rather than `advising' or `recommending' for improving the activities.

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1 Public university means the government of Bangladesh provides all necessary funds to meet the expenditures of the universities
2 Private university means the government of Bangladesh does not provide any funds. It is run by private entrepreneurs/board of trustees/ board of governors

In the pandemic Covid-19, the UGC could not play any vital role in higher education due to its legal limitations. But, in the meantime, a decision over adopting online teaching-learning activities by private higher educational institutions, taken by the UGC caused controversy. The authorities of private universities had shown interest on going to online teaching-learning activities but the UGC went against it and instructed the private HEIs `not to go' online during COVID-19 situation in the country. It is assumed that the UGC's instruction came, apprehending mal practice and low quality of some private HEIs as there are wide allegations about poor quality education against some private HEIs in Bangladesh.

Later, the UGC came back from the decision and went in favor of online teaching-learning activities for HEIs in the country, considering impacts of COVID-19 on higher education due to prolonged closure.

On the other hand, no public universities have shown interest on adopting online teaching-learning activities during this long unexpected closure period, except forming a committee on 'Online Education Learning Policy' and conducting a questionnaire survey, the UGC could not make any remarkable decision in this regard.

While there are no 'typical' SAS at Bangladesh Universities there are some service provisions for students. There are administrative units, such as 'Student Adviser' at Rajshahi University[3], and 'Teacher-Student Centre' both at Dhaka University[4] and Rajshahi University. At the Rajshahi University authority opened a web site about coronavirus and through its ICT Centre issued different awareness information and advice. The academic activities were suspended on March 18 2020 and it continues till further instruction.

Every university in Bangladesh has a number of residential dormitories related to the campus. The dormitories were closed due to COVID-19 situation. The students were instructed to vacate dormitories by March 22 2020 of all public universities. So far it is observed that no initiatives have been undertaken for the welfare of students by the authorities of dormitories. There is no such provision to support students during such situations in the country. The closure of dormitories was thus a primarily administrative process without much attention given to assisting or supporting students around the challenges this caused.

The challenges around 'working from home' are mainly around that there has not been any 'work from home' culture and this requirement has thus caused much stir among the academic and administrative staff of the higher education institutions. At present the HEIs do not have infrastructural facilities and staff lack the technical know-how to work from home.

Even though the UGC advised the academic and faculty staff of public universities to use online platforms for teaching-learning activities this was only sporadically taken up by staff and students and only partially recognized by institutions. Considering the logistical and infrastructural facilities, teachers of public universities believe that the public universities are not ready for using 'online platform' teaching-learning activities in the country. In addition, the socio-economic conditions of students of public universities are also important factors for consideration, causing almost insurmountable challenges for the use of online facilities for teaching, development and support.

Time is required for HEIs in Bangladesh to ready themselves and their students to use online platforms for teaching-learning and the authorities of HEIs should take steps to support this development, not on for the immediate COVID-19 crisis, but also for the post-COVID-19 Teaching and Learning.

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3   Established in 1953 in the northern part of the country
4   Established in 1921, located at the capital of Bangladesh

Middle East with a report from the United Arab Emirates

The United Emirates with a report from the American University of Sharjah

Lisa Bardill-Moscaritolo

In the United Arab Emirates (UAE) the Ministry of Education (MOE) guides teaching and learning decisions. On February 28, the MOE announced that no educational institutions could hold sports activities, competitions, and gatherings on-campus or off-campus of more than three people to limit the possibility of spreading the Coronavirus. Student travel was canceled as well as campus events and activities. Indoor fitness centers were closed, and Student Affairs and Services worked with students in the student center and residence halls to abide by social distancing and other safe hygiene practices. Student Affairs continues to work with the student organizations and student government leaders moving activities and projects to a virtual platform and to help students stay connected to their respective universities and to each other.

A week later, the MOE decided to suspend classes for four weeks and move to a remote learning period for most of March and possibly resume after spring break. Student Affairs created flexible and adaptable options for what would come next and how these options would impact residential students and those who left for spring break return. Ultimately on April 2, it was announced schools would remain closed for the remainder of the spring semester.

Many students across the UAE could not travel home since the ratio of international students to local students on college campuses is 48.6 % which is "one of the highest in the world" (Kamal & Trines, 2018, para. #22). The American University of Sharjah, for instance, was ranked by Times Higher Education as the number one university in the world with the most significant international student population of 84 % (Minsky, 2018). With a large international population, staff was highly involved in helping students manage travel restrictions, travel quarantine, and communicating changing curfew timings, and Personal Protection Equipment (PPE) necessary when leaving campus or on campus to ensure their health and well-being.

Overall, students comply with UAE laws and directives, so the level of respect demonstrated to the Student Affairs for the most part was respectful even when decisions impacted their comfort. For example, alcohol is prohibited on all college campus in the UAE. In Sharjah one of the seven UAE Emirates is the most conservative emirate and there are 'decency guidelines' (Masudi & Ali, 2013) that in turn impact university policies such as curfew timings, a dress code, and inappropriate contact between males and females. Given this regulatory background, the Covid-19 rules were an extension of how social engagement is guided.

Services like food and other retail outlets became more limited as the pandemic went on because of the limits of essential staff and third-party vendors that could come to campuses. In the UAE, it is a way of life, to have food delivered from a diversity of restaurants via motorbikes with a food box attached. Along with local directives on food safety and handling, creating new guidelines on how residential students can accept deliveries was one of the ways SAS managed the community's safety. To understand the magnitude of deliveries in UAE, 60 % of customers use delivery apps, and 87 % of restaurants are listed on these apps, compared to the US, where 18 % of customers use delivery apps (Lewis, 2018).

UAE offers many entrepreneurship and leadership opportunities for students, and many of these moved to a virtual platform, so students can still compete. Universities continue career fairs and internship activities and enrollment events with the best technology platforms.

The MOE has not decided how students will learn in the coming fall semester. Likely universities will operate online or in a blended learning approach with a low-density model. Student Affairs should embrace the remote learning tools for a blended approach to student services and student affairs programs and education, using both in-person and digital platforms to enhance student learning and development. Students value the time they have on college campuses, and SAS is eager to feel the energy of a vibrant campus, but the hope is as we return to the university life we love, we need to remember and adapt those lessons post COVID19.

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Australia and New Zealand

Australia and New Zealand: COVID-19 government and Higher Education: Swift responses and a shift in student population

Annette Andrews

In Australia and New Zealand[5], COVID-19 consequences due to border closures[6], quarantine, isolation and social distancing are producing multiple challenges[7][8] for students and the higher education sector. Significant job losses are predicted[9]. Some independent HE providers are concerned about viability[10]. COVID-19 ramifications have impacted enrolments, on-campus attendance, course costs, pedagogical frameworks, the student experience, Student Affairs and Services (SAS) resourcing and business models challenged to rely less on international enrolments and students seeking the on-campus experience.

As the pandemic escalated, international students, without funds adequate for 6 months, were encouraged to repatriate to their home country. Repatriation flights were also organized post border

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5 This report focuses primarily on Australia and New Zealand as CO-VID-19 cases in Papua New Guinea, Fiji, Tonga and amongst the islands of the Pacific remain low and no reports on the impact in the higher education sector in these countries were available. See: news report: https://www.theguardian.com/world/2020/may/13/coronavirus-in-the-pacific-weekly-briefing (13/05/2020)

6 https://www.voanews.com/science-health/coronavirus-outbreak/australia-closes-borders-response-coronavirus-crisis

7 In Australia forecasts predict an $8 billion hit over time with more than $3 billion predicted for 2020

8 https://www.rnz.co.nz/news/national/409632/how-coronavirus-could-cost-our-universities-and-polytechs-100m

9 https://www.universitiesaustralia.edu.au/media-item/uni-union-talks/

10 https://www.theeducatoronline.com/he/news/covid19-how-are-universities-responding/270329

closures. Commencing and returning students were invited to study online from home or suspend their enrolment. Universities, Polytechnics, Technical and Further Education institutions suspended on-campus classes, delayed semester commencement and rapidly enhanced the breadth and depth of online learning and teaching (curriculum, assessment, tutorial support, learning resources)[11]. Face to face student services were 'paused' and service delivery relied on web-based resources, email, telephone consultations and video conferencing. Laboratory based research was suspended. Staff and postgraduate research students were required to 'work from home'. Universities rapidly uploaded their full course catalogue for online delivery achieving in months what might otherwise have taken years.

Both nations experienced the loss of economic advantage bestowed by the international students' contribution to the local economy[12]. Disruption to 'business as usual' resulted in resources for student welfare being provided by governments[13][14][15][16]. Web directories pointed to support options[17][18][19]. Financial packages were offered by universities[20][21][22][23][24][25][26][27]. Food and care packages were distributed. Some domestic students, financially impacted by business closures, benefited from national economic stimulus measures[28][29].

Concerns, about graduate career opportunities in a world economy recovering from Covid-19, are high[30][31] and students' anxiety and psychological distress is exacerbated. Counselling services have migrated from primarily offering face to face services to 'mirror' services using phone and real-time video e-communication. Psychoeducational workshops delivered by Zoom or similar (synchronistic) or digitally (asynchronistic) are being deployed. Prior concerns about privacy and confidentiality appear resolved through use of enterprise systems (LMS, CMS) and business applications that have resolved concerns about privacy and confidentiality and reportedly delivered benefits including 'big data' desired to drive business models and resource allocation.

11 https://www.timeshighereducation.com/news/coronavirus-almost-all-australian-universities-head-online
12 For every dollar spent on university fees, international students spend $2 - $3 in the local economy. A significant benefit to the local community
13 https://www.studyinaustralia.gov.au/English/student-support
14 http://www.education.govt.nz/assets/Documents/Further-education/COVID-19-Bulletin/COVID-Bulletin-for-Tertiary-Students-Support-Package-Announcement-14-April.pdf
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22 La Trobe University – Support(i)ng the health and wellbeing of our students while they transition to the new COVID-19 world. https://www.anzssa.com/resources/anzssa-e-newsletter-archive/anzssa-e-newsletter-aprilmay-2020#La%20Trobe
23 https://unimelb.edu.au/coronavirus
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25 https://students.unimelb.edu.au/student-support/coronavirus/financial-support
26 https://enz.govt.nz
27 Students enrolled at VU were able to apply for support from the Hardship Fund in addition to supports provided by the New Zealand government to domestic students. https://www.covid-19.unsw.edu.au/information-students#fin
28 https://treasury.gov.au/coronavirus
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Online offerings supported by 'interactive' pedagogy enable student engagement via remote, flexible and hybrid learning modes. Despite sector concerns about quality assurance[32] [33], student experience outcomes[34] and students missing out on the 'full university experience', the potential cost savings and enhanced flexibility, attributed to online learning, suggest that it is unlikely that universities will retreat from their rapid boost to online offerings.

The dedicated SAS provided by institutions are well placed to positively contribute to the personalized support, offering value-add to the student experience, in order to nurture the success of the sector going forward. Personalized support, plus learning engagement, underpinned by a growth mindset framework, and facilitated by empathic teaching and support staff are important nurturing ingredients to benefit the students' online experiences and success for the sector going forward. Opportunities for student services in an academic cycle occupying 50 weeks per year and requiring 24/7 responsiveness lie in constant innovation, effective partnerships and collaborations with both academics and outsourced providers.

Europe with a focus on the UK, France, Spain, Finland and Ireland

UK: COVID-19 has greatly impacted the state of Higher Education in the UK and Europe

Vianna Renaud
Stephanie Deveze-Delaunay

Currently student affairs and services (SAS) have been greatly challenged by the crisis situation created by COVID-19 throughout the UK and Europe. Since the beginning, most institutions, if not all, have created cross-disciplinary emergency working groups. Whilst in the UK they have included members of the institutional academic body, professional support staff members, including those in student affairs and services, and key senior management staff. It has been common for subgroups to also be formed, and therefore these have been focused on education and professional practice, future student experience, recruitment and admissions, estates development and campus operations, it and research progression focusing on research activity. These working groups will continue meeting as the crisis progresses which will form the basis on if and how teaching and campus life will look like for the 2020-2021 academic year.

Student outcomes are of the utmost importance and therefore, many institutions in the UK have adopted a 'No Detriment' Policy to reassure students that they will not be disadvantaged due to the situation. This has greatly helped to reduce anxiety and stress, which is a main focus on campus. Mechanisms to best support students have been demonstrated through revised assessment methods.

Regular communication has been a key focus for university senior management. The message has been one of continuous support for both students and staff and has been shown through weekly emails, FAQs for students about COVID-19, and podcasts, all available from the university website.

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32 Lin Martin: https://campusmorningmail.com.au/news/teaching-learning-and-assessment-challenges-in-a-covid-19-environment/
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Unfortunately, universities in the UK were already looking at cost cutting measures. Now with COVID-19, great changes to the staffing of SAS teams are expected to be seen in the near future.

At present most, if not all, campuses have been shut down with professional staff members working from home and remotely. Therefore, SAS have been mostly managed remotely. This will continue to be the case until governmental policies say otherwise, and has been echoed at universities across Europe.

Student internships and placements have partly continued throughout the COVID-19 crisis. Whilst most employers have put their placement students on furlough, ended their placements, or have asked them to work from home, work experience and alternative forms of work experience are still felt to be critical to the student experience. This emphasis has been echoed in France, shown through the confirmed support of students continuing their placements at home. For instance, supervised volunteering in society has been recognized to replace some work experience internships and the French Ministry of Higher Education has created a task group to support the pedagogical continuity of this. The importance of placements within the EU has also been shown by the funding of the SPRINT program, a European partnership dedicated to establishing best practice and guidelines for university internships and work experience.

The SAS field has had to adapt quickly to a new delivery and engagement style. Therefore, a greater need of flexibility and adaptability, as well as upskilling on online delivery is necessary for staff.

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Student Minds: https://www.studentminds.org.uk/

WONKHE: https://wonkhe.com/

National Union of Students: https://www.nus.org.uk/

Office for Students: https://www.officeforstudents.org.uk/

EU: Reflections on mobility advising in COVID-19 – A European perspective

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Tiina Piipponen
Louise Staunton

This reflection covers different aspects of Student Support, student affairs and services (SAS) affected by COVID-19 from the vantage point of different international relations offices in three European countries, namely Ireland, Finland and Spain. For a higher education institution, it is key to provide students with quality support services and to think about the international student experience while also representing the needs of students in the provision of services. Institutions seeking to attract and retain international students are adopting student services and programming to meet their expectations (ACE, 2016), in order to not only create a global and international campus, but also to offer an inclusive environment that meets the expectations of international students, academically, socially, culturally and personally (Perez-Encinas, 2018). In this sense, the needs of students and all

support services involved with the student journey should be provided by higher education institutions rather than outsourcing these, especially during this pandemic.

The COVID-19 pandemic has caused an unprecedented crisis globally and has forced us to work from home with different tools and uncertainty. All institutions have put all their efforts into transferring most of their services to digital. The physical contact with students and in-person consulting has not been possible. Nevertheless, a great effort from institutions and different stakeholders has been made to provide a comprehensive service virtually.

One of the examples is the case of Trinity College Dublin and how it has responded to the crisis by putting in place immediate and urgent supports to provide a comprehensive service in the altered reality presented by the impact of COVID-19. As an institution, it is adapting on a continual basis to meet and anticipate student needs while actively creating new and innovative ways to deliver traditional SAS virtually ensuring that students are fully supported during the immediate crisis and looking ahead to the challenges of reopening in the coming academic year, particularly in ensuring health and safety of new and returning students.

Another case is how the international office at Metropolia University of Applied Sciences in Finland dealt with the closing of the schools, cancellations of international exchanges. Whilst most of the services can be offered digitally and we have reached students effectively, what is missing is the impromptu, personal and informal interactions and discussion with students. Without this This may mean that we only understand parts of the student experiences when we don't have personal contact.

For Universidad Autónoma de Madrid in Spain, the academia has also done a tremendous effort to convert all the lessons to a virtual environment. The calendars have been adapted and the principle of flexibility is in place. We might take into account the different circumstances of professors and students' access to technology and to interact with it in a virtual classroom. For sure, this has led to much lesson learning in how to provide a better support service in the future.

In conclusion, there has been a digital revolution in our institutions which has utterly changed our normal operating environments. Achieving the goal of enhancing institutional student learning outcomes including social justice, diversity, pluralism, intercultural education, citizenship and leadership, service learning, and overall personal development, is an aim that those in professional student services keep at the top of the agenda. Achieving these overarching goals is about how these services are structured, how they operate and according to which principles and values they are offered. In the same way as institution/organization/service unit have to design their services based on their overarching principles and goals, so too is the same effort needed in developing on-line services and digital environment with the same overarching goals in mind.

In fact, we see the digital leap that all of us experienced in our organization as a positive advancement. We see as an advantage the use of digital platforms and tools later for different kinds of operations and collaboration. In some cases, we have been already been using these new technologies but this was not the case across the whole institution on a coherent level. In that sense, we see this forced-situation (despite the difficulties and complexities it has brought) as beneficial for the administrators, academics, students and the institution itself. It brings more flexibility to work and study life, even though it requires more adaptation, research, technology investment, training and implementation by all. Digital has been converted to the "new normal" in higher education and the question is how can we make all this learning sustainable in the immediate and long-term future.

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Africa with a report from Ethiopia

Ethiopia: The response of Ethiopian Higher Education Institutions to the COVID-19 crisis: SAS is a high focus area

Bekele W. Ayele

Ethiopian Higher Education Institutions (HEIs) have never faced a disastrous challenge like COVID-19. On 16th March 2010, the Prime Minster of the Federal Democratic Republic of Ethiopia (FDRE), Dr. Abiy Ahmed, declared the National State of Emergence and the closure of schools and HEIs. HEIs were instructed to deliver their curriculum in distance and open learning (ODL) modality on 17th March 2020. No institution had been prepared to adapt and offer their curriculum and student services from the face-to-face modality to an ODL. However, the paradigm shift from the traditional brick and mortar educational provision to ODL model has been unavoidable to make HIEs and students avoid the repercussions of the disruption of the regular academic calendar.

The Ministry of Higher Education and Science (MoSHE) spearheaded the national response of HEIs to Covid-19. Immediately after the confirmation of the pandemic, it established Multi-Disciplinary National Taskforce, which is entrusted to undertake COVID-19 Research (MOSHE, 2020). A national study was conducted to identify priority areas for the Ethiopian government to allocate resources. These areas include: physical distancing, non-pharmaceutical intervention (NPI) and cultural aspects (indigenous knowledge). Emphasis is given to social problems of the pandemic as identified by the study, setting a bold research agenda that is locally relevant and attuned to Ethiopian reality. Ethiopian HEIs have been instructed by State Minister, MOSHE, to consider these areas and aligned their respective research priorities and put them into planning and action. These shall be the responsibility of the HEIs COVID-19 Research Taskforce which is led by research and community Services Vice Presidents (RCSVP). The priority areas indicate that Student Affairs and Student services (SAS) are also identified as COVID-19 research priorities making SAS a high priority and focus area for Ethiopia.

All Ethiopian public HEIs provided transportation to all students to go back home when these institutions were closed. Afterwards, it was declared that the teaching and learning process would be conducted via ODL. ODL is an important alternative model to increase access to, equity and quality of education. The Ethiopian government has also given priority to national capacity-building essential to the establishment and management of efficient ODL systems (Yilfashewa, 2008). Despite many challenges around implementation, reaching underserved populations, internet access and learning readiness, the national flagship university, Addis Ababa University, announced it will hold this year's graduation ceremony virtually.

Most students of government HIEs came from the deep rural areas, where wide spread internet connectivity is costly or not accessible. Many students struggle to return to campus impacting access to education (Altbach & de Wit, 2020). In addition to the setbacks by internet fragility, cost and

access, there have been no guidelines for quality assurance of the ODL modality in Ethiopia (Ethiopian Education Roadmap, 2018). This coupled with lack the capacity on how to structure and offer course in ODL modality on the part of most lecturers, could compromised the quality of education substantially.

Presently, there are no students on campuses and SAS such as accommodation, counselling, health clinics, recreational centres, clubs, libraries and laboratories, etc are closed and not functioning. Employees working in these sections are considered as non-essential workers. There have not been any attempts to delivery students' support service in ODL, or via online avenues. The dormitories are transformed into Quarantine Centres. This change in SAS functioning and use of facilities has caused much concern across Ethiopia. Especially the 236 private HEIs might keep SAS functions closed to students.

The laying-off of academic and none academic staff in Ethiopia is unconstitutional under the National State of Emergency. However, most private HEIs are already struggling to survive the first wave; a few have started downsizing, while others are closing some of their branches or units and are laying off what they consider to be redundant staff, which includes SAS divisions (Wondwosen, 2020). Despite these serious challenges, most HEIs responded to COVID-19 by donating money, sanitary items, essential supplies and offering their buildings to be used for quarantine and storage purposes. ETB30 million (nearly US$1 million) were raised by private institutions for the cause (Wondwosen, 2020).

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South America with a reflection from Chile

Chile: Covid-19 crisis upon crisis: Challenges for Student Affairs and Services

Michael Handford
Juan Williams-Kudin

Since mid-October 2019, Chile has been experiencing a deep political and social crisis whose most visible expressions are the enforcement of strict curfews, and frequent mass protests and strikes in the streets around the country. In that context, the normal progress of the 2019 academic year in Universities had to be modified as many higher education institutions lost months of regular face-to-face teaching. The effect of all this was that the 2020 academic year, which should have commenced in early March, began several weeks later in many institutions, particularly those in the state sector. Therefore, when the first measures were put in place to contain coronavirus in mid/late-March, hundreds of thousands of students were only just beginning the current academic year.

The Chilean higher education sector is a highly-decentralized system. Therefore, on one hand, each institution is taking most of the actions and efforts as an autonomous entity. However, all these efforts require the inequalities at the root of the system itself to be addressed.

As a summary, we highlight the following actions which have been taken by most Chilean universities, both state and private:

1. Ensure the continuity of online access using remote technology. This means a) distribute devices to students who do not have computers with sufficient resources for the necessary programs, and to students that do not have computers at all; b) distribute internet access chips for those devices; and c) provide remote teaching programs for academics.

The current post-October 2019 and coronavirus crises have left many students and their families in a more precarious economic situation. For these reasons, it is the Universities themselves that have tried to absorb the costs associated with the measures outlined above. Nevertheless, due to logistical difficulties, especially in rural and densely-crowded urban areas, these actions have not yet ensured that all enrolled students have consistent access to 'remote classrooms'. Additionally, many students are trying to manage in economic and domestic conditions that are far from suitable for successful learning.

2. Remote work of staff members, including Student Affairs Directorates, to support the students. This means a) provide psychological support to the students; b) arrange online group workshops to support stress or other psychological effects; and c) maintain services which require attention by social workers, such as social certificates and scholarships.

As far as we have seen, in most institutions, the supply of these services does not yet keep up with the increasing demand, as students and staff are continuously trying to adapt to constantly changing situations. Almost all of these actions have been implemented in a little over a month and the prior experience of most institutions in these matters is scarce for events on this scale. In due course, a critical evaluation of the actions taken will certainly be needed, so that the Student Affairs Directorates are better prepared in times of crisis in the future. This evaluation will also provide lessons learnt so that this pandemic can offer learning opportunities for students, staff and institutions.

Executive summary

Following the **Foreword**, the *3rd edition* begins with a brief description of the genesis and workings of IASAS. The **Introduction** presents a viewpoint from Prof. Ahmed Bawa, a prominent world leader in HE from South Africa. Then the **Preface** is comprised of four subsections: First is a description of the **Foundations of student affairs and services**. Second is a brief piece on the **Inception, purpose and use of this publication**. The authors are thankful for the support of a number of people and organizations and express this in the **Acknowledgements** section. Finally, contact information is provided for IASAS **which offers assistance** to institutions and individuals around the world.

Section I includes the **Universal concepts and assumptions** coming out of the World Declaration on Higher Education (WDHE) and other meetings of world leaders in higher education. These concepts come from documents and declarations emanating from those meetings, among others, with the idea that meeting student needs through an effective SAS programme is central to the development of successful HE student learning outcomes.

The **Universal concepts and assumptions** section leads into **Section II** comprised of the **Basic principles, values, and beliefs** that form the basis of the SAS field. These beliefs are what SAS workers diligently work toward and what is taught to students. They guide us in focusing on the 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 SAS is increasingly recognized as a professional force of importance in HE around the world. Professions typically follow a code of ethics and **Section III**, **Ethics in student affairs and services**, describes the importance of establishing ethical practice in this critical area of higher education. What concerns must practitioners have in relating personally to students and to each other? What role can SAS professionals play in creating an ethical environment on campus?

Entrance into this field will increasingly require preparation and training commensurate with the duties to be performed and in step with the national context for higher education. **Section IV** addresses the concept of **Professionalisation** and different models of professional preparation as well as ongoing professional development that assists SAS staff in keeping up with changing students and issues and garnering the new skills needed to carry out such efforts.

All functions in HE must be properly managed, including those in SAS. **Section V** outlines the importance of effective use of **Research, evaluation, assessment, strategic planning, accreditation and standards** in HE SAS. All this must fall within the context of a student affairs/services vision and mission, along with operational policies that are congruent with those of the institution and the country within which they will be carried out.

Section VI 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, response to refugees and protecting human rights, call for more attention be paid to these areas of students' lives and the administration of student affairs services and programmes.

Section VII is entitled, Social justice, diversity, multiculturalism, inter-culturalism, cross-culturalism, and inclusion in higher education – What role can student affairs and services play? Higher education, over the past century, has faced major changes in student populations in part because of the trend toward massification. This is also because of the increasing belief that all qualified students, regardless of their ethnic, racial, physical ability, gender, or other attributes should be afforded the

opportunity to participate in tertiary education. **Section VII** looks at the importance of these concepts and the role that SAS can play in carrying them out.

Section VIII, **Student affairs and services: Partners in student retention, throughput and success (graduation)**, tackles one of the most critical worldwide issues in tertiary education – the loss of large numbers of students prior to successful completion of their studies. The authors of this section approach the subject from several perspectives including defining to what extent student retention is an issue around the world. Special programmes designed to attack the problem are described.

Because of the increase in the number of armed conflicts, political upheavals and severe disasters around the world, more attention needs to be paid to how HE can play a role in post-conflict and post-disaster regions, particularly in supporting refugees fleeing their own countries and who want to continue their higher education. **Section IX**, **The critical roles that higher education student affairs and services must play in refugee education – Focus on Germany**, provides the reader with a look at how such assistance would play out, particularly in relation to the provision of student affairs programmes and services for these refugees. The focus is placed on the German response to this refugee crisis and asks what are the unique challenges they face and how can student affairs practitioners and scholars play a role in meeting them?

Section X, **Student activism around the world: Student affairs as partners or advisors?** is included in this edition of the book in response to a significant rise in student activism in several regions of the world.

The section on **Student mobility (Section XI)** is included in response to a significant increase in student mobility (studying outside one's own country) around the world.

How SAS' work is carried out varies significantly from one country to another. **Section XII – One size does NOT fit all: Unique delivery systems in student affairs and services around the world** describes several different approaches used in delivering student services in a number of countries.

Section XIII, **Regional international associations in student affairs and services**, takes a close look at several regional associations in this field that have long records of success in providing informational and staff support programmes for SAS practitioners and scholars in their respective regions.

The final theoretical section is **Section XIV – The future of student affairs and services in higher education: Trends, directions and predictions**. Several world leaders in the field of HE and in student affairs tackle this difficult topic not unlike a meteorologist would approach it i. e. get as much quality data as you can and put together a forecasting model that will aid you in predicting what tomorrow will bring. There may be those who disagree with their foreshadowing, but it is nevertheless an exercise we must encourage all of our colleagues to carry out regularly in our pursuit of quality and effectiveness.

Section XV is another core part of this book as it outlines the specific **Student affairs and services functions in higher education** that are in use, in one way or another, 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 come under the umbrella of a SAS 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 implementing them. No one model, array of student services functions, or set of activities is recommended for all situations, institutions, or countries.

Another popular section from the *2nd edition* will be continued in the *3rd edition.* It is **Section XVI**, 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 devel-

opment. This points out, once again, how local and regional culture, traditions, economics, and politics most often dictate the status and appearance of HE and SAS. The authors have captured the uniqueness of delivery systems from country to country. At the same time and similar to the approach used in the WDHE, the *3rd edition* 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 XVII** of the *3rd edition* provides a comprehensive array of information on **Regional and global 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.

The book concludes with **Annex 1. Contact information for authors, members of the editorial team and advisory panel**; and **Annex 2. List of acronyms and abbreviations related to student affairs/services and higher education**.

I

Student affairs and services in higher education: Universal concepts and assumptions

I

Student affairs and services in higher education: Universal concepts and assumptions

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Over the course of the last three decades, worldwide efforts have been undertaken by nations and by UNESCO to ensure that HE is of the highest quality possible and is accessible to all those who are qualified. A number of global conferences and meetings were held with these objectives in mind. The outcomes of those meetings were recorded and are used as guides to efforts to improve HE in all its aspects including accessibility. Throughout these documents there is reference to many ways in which SAS practitioners can and do carry out efforts to improve HE through programmes and services designed to enhance student learning and success. Section I will present, in outline form, the foundations and assumptions coming from these documents that lay the framework for including SAS as a fundamental part of HE everywhere.

The first of these documents is *The World Declaration on Higher Education (WDHE)*, created and enacted in Paris in 1998 at the first World Conference on Higher Education sponsored by UNESCO; the WDHE sets forth a vision and guiding principles designed to meet the challenges of the 21st Century (UNESCO, 1998). Among the foundations underlying the WDHE, those most pertinent to the development of SAS, include the following:

1. There is unprecedented demand for and 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. HE must help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives.

4. 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. HE 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.

5. This requirement that HE 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.

6. HE must provide opportunities for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system. It must also offer an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, all in a context of justice.

7. HE should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues.

8. HE 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 educational institutions, systems, and communities.

9. HE must provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations.

10. Links with the world of work can be strengthened, through the participation of its representatives in the governance of institutions, the increased use of domestic and international apprenticeship/work-study opportunities for students and teachers, the exchange of personnel between the world of work and HEIs, and revised curricula more closely aligned with working practices.

11. More diversified international co-operation and exchange comprise major avenues for advancing HE throughout the world and must include exchanges of scholars (teaching staff as well as administrative staff) and students, cooperative research, and enhanced information and technology transfer.

12. HEIs should educate students to become well informed and deeply motivated citizens who can think critically, analyse and look for and apply solutions to the problems of society and accept social responsibilities.

13. To achieve these goals, it may be necessary to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. New pedagogical and didactical approaches should be accessible and promoted in order to facilitate the acquisition of skills, competencies and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts, where creativity also involves combining traditional or local knowledge with advanced science and technology. These recast curricula should take into account the gender dimension and the specific cultural, historic and economic context of each country. The teaching of human rights standards and education on the needs of communities in all parts of the world should be reflected in the curricula of all disciplines, particularly those preparing for entrepreneurship. Academic personnel should play a significant role in determining the curriculum.

14. Guidance and counselling services should be developed, in co-operation with student organizations (and SAS practitioners and scholars), in order to assist students in the transition to HE at whatever age and to take account of the needs of ever more diversified categories of learners.

Apart from those entering HE from schools or further education colleges, they should also take account of the needs of those leaving and returning in a lifelong process. Such support is important in ensuring a good match between student and course. Students who do drop out should have suitable opportunities to return to HE if and when appropriate.

15. Access to higher education, while institutional or governmental financial resources may limit it, must be potentially available to all qualified individuals regardless of their background or personal characteristics. The WDHE noted, in particular, that much more needs to be done to promote increased participation by women.

Note: The editors and authors of the *3rd edition* point out that the drafters of the WDHE, in other sections of that excellent document, also refer to a number of other under-represented groups experiencing limited access to HE in most parts of the world. It is that broader call for inclusion and diversity that guides the development of this book. These groups, including women and the differently abled, will be addressed specifically in the *3rd edition*.

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

In the context of unprecedented demand, increasing diversification and the vital role they play in the economic and socio-cultural development of nations, HE needs to continue 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 competencies and increased employability, as well as the growing need for international cooperation.

For HE 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, and 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 WDHE (UNESCO, 1998), make a strong case for the development and implementation of a highly effective SAS programme in HE around the world. HE must 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. SAS efforts have always been at the centre of recognizing cultural differences and promoting universal values.

While HE is aimed at more formal curricular learning, it is also about experiences that develop emotional and social intelligence as well as ways to positively influence society. This is a core approach of SAS work.

SAS are designed to provide improved access to higher education, enhance student learning, improve retention and throughput rates; develop global citizenship skills; and provide society with new human capital and potential that can help humanity move forward toward becoming a true family of nations.

The assumptions found in the WDHE that call for such efforts as those characteristic of SAS work are as follows:

1. Education at all levels has clearly been established as a staple process in the development of a just and prosperous society. It has a number of functions including that of preparing students for active roles in society and 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, resulting in the denial of a portion of the benefits derived from their being educated and how that affects their children. Equity in educational access of prospective students of all groups and levels of society is a foundation for success in higher education.

    Note: There are numerous under-represented groups based on geography, demography, and/or personal characteristics that need to be encouraged and supported as they consider HE as a possibility for improving their lives. The discrimination against and under-representation of these groups will be addressed in several locations throughout the remainder of the *3rd edition*.

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 to the same.

4. Freedom of expression and a free exchange of ideas are central to a quality HE 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 HE 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 HE structures. Related to those principles is the reality that HE must seek multiple sources of funding both within the traditional structures and throughout the public and private sectors. Formation of strategic partnerships with these groups could afford HE 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. Also, students must be afforded quality career guidance and development opportunities to facilitate the transition into, through, and out of HE 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 assume that students are capable of learning and organizing themselves to participate in governance of higher education. 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 HE with the idea that they also are obligated to utilize the resources provided to them in a responsible fashion, and to give back 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.

The Second World Conference on Higher Education: The New Dynamics of Higher Education and Research for Social Change and Development, was held in Paris, France in 2009. More than 1,400 participants from nearly 150 countries and territories were in attendance including a wide variety of stakeholders coming from the public and private sectors. The participants produced the *Communiqué*; a document agreed to by all nations in attendance and designed to provide guidance for continuing efforts to reform HE around the world (UNESCO, 2009).

SAS practitioners and scholars find many of the principles outlined in the *Communiqué* directly related to their efforts in serving students through provision of essential services, offering of critical educational programmes, and assisting the academy in preparing students as positive contributors to the world of work, as leaders, and as citizens of their countries and of the world (UNESCO, 2009). Here are a number of statements that speak to the important roles that SAS play every day in their work with students:

1. Faced with the complexity of current and future global challenges, institutions of HE have the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. To do so, institutions must increase their interdisciplinary focus and promote innovative thinking which contributes to the advancement of sustainable development, peace, wellbeing and development, and the realization of human rights, including gender equity.

2. In expanding access, HE must pursue the goals of equity and quality simultaneously. Equity is not simply a matter of access – the objective must be successful participation and completion as well as assuring student welfare. This requires a culture shift at many institutions and reforms in curricula, teaching/learning systems and student assessment.

3. HE must assure active student participation in academic life and to provide adequate student services.

4. The training offered by institutions of HE should both respond to and anticipate real-world needs. This includes promoting research for the development of new technologies and ensuring the provision of technical and vocational training, entrepreneurship education, and programmes for lifelong learning.

5. There is a need to increase and broaden equitable student access and success, including student welfare and services with the appropriate financial and educational support to students from poor and marginalized communities; to target a greater representation of women across broad fields of study; to provide a diverse range of HEIs.

6. Globalisation has marked HE and research significantly, creating both new challenges and opportunities. For globalisation of HE to benefit all, there is a need to assure equity in terms of access and success, to promote quality and to respect cultural diversity as well as national sovereignty.

7. HE must strive to foster diversification in both the provision of HE and the means of funding it; put in place appropriate regulatory and quality assurance frameworks; and sustain quality in times of economic difficulty.

8. HE must pursue the goals of equity and quality and assure that success is the important goal in expanding access to higher education. To this end, develop more flexible entry pathways and closer links to the world of employment, and assure better recognition of prior learning and work experience.

9. HE must assure active student participation in academic life and to provide adequate student services.

The Incheon Declaration – Education 2030: Towards inclusive and equitable quality education and lifelong learning for all, was the resulting document from the World Education Forum (WEF) held in Incheon, Republic of Korea, during the third week of May 2015 (—. 2015).

Over 130 education ministers and more than 1500 participants have now adopted the *Incheon Declaration – Education 2030* (—. 2015). The Declaration marks an important step in the development of international education policy. Several statements from the Declaration relate to the work of SAS practitioners and scholars. They are listed below:

1. Quality education fosters creativity and knowledge and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education.

2. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

3. The renewed attention to the purpose and relevance of education for human development and economic, social and environmental sustainability is a defining feature of the SDG4-Education 2030 agenda. This is embedded in its holistic and humanistic vision, which contributes to a new model of development. That vision goes beyond a utilitarian approach to education and integrates the multiple dimensions of human existence[v]. It understands education as inclusive and as crucial in promoting democracy and human rights and enhancing global citizenship, tolerance and civic engagement as well as sustainable development. Education facilitates intercultural dialogue and fosters respect for cultural, religious and linguistic diversity, which are vital for achieving social cohesion and justice.

4. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind.

5. The renewed education agenda is comprehensive, holistic, ambitious, aspirational and universal, and inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind.

6. HE must strengthen international cooperation in developing cross-border tertiary and university education and research programmes, including within the framework of global and regional conventions on the recognition of HE qualifications, to support increased access, better quality assurance and capacity development.

7. Tertiary institutions, including universities should support and foster the development of policies for and provision of equitable quality lifelong learning opportunities.

8. HE must promote flexible learning pathways in both formal and non-formal settings; enable learners to accumulate and transfer credits for levels of achievement; recognize, validate and accredit

prior learning; and establish appropriate bridging programmes and career guidance and counselling services.

9. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

10. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

11. Institute comprehensive, multifaceted and cohesive policies that are gender and disability-sensitive and promote norms and systems that ensure schools are safe and free from violence.

12. Quality education includes the development of those skills, values, attitudes and knowledge that enable citizens to lead healthy and fulfilled lives, make informed decisions and respond to local and global challenges.

13. Effective and relevant learning outcomes can only be achieved through the provision of quality inputs and instructional processes that enable all learners to acquire relevant knowledge, skills and competencies. Equally important is the equity dimension: policies should be established to address the uneven distribution of learning opportunities and outcomes across regions, households, ethnic or socio-economic groups and, most importantly, in diverse schools and classrooms.

14. In addition to imparting job skills, tertiary education and universities play a vital role in stimulating critical and creative thinking and generating and disseminating knowledge for social, cultural, ecological and economic development.

15. A narrow focus on work-specific skills reduces graduates' abilities to adapt to the fast-changing demands of the labour market. Therefore, beyond mastering work-specific skills, emphasis must be placed on developing high-level cognitive and non-cognitive/transferable skills, such as problem-solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational fields.

16. Promote the development of different forms of work-based and classroom-based training and learning where appropriate.

17. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development and global citizenship education which include peace and human rights education as well as intercultural education and education for international understanding.

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II

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

II

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

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In order for any sector of the HE 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 the students being served. Building on the *2nd edition* of this book (Ludeman, 2009), the *3rd edition* concerns itself with student affairs programmes and services that nurture the success of students as learners in the academy.

The enrolment of students in HE remains a matter of interest and of great importance for all countries. Education is the pillar of all societies and transforms lives by enhancing the quality of life, building peace, eradicating poverty and driving sustainable development (UNESCO mission). Students in HE all over the world enrol in different programmes of study and access various services, informed and guided by basic principles and values of SAS. In this section the authors propose a platform of universal SAS principles, values and beliefs that ought to exist in every institution.

Principles, values and beliefs will more than likely vary, depending on the region or country of origin. While that may be the case, 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 programmes and services in HE anywhere on the globe. The key principles, values and beliefs that underpin SAS globally are reflected below:

Purposes and partnerships

1. HE and student affairs professionals, as integral partners in providing services and programmes, must be student-centred and acknowledge students as active partners and responsible stakeholders in their education. Along with parents, institutional decision-makers, government officials, and UNESCO representatives, students must also be included in their educational process, as well as in UNESCO follow-up conferences and meetings related to the proceedings of the World Conference on Higher Education (WCHE). While students generally have the right and responsibility to organize, to participate in governance and to pursue their personal and social interests, institutions must offer and encourage students to take advantage of such opportunities for enhanced integration and engagement.

2. Partnerships with all constituents, both within and beyond the academy, must be established to promote in-classroom and out-of-class learning as well as lifelong learning. Such partnerships should include students, faculty, staff, alumni, parents, employers, social service agencies and non-governmental organizations, primary and secondary school systems, government agencies and representatives of the local, national, regional and global communities.

3. Student affairs programmes 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 through collaboration and partnerships with others throughout the campus.

4. SAS practitioners, professionals and scholars are key players in the advancement of the talents of all nations. Partnerships at the national and international levels, through cooperative exchanges, conferences, training and seminars, mobility programmes, and shared research are necessary for sustained growth and development.

Access, equality and diversity

1. Higher learning is enhanced by diversity and creative conflict; in particular as students, faculty, and student services practitioners and professionals of varying backgrounds encounter different histories, experiences and points of view in one another. Thus, every effort should be made to attract and retain a diverse student body and staff. This includes diversity of race, ethnicity, faith, gender and disabilities, as well as of ideas.

2. The student affairs programmes and services mission must be consistent with the institutional mission, its educational purposes, the locale in which it is operating, along with its student characteristics. Programmes must be established and resources allocated for the purposes of meeting their ultimate goal, this being the enhancement of student learning and personal/social development.

Assessment of student needs

1. It is necessary to first identify and understand the needs and concerns of the students. Student issues and concerns are best informed by their stage of development as young adults, as well as the stage of their study period. HEIs should provide the best suitable services along the student lifecycle by assessing their needs upon acceptance to their institutions and throughout the tertiary education experience until graduation.

2. Relevant, responsive and meaningful student services and support must be available to all students to enhance their integration into HE and to support their academic success.

3. The absence of such important services could result in students feeling isolated, alienated, stressed and performing poorly academically, depending on the amount and types of issues that arise during their time as students.

4. The student lifecycle stages can be comparable to the international student lifecycle (for students studying abroad for a period of time). These stages were developed by Kelo, Roberts, and Rumbley (2010). The first one comprises the pre-arrival services, the second covers services provided upon arrival at the institution, and the third relates to services during their study period. Universities also provide different types of services for international students. Most of them are developed in relation to different stages of the international student lifecycle, although some of those services are implemented during different stages of the international mobility process.

Learning and career development

1. HE must address the personal and developmental needs of students as whole human beings. SAS, by virtue of its core role and function, is best positioned to assume leadership in this regard, as well as in the appropriate advocacy of students in general.

2. Students encounter three major transitions related to their HE experience: they first move *into* higher education, second *through* their collegiate and university life, and third *from* HE 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 and programmes that engage them in the learning process within and beyond the classroom. HE must prioritize academic and career counselling programmes to assist students in preparing for their life work, employment, and subsequent careers beyond tertiary education.

3. Learning is complex and multi-faceted. For society to benefit fully, the processes of learning must be lifelong in scope and varied in contexts both in and out of the classroom. When the connections between academic learning and out-of-classroom experiences are intentional and relevant, higher levels of intellectual and personal development will occur. Service learning, leadership education, internships, community service, and a safe space for engagement on diverse issues, etc., all are examples of this blend of didactic and experiential learning.

4. All HE stakeholders must promote independent and self-directed student behaviour within a community context. Worthy citizenship and service to the community and global responsibility are important values to promote during the postsecondary experience.

5. The delivery of student services and programmes is based on a number of critical values. These values include diversity, pluralism, inclusiveness, social cohesion, sense of community, high expectations, a global view, integrity, citizenship and leadership, ethical living, respect for the inherent worth of the individual and the idea that students can and must participate actively in their own growth and development.

6. Tools of information technology should serve as a means, rather than an end, in the student learning process. SAS practitioners, professionals, and scholars should explore innovative ways to enhance student learning through technology and to promote effective and efficient student access and usage through advising, counselling, development of appropriate systems and development and implementation of effective training programmes.

7. SAS practitioners, professionals, and scholars expect students to be engaged with their institution and the learning process. This engagement should be 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 contexts. Good practices in SAS build supportive and inclusive communities both locally and globally.

Professional ethics, sustainability and resource management

1. Student affairs functions and services must subscribe to high standards of professional ethical practice and behaviour, including professional preparation, assessment of professional qualifications, continuing training and development, monitoring and 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 the other constituents.

2. SAS funding sources ideally should be diversified and include significant institutional support. Funding from outside sources, such as grants, foundations, 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 are proven to enhance student learning and success in relation to demonstrated need and demand.

4. Information technology (IT) is essential for the efficient and effective management of SAS. Therefore, modern IT hardware and software must be made available to students and SAS workers in order to achieve up-to-date and future-oriented learning and success goals for students.

Research, programme evaluation, planning and assessment

SAS practitioners, professionals, and scholars, along with the teaching faculty, bring to the academy a particular expertise on students, their development and the impact of the teaching and learning environments. They gain that information through systematic inquiry, including both quantitative and qualitative research methods. They are closely aligned with the academic mission of the institution 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 and personal development. More details on research, evaluation, assessment, and planning are provided in Section IV.

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III

Ethics in student affairs and services

III

Ethics in student affairs and services

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The ethical landscape of SAS is vast and complex. To say that SAS professionals, practitioners, and organizations encounter ethical problems is an understatement. Ethical considerations and obligations in policies and procedures, rules and regulations, disciplinary measures, and programmes and activities abound. Ethics govern the actions and activities of any profession or organization within a framework and failure to consider this as vital can lead to ethical dilemmas. Without an ethical framework, SAS professionals and practitioners are vulnerable to charges of unethical and unprofessional behaviour. To avoid this, it is paramount that SAS professionals, practitioners, and organizations consider six (6) basic issues with regards to ethical conduct and standards:

LAW: Ethical considerations and obligations that the SAS professionals, practitioners, and organizations must consider with regards to the laws of the land in which they are governed.

SPIRITUALITY and RELIGION: Ethical considerations and obligations the SAS professionals, practitioners, and organizations must consider with regards to the multi-faith presence on and off campus or absence of faith as long as such considerations are congruent with institutional mission.

CULTURE: Ethical considerations and obligations SAS professionals and practitioners must consider with regard to the cultural issues of the institution, community, or country/region in which they work.

INSTITUTION: Ethical considerations and obligations SAS professionals and practitioners must consider with regards to the institutions at which they service.

ETHICAL CODES: Ethical considerations and obligations SAS professionals, practitioners, and organizations must consider with regard to different codes of ethics are universally valid and may specifically exist for certification/licensure in some professions and fields of specializations on campus.

STUDENTS: Ethical considerations and obligations the SAS professionals, practitioners and organizations must consider with regards to the students they serve.

Each of these ethical considerations and standards is important to consider, as their 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, the professionals, and practitioners are located.

1. LAW

It is essential that SAS professionals and practitioners uphold the laws of the land in which they work. Laws of the land are the basic tenets with which all other laws and regulations are deemed to align in order to guide the behaviour, programmes, and activities of the individual or agencies of government in the specific community or country. Even if professionals and practitioners 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 and practitioners. Professionals and practitioners should 'clearly distinguish between statements and actions that represent their own personal views

and those that represent their institution' (Student Affairs Administrators in Higher Education, 1990) and the government under which they live.

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

2. SPIRITUALITY and RELIGION

It is the ethical responsibility of the student affairs professional not to judge a student's development, to support the student's spiritual journey, and to facilitate different spiritual beliefs or lack of beliefs within the context of the institutional mission. Students may have spiritual and religious beliefs that are contrary to the beliefs of the professional or the institution. However, students must be allowed to explore their own spiritual journey. For religious institutions, the curriculum or co-curriculum may be more prescribed. However, the student's journey must be respected within the context of the institutional mission (Stewart and Kocet, 2011). It is also critical to assist those students who do not have or want a faith or spiritual development. It is also important to understand how culture and religion/spirituality collide. Exploring and attempting to understand the differences of cultural traditions and religious practices is important in supporting students.

3. CULTURE

It is imperative that SAS professionals and practitioners understand the ways of life, the patterns of behaviour, and the different values that exist in the workplace or in an organization. To a certain degree, culture affects and influences one's views about everything including ideas, goods, services, other people, and the world. It should be noted, though, that cultural standards vary from community to community and country to country. What is acceptable practice in one locality could be taboo in another. SAS professionals and practitioners must understand the culture of the country, region, and community in which they are working particularly when working in countries or cultures other than their own. Similarly, branch campuses or non-native organizations need to include local constituents in their planning, policies, and implementation efforts. Not unlike for standard 1., student affairs staff must separate their personal beliefs from their duties with regards to the beliefs of the nation, region, or community in which they work.

4. INSTITUTION

It is significant for SAS professionals and practitioners to realize that an institution will have its own ethical standards by which it is expected that all employees (and in many instances students) must abide. These ethical standards, to a large extent, are aligned with or drawn from the vision-mission statements, goals and objectives, and core values of the institution which explain the existence and future direction of the institution. Its goals, objectives, and core values define the ways to realize these statements. This is where student affairs professionals and practitioners must take their cue for what policies and programmes to make. The NASPA, Student Affairs Administrators in Higher Education, organization, based in the United States, 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' (NASPA, 1990). However, it is a key obligation that the student affairs professional recognizes what the ethical standards are of the employing institution 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 those 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 institution and professional with an adequate knowledge of the ethical expectations of each.

5. ETHICAL CODES

It is important that SAS professionals and practitioners are well aware of existing codes of ethics that are universally valid and others as applicable to specific organizations, professions or programmes. In a school setting, some areas of student affairs require professional licensure or certifications 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.

6. STUDENTS

It is paramount that SAS professionals and practitioners see the students they serve as the key reason for their position, presence, and functions on campus. They must have a deeper knowledge and clear understanding of the students they serve who, as individual persons, have come from different milieu, different family backgrounds, different religions (or no religion) and cultures, and different values and needs. They go to school to be taught, formed, and prepared for work and life. According to Delworth and Hansen, '[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' (Delworth and Hansen, 1989, p. 58). To this, it 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, 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.

Conclusion

Ethical considerations are essential in any analysis of SAS. 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 based on institutional mission and the culture in which they are based. Although these ethical standards may differ from community to community, the basic premises of respect, learning, professionalism, providing a safe environment, and acting to benefit the student and 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 (Council for the Advancement of Standards, 2006).

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IV

Professionalization of student affairs and services around the world: More than a matter of degree(s)

IV

Professionalization of student affairs and services around the world: More than a matter of degree(s)

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Introduction

Education in all regions of the world is under pressure to address issues of access and equity, transformation, efficiency and standardizations (Pascarella & Terenzini, 2005; UNESCO, 1998). Student success and employability are critical issues that form part of performance demands in higher education. These influences impact on student affairs and one of the responses has been for SAS to focus on professionalization of its domain in the form of strengthening scholarship, building epistemic communities, developing theories and coherent practices, programmes, interventions and services that contribute significantly and cogently to higher education's role in the global transformation project (Schreiber, 2014; UNESCO, 2004).

This section discusses the informal preparation, formalised education, academic professional development and professionalization opportunities in the domain of SAS. These processes are constructed to develop the profession and its discipline and scholarship through teaching and learning and networks of national and international exchange of knowledge as found in a variety of regions across the globe. SAS practitioners and scholars located within HE are thought to require professionalization in order to develop disciplinary and scholarly knowledge, along with capacity development, so as to formally legitimize and embolden the domain of SAS to contribute significantly to the attainment of the goals of higher education.

Professionalization is not viewed as a static finite event, or as a training process leading to an accreditation with set norms and standards, or a process concluding with exclusionary criteria. Professionalization, as we discuss it here in this section, is viewed as a continuously progressing process that re-invents, re-constructs and re-examines itself as it seeks relevance within an evolving and pluralist context of HE around the world.

While the trend to professionalization has spread worldwide, there is value in distinguishing 'becoming professionalized, being a professional or behaving like a professional' (Ludeman, 2014). These distinctions, while subtle, are essential for an emerging domain like SAS. Countries in mainland Europe, for instance France and Germany, are not professionalizing SAS *per se*, but rather focus on the roles as civil servants providing effective and efficient services within a textured and caring welfare state. In Germany, the social welfare state offers a range of services that are 'professionalized' via public administration and management of *Bildungswissenschaften* and, as such, do not assume the need for a SAS 'profession' (Ludeman, 2014). The stark difference to the United States will be discussed further on, where the USA has strengthened its SAS via the bolstering of academic disciplines, scholarship and professional associations (see for instance www.myacpa.org).

Model and stages in the professionalization of student affairs

Professionalization is the process of transformation from a loosely connected group to a group that is described as qualified, as opposed to unqualified, is grounded in a principle or framework, is bound by norms and conduct (ethics code), and has perhaps an association that accredits the mem-

bers, using standards that are explicitly developed (Dean, 2006). One example of maturity and advancement of professionalization within a region or country is the establishment of professional and academic training programmes organized by or for the domain of SAS.

The early stages of professionalization in any region or country involve the formation of 'issues networks', that share experiences and knowledge about issues or concerns, or 'epistemic communities' that are a loosely defined network of practitioners or experts who share information and have influence on discourse, frameworks or plans around professionalization, or themselves initiate professional development and training, especially with regards to institutions and public policy.

Epistemic communities in SAS have driven a variety of programmes that advance professionalism and have enabled the domain to exist in various stages of maturity. An example of epistemic community support via ongoing professional development is the Global Professional E-mentoring Program that seeks to support and enhance the work of early career professionals in SAS (Seeto, 2016). The advanced scholarship and academic discipline manifesting in PhD programmes in the USA, Canada, UK and mainland Europe reflect a mature stage of professionalism, whereas online short courses, webinars, training institutes and post-graduate academic programmes in most other regions of the world reflect a different approach and different stage in the journey to professionalism of SAS.

Noordegraaf and Abma (2003, in Selznick, 2013) developed notions around the 'practice-in-transition' that foregrounds the idea that complex challenges in complex contexts generate a diversity and often ambiguity of responses to professionalism. So, for instance, the need to improve professional practice in complex contexts in SAS in Southern Africa gave rise to an academic degree (post-graduate diploma in HE management), whereas the need to address complex issues in China gave rise to the increase in SAS professional training programmes that trained 7000 SAS professionals within a three-year period (Li and Fang, 2017). This raises not only pragmatic but also conceptual challenges ans it reflects the variety of approaches emerging across the globe to address the increased pressure on performance of SAS and thus on the professionalization of this domain.

In reviewing the different trends of professionalization across the globe, three different stages characterizing professionalization within SAS can be distinguished. (Selznick, 2013):

1. 'Practice in transition' and informal preparation that is the early phase of 'hypothesis testing to understand complex issues' and in which discourse and epistemological issues are developed and negotiated (Selznick, 2013, p. 12). This stage is characterized by interdisciplinarity and co-disciplinarity, where the emergence of communities of practice create momentum around critical issues. Frequently, the practice of SAS may be well established, but the theory and meta-framework issues are not distilled or formulated.

2. Emerging professionalization with a focus on diverse attempts to strengthen the domain, including continuous professional development programmes, peer support (see for instance the international professional mentoring for SAS in Seeto, 2016); a variety of webinars (see for instance www.studentaffairs.com); and the development of norms and standards for the domain of SAS that aim to set standards for the professional (see Botswana, www.hrdc.og.bw). This is the stage in which conceptual boundaries with cognate disciplines are negotiated.

3. Established and recognized academic and disciplinary programmes offer a formal degree in SAS and thus form the requirement for entry and advancement within the profession in SAS. Examples of these include Bath University (UK, offering a PhD in Higher Education Management in Student Affairs, www.bath.ac.uk) and the Anglia Ruskin University in Cambridge (www.anglia.ac.uk) that offers a Master's Degree in Student Affairs Higher Education, Speyer University (Germany, MA in Public Administration in Higher Education and Research Management) and a range of universities

in the USA that offer PhD programmes specifically in SAS. The focus is on knowledge creation, asserting professional boundaries and professional identity and on contesting with the emerging profession, advancing the scholarship and the sharing with the international landscape.

Wilensky (1964) in (Carpenter and Stimpson, 2007, p. 274) identifies five stages under which the process of professionalization takes place, and SAS in various regions of the world may use this model to track their development around professionalization:

1. A group of people engage full time in relevant work, professional associations emerge;
2. The development of a formal academic course of study;
3. A political and conceptual manoeuvring with cognate fields to establish domain identity;
4. Sanctions are established that define in and out group identities;
5. An enforceable code of ethics is established which marks formal entry and professional recognition.

The challenges of a global profession: Export and import of professionalization

Given the uneven development of the 'profession' around the world, the emergence of exporting and importing of professionalization opportunities has emerged. IASAS has acknowledged the tension between the 'developed' and the 'developing' approaches to the professionalization of SAS and alerts that perhaps there has been a rush to adopt Western models and frameworks for professionalization, including a focus on traditional content and degrees, without due regard for the 'cultural appropriateness of these models' (www.iasasonline.org). Challenges and mis-articulations emerge when adopting professional training programmes from 'developed' countries with a long-standing history of professional SAS domains , into an emerging country and region that is seeking to find its own voice and conceptualization on the kind of professionalization it finds suitable for its unique context.

Professionalization in different regions and countries

Although SAS has different origins and trajectories in different regions with different constellations, structures and functions, the professionalization and disciplinary scholarship is beginning to look similar.

Du Toit (2007) identified the Anglo-Saxon, the Continental-Roman (strongly influenced by the German tradition), and the Anglo-American models of HE that impact upon SAS and thus the professionalization in these regions. The Continental-Roman model of HE is centrally managed by state administration within a social welfare and public care model while the Anglo-Saxon model is premised on strong faculty association.

USA

In the USA, SAS professionalization and professional development are rooted in disciplinary scholarship and have evolved into a multi-textured profession (Dalton, 1999). In the USA, SAS has developed into a self-conscious differentiation and independence and forms a bold academic discipline with MA and PhD programmes having generated a massive body of theory and research, leading the globe in disciplinary and academic, as well as practice-focused professionalization in SAS. SAS practitioners in the United States today are professionals, typically with Master's-level qualifications in educational leadership or HE administration (Keeling, 2004; Nuss, 2003). Professionalization programmes need to include issues of LGBTQI, intersectionality, transformation and diversity. The USA framework of professionalization sets the benchmark for international best practice, not only

because of the ubiquitous academic programmes, but also due to the academic rigour with which these are offered.

The United Kingdom (UK)

In the UK, professionalization has experienced a recent emergence with Anglia Ruskin University (MA) and Bath University (PhD) leading with programmes in SAS that focus on the development of research, promotion of scholarship and the development of high level professionals that are expected to make the UK HE system more efficient, effective, more inclusive and assist HEIs to transform into spaces that address student graduate attributes beyond the curricular development. The UK universities are focused on the scholarship and research of SAS and on the institutional and systemic impact SAS professionals have on national, institutional and student success.

Continental Europe

Continental Europe, led by Germany, provides an example of how the evolution, role and function of HE influences the conceptualization and evolution of professionalization in that context. Particularly German universities (less so the *Hochschule* and *Fachhochschule*) promote an exclusively academic focus in the university, with emphasis on a 'value-free academic ethos' (Dalton, 1999, p. 5) that has shaped the way SAS evolved and is professionalized in that context. The SAS functions are mainly provided by the social-welfare care-focused state and set-out a wide range of services to students as part of offering these services to all the citizens of that country. This state-provision focus gives rise to the professionalization of SAS-type professionals in the form of *Bildungswissenschaften* and *Bildungsadministration*, linking professionalization to the administrative disciplines, more than to the educational or pedagogic disciplines. The University of Administrative Sciences in Speyer Germany (www.uni-speyer.de) is a great example of how professionalization of SAS-type functions and services are located within the administrative disciplines, *Verwaltungswissenschaften*, as a conceptual home for SAS professionalization.

Southern Africa

Professionalization opportunities and programmes have multiplied substantially in Southern Africa, and particularly in South Africa. The ACUHO-I (Association for College and University Housing Officers – International Chapter in South Africa) has facilitated the Student Housing Training Institute for the past years and offers a short intensive course in the development of theoretical and practical competencies in student university residences and community development. The Human Resource Development Council of Botswana (www.hrdc.org.bw) has established the first set of African norms and standards that is a huge step towards the impetus to formalize professionalization of SAS in Africa. The University of Stellenbosch (South Africa) has a postgraduate diploma, aligned to the Business Management faculty that offers a hybrid of management competencies and SAS and allied support and administrative service competencies. The risk for Africa, as with all emerging domains, is that it rushes to import knowledge systems without first listening to its own voices and developing locally relevant and indigenously embedded knowledge and theories, based on local research and driven by embedded researchers (Moja, Schreiber, and Luescher, 2014).

China

China's SAS professionalization has grown significantly in the past decade as the Minister of Education initiated 'ideological and political education' within the HE sector (Li and Fang, 2017, p. 42) and thus triggered a process of professionalization of 'student advisors' that became 'in service training' and PhD training in '21 training and research centres' granting PhD degrees in Student Affairs

(Li and Fang, 2017, p. 42). Parallel to the deliberate national intent to professionalize SAS, two academic journals were initiated, namely the *Journal of University Advisor* and the *College Advisor*, research centres and project were conceptualized, and norms and standards were formulated for professional competencies and the training and recognition of achievements (Li and Fang, 2017, p. 43). According to Li and Fang (2017) despite the wide sweeping and well-funded initiatives and government imperatives, a number of challenges emerged, that are typical for any new profession carving out an identity.

Australia

Australia has highly ranked education programmes (MA and PhDs) some of which include a focus on tertiary education perspectives, management and student support and engagement (see for instance Melbourne University MA Tertiary Education and Management, www.unimelb.edu.au). Australia attracts a large group of students from the Pacific and Asian region and is thus in a position to share professionalization programmes with these regions.

Scholarship and epistemic community as indicators of professionalization

Scholarship development is one aspect of professionalization and reflects the maturity of a domain. Through research, theory development and publications, the profession develops a body of knowledge, an epistemology and discourse that are shared in the knowledge and practice community, then becoming markers of the profession with professionalization programmes it is distinguished and marked by.

Academically accredited journals that enable a platform of knowledge exchange and the development of an epistemic community are mainly published by the association of SAS in the country (like in Australia the Journal of the Australian and New Zealand Student Services Association (JANZSSA), and the NASPA and ACPA Journals (Journal of Student Affairs Research and Practice, and the Journal of College Student Development). The Journal for Student Affairs in Africa (JSAA) offers an open access platform for knowledge sharing and is a signifier of the development of SAS professionalization and maturity of the domain. To advance professionalization, scholarly practice needs to be intentional, theory- and evidence-based, peer reviewed, plural, simultaneously autonomous and embedded (Carpenter and Haber-Curran, 2013).

Building epistemic communities is about collectively developing a conceptual paradigm through which shared interpretations are made while remaining disciplinary and methodologically pluralist (Schreiber, 2012).

The impact of technology

Technology has and continues to have a significant impact on the field of higher education. Not only does it facilitate the exchange of ideas and offer opportunities for collaboration between individuals in different countries and across regions, it also provides opportunities for students to 'attend' college online. Within this trend of education and professionalization reaching beyond borders one of the most significant features is the growth of online education which has important implications for the professional development of SAS practitioners and professionals.

Most universities that offer MA and PhD programmes in SAS and HE management, HE leadership and administration, offer a blended learning model which enables remote learning and professionalization opportunities. The ability to access training, education and professionalization in SAS online from anywhere in the world (which depends of course on internet access), is changing its face because

student affairs professionals can seek continuing education in the field from the country of their choice.

Besides seeking continuing education online, SAS divisions can also access staff training from anywhere in the world because of technology. Instead of leaving the country to attend a training or conference, SAS staff can receive training by attending webinars or watching 'on demand' videos offered through professional organizations such as ACPA – College Student Educators International and their respective commissions.

Critical competencies

The development of key competencies is part of the debate and discussion of professionalization. The following core competencies are identified as learning outcomes for anyone in SAS (Selnick, 2013) and Council for the Advancement of Standards (CAS) (Dean, 2006). CAS developed these guidelines as 'profession-wide criteria of good practice' (Dean, 2006, p. 3) based on generic principles and values that span the domain of SAS practice in America (Dean, 2006). The resulting generic value-based framework allows for programmatic flexibility and contextual adaptability.

The ACPA and NASPA professional competencies published in 2015 developed by the Professional Competencies Task Force (ACPA/NASPA, 2015) identified the following areas as constituting comprehensive professionalization programmes and which are considered essential for the profession:
- Personal and ethical foundations
- Values, philosophy and history
- Assessment, evaluation and research
- Law, policy and governance
- Organizational and human resource
- Leadership
- Social justice and inclusion
- Student learning and development
- Technology
- Advising and supporting

Conclusion

Professionalization is one avenue for the domain of SAS to develop its identity and strengthen its impact in HE in the service of student and institutional success in regions globally. SAS needs to develop local and embedded professionalization approaches so as to inform discourse, theory and practices nationally and internationally. UNESCO (1998) emphasizes the importance of SAS in the success of HE and, to attain this, SAS needs to professionalize its practices and develop a scholarship of practice that is locally embedded and relevant, while cognizant of and influencing global issues and debates.

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V

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

V

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

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Fundamental to any profession are the capacity and willingness to objectively assess and evaluate programme and service delivery. Student affairs (SAS) practitioners provide services, programmes, and learning experiences for students throughout the course of their collegiate experiences and must demonstrate effectiveness to a variety of constituents including internal stakeholders such as faculty members and administrators. They expect that SAS will provide data showing that resources are used widely by students who, in turn, will develop in ways that are consistent with the institution's mission and goals for learning. Providing data that demonstrate how various programmes and services add value to the student experience has become a central function for student affairs.

We define research as inquiry related to the testing of theories and constructs. We define assessment as the collection of evidence to determine programme or unit effectiveness (Schuh, Biddix, Dean and Kinzie, 2016), while evaluation is the use of assessment data to improve unit or programme effectiveness and to '…determine the match between intended outcomes and actual outcomes' (citing Suskie, 2009, p. 12). Strategic planning is '… a guide detailing the shared vision of what the unit aspires to become and a plan for how to get there' (Burt and Schuh, 2017, p. 310).

This paper has been developed to provide an overview of the purposes of assessment and evaluation studies and introduces a series of questions that can be used to frame such studies. It also provides an introduction to student affairs research and describes how assessment, evaluation and research can be incorporated in strategic planning efforts.

Assessment and evaluation

Measuring the outcomes of programs, services and experiences has become a significant activity for student affairs staff. Student affairs staff members are asked to design assessment and evaluation studies that address the following questions: Did participation in the experience enhance student learning? If so, how?

The range of student affairs 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 have prepared 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. In order to improve SAS and determine if students have learned the intended outcomes resulting from them, selected examples of assessments include: Determining the effectiveness of promotional material; tracking the number of students attending programmes; monitoring waiting lists; establishing demand, need, focus, and applicability of programmes, services and experiences; assessing unmet needs; gauging student satisfaction; assessing campus learning and physical environments; describing and analyzing campus culture; assessing quality of effort; and assessing

learning; and benchmarking current practices with the best practices at other institutions as well as with institutional standards.

Various strategies can be used to conduct assessments and evaluations and important questions that need to be answered in developing an appropriate strategy include:

- What are the issues at hand?
- What is the purpose of the assessment?
- What information is needed?
- Who should be studied?
- What is the most appropriate methodological approach, i. e., quantitative, qualitative or both?
- Who will be invited to serve as participants in the project?
- What instrument(s) will be needed?
- How will the data be analyzed?
- How will the results be reported?
- How will the project contribute to organizational improvement?

(Schuh, Biddix, Dean and Kinzie, 2016)

If a quantitative approach is employed, another decision that the investigators need to make concerns 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. The investigators need to be guided by 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 (Saunders and Cooper, 2009).

The investigators need to identify the population for the study and determine if all of the members of the population will be invited to participate in the study. A sample of the population's members often is 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 (Gansemer-Topf and Wohlgemuth, 2009). The investigators also will need to determine what will be an acceptable level of sampling error and the number of times non-respondents will be invited to participate.

Some of the actual assessment techniques that are commonly used in SAS include mail, telephone and web-based surveys; focus groups; individual interviews; writing samples including personal journaling, 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 the preparation of instruments and the analysis of data. Several of these feature the electronic preparation of instruments, web-based sampling, data collection, and data analysis. These technological tools can expedite the assessment and evaluation process.

Within the HE sector in the UK, there has been only limited 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 USA. The learning reconsidered position might be summed up by the argument within 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 taking place in the UK as comprehensively as in the US, the impact is felt in terms of evaluation of UK student affairs programmes. UK assessment methodologies can still remain

at a somewhat instrumental level, largely based around the measurement of student satisfaction, rather than attempt to gauge influence on student learning. There is also 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 UK (for example the 'MATRIX' standard for initial guidance and advisory services) arguably have the effect of strengthening this customer/supplier model (MATRIX, 2017). Alongside this, the UK National Student Survey (NSS), which is a government requirement for HE institutions in England and Wales, has, to date, used a question set with a narrower scope than instruments such as the US National Survey of Student Engagement. The core focus in the NSS has been almost exclusively on a student's classroom experience, with only limited concern with broader life development within a few questions about confidence in skills such as communication. From 2017, a new questionnaire design is introducing for the first time compulsory questions relating to student engagement covering matters such as team/group working and the extent to which students feel part of an academic community (NSS question set, 2017). This development in the NSS builds on a number of optional pilot rounds of a 'UK Engagement Survey', which has closer affinity with instruments like the National Survey of Student Engagement in the USA (UK Engagement Survey, 2016).

There are further developments moving towards an intentional fusion of students' academic and non-academic experiences and learning. These have emerged initially 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 which has taken place and the skills or attributes which have been honed. The Sheffield Graduate Award, which was introduced at the University of Sheffield in 2007, is an example of such a programme (http://www.sheffield.ac.uk/thesheffieldgraduateaward).

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 HE (http://www.oecd.org/document/22/0,3343,en_2649_35961291_40624662_1_1_1_1,00.html). 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 HE through standardized assessment of student learning outcomes is going forward albeit with caution.

Assessment of UK student affairs provision has also developed in the direction of professional market research. HE institutions typically have well-resourced professional market research departments embedded in their structure, often staffed by professionals whose prior career experience is in the commercial sector. An ever-growing number of external consultancies offer specialized marketing support to universities and colleges and a range of commercial service providers (in particular in the area of student housing, which is a growth area in the UK private sector) are active in commissioning and disseminating their own market research findings, to inform and influence future service provision. By way of example, the regular release of student 'insight' research published by housing provider UNITE is now a fixed feature of the student affairs landscape in the UK. Individual institutions make their own use of a range of research techniques, including questionnaires and surveys, focus groups and mystery shopping (UNITE, 2016). The Council for Advancement and Support of Education – perhaps the key professional organization for HE professionals who work in the field of marketing – is active in professional development and the provision of related support services to the British HE sector. In addition, over recent years AMOSSHE – The Student Services Organisation, a key professional body in the field of student affairs in the UK, has developed considerable material to

support assessment of student services in terms of its value and impact within the broader student experience (AMOSSHE, 2011).

The South African Survey of Student Engagement (SASSE), which was originally based on the NSSE, has recently been standardized for deployment in South Africa and is currently used by a variety of HEIs in the country to measure student engagement (South African Survey of Student Engagement, 2009). By way of case study, the Division of Student Affairs at Stellenbosch University (SU) conducted the survey for the first time in 2016 and will be repeating it again in 2018.

SU has a well-established and extensive student affairs offering to facilitate psycho-social and academic adjustment into the university environment and to assist students to flourish academically, socially and personally. Assessment practices within student affairs at SU have a variety of facets and need to complement the graduate attributes students need to develop. The Listening, Living and Learning (LLL) programme at SU is focused on senior students, and while providing student accommodation, also offers experiential learning opportunities. It is a type of learning community and these LLL houses are designed to provide students with a unique on-campus living environment complemented by an educational, service-oriented programme (Kloppers, Dunn and Smorenburg, 2013). A co-curricular transcript indicating student's co-curricular journey for specific accredited programmes at SU has been approved and implemented, adding value to co-curricular programming but also a refocus on assessment practices. Surveys are used to evaluate the experiences of students and to provide feedback to student affairs practitioners, such as the experience of first-year students regarding the orientation and welcoming period at the beginning of each year; the experience of commuter students and the facilities on campus for these students.

Research on college students

The philosophy of HEIs across the globe has increasingly evolved from an elitist approach to more of a meritocratic philosophy, with the result being that the traditional view of students and their experiences has become broader and more complex. Research, though tine-consuming and complex, can be very helpful in provding information that can help frame strategic planning efforts. Some common research foci related to college students that can be used to inform strategic planning include: The process students follow in selecting their institution of choice; expectations students have for their undergraduate experience; factors and conditions that expedite or inhibit students in achieving their educational objectives; addressing participation, success and graduation outcomes; examining culture-fair assessment and evaluation procedures; ensuring equitable progression and learning outcomes; addressing retention issues; and ensuring the capacity of graduates to successfully negotiate and undertake careers of first choice. Among the most comprehensive books that summarize research on US college students are those written by Pascarella and Terenzini (1991, 2005). The most recent edition in this series was published in 2016 (Mayhew, Rockenbach, Bowman, Seifert, and Wolniak with Pascarella and Terenzini, 2016).

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 3–4 years). 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 academic discipline, student interest patterns, impact of advising;
- Study conditions, time spent on studying, use of leisure time;

- Commuter/married student needs, e. g. child care, transportation, parking;
- Internationalisation 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; and
- Accommodation (housing), eating habits and food services.

Adoption of professional standards

The last three decades have seen an increasing effort by SAS professionals to improve professional standards. A number of professional associations/organizations, e. g. the Association of Managers of Student Services in Higher Education (AMOSSHE), Centre national des œuvres universitaires et scolaires (Cnous), the Canadian Association of College and University Student Services (CACUSS), Deutsches Studentenwerk (DSW), the National Association of Student Personnel Administrators (NASPA), and the Association of College and University Housing Officers-International (ACUHO-I), offer clear recommendations and guidelines on professional standards.

Appropriate professional standards and accreditation requirements enhance programme productivity, learning outcomes and efficient utilization of resources. Professional standards influence: programme development and targeting of appropriate students; ongoing professional development and improved effectiveness; benchmarking that helps ensure comparisons with best practices; institutional/sector acceptance of a suite of student-centred programmes; embedding of SAS staff and their work into the institution/agency and the broader community; lobbying/politicizing just causes, including genuine equality of opportunity; securing of adequate budgeting for appropriate services; evaluation and assessment of programmes and services; and strategic planning. 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 US-based group, was established in 1979 and represents an ever-growing consortium of US HE professional associations. CAS is a '… consortium of professional associations in HE [promoting] the use of its professional standards for the development, assessment, and improvement of quality student learning, programmes, and services' (CAS website, cas.edu, 2017).

The following statements reflect two of the purposes of CAS: To promote the assessment and improvement of HE services and programmes through self-study, evaluation, and the use of CAS standards, and 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. (CAS website, cas.edu, 2017). The CAS standards are mentioned only to describe an approach one country has taken in the adoption of SAS professional standards. Of course, each institution and country must choose a method that fits best with its culture, history, and philosophy.

Strategic planning

Strategic planning is the process of determining what a student affairs organization intends to be and how it will get there (Ellis, 2010, p. 5). Typically, a strategic plan has several elements: a mission statement, a vision statement, a statement of values, goals for student affairs, and objectives that need to be accomplished and are part of the larger statement of goals. Research on college students and professional standards can be used to help frame strategic plans. 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.

To determine the relative circumstance of student affairs, both within the institution but also in the larger environment, a SWOT analysis is conducted. The acronym **SWOT** stands for **S**trengths (internal), **W**eaknesses (internal), **O**pportunities (external) and **T**hreats (external). The analysis often involves using 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).

Normally, the planning group will start by analyzing the institution's mission statement and determining if the current mission statement for student affairs is aligned with it. If the institution's mission has changed, then the mission statement for student affairs will have to be adjusted.

After the mission has been aligned with the institution's mission, 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 the division 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.'

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.'

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 for the division of student affairs. In the example where the division was committed to widespread student participation in activities and learning experiences, one goal might be to increase participation in events and experiences for students by 10 % in the next calendar year. Another goal might be to increase financial support for students by 5 % so that they would not have to work off-campus to cover their cost of attendance.

After goals have been established, the next step is to develop measurable objectives related to the goals. In the example to increase available financial support for students by 5 %, objectives can be developed to help achieve goals that have been established through the planning process. They can be easy to measure. That is, the departments will either 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 UK, the increasingly competitive HE landscape challenges all those in leadership positions in student affairs to be ever more focused and strategic in their planning. The key UK professional associations such as AMOSSHE, and AUA are contributing significantly to this agenda, with an established emphasis in their work on professional behaviours, leadership skills and continued management development (Association of University Administrators Continuing Professional Development framework, 2016).

Conclusion

Research, evaluation, assessment, and strategic planning have become central to the success of student affairs units. 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 that is crucial in meeting the need for transparency in an era of accountability. Our view is that 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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VI

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

VI

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

Dennis E. Gregory
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The practice of SAS has become more complicated around the world as countries face unique issues plus issues common to students and tertiary education. Among issues of most concern are how SAS and institutions address protecting their students from physical and psychological harm, and how SAS comply with the legal environments.

When issues of crime, terrorism, violent political protest, governmental interventions in countries with both autocratic and democratic governments, wars, genocide and other violence-related issues are added, these problems 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 SAS 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 SAS practice is to develop the whole student and to support and cooperate with the academic mission of the university (Keeling, 2004; Keeling, 2006), 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 SAS practice, upon which this chapter will concentrate.

Governmental relationships with institutions vary by country and relationships with police and emergency services agencies also vary according to the sophistication of institutions and the countries within which they operate. Size and physical location of the campus 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 processes. It will address those items that we believe must be known and put in place with regards to safety, security, risk management and legal issues. The following definitions will apply to those four terms in this section.

1. **Safety** – While there is no known agreed upon definition of 'safety', the authors work from the definition given by Merriam-Webster (nd) as 'the condition of being safe from undergoing or causing hurt, injury, or loss'. In the context of this chapter, we refer to safety as the creation of awareness of students to act in responsible and mature ways to protect their physical safety from crime, 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 (campus or local), creation of campus safety programmes, the development of a campus that has as few physical risks as possible, and creation of programmes and support agencies to prevent risky behaviours.

2. **Security** – We refer to security in the sense of what has become known as 'homeland security' in the United States, but that takes on other names elsewhere. While Morag (2011) believed that this term is a uniquely American one, Archick, Ek, Gallis, Miko, and Woehrel (2006), indicated that the concept is common to European countries as well, but the methods of ensuring security are different. Certainly, there is less that can be done by local agencies and institutions such as universities

and their police/security agencies than by nations and larger governmental structure. This is particularly true regarding those actions to prevent terrorism and similar activities.

3. **Risk management** – Here we refer to the creation of policies, plans and infrastructures that minimize the impact of events that may affect the campus and its members. These may include weather-related issues, geological issues, significant events caused by safety or security violations as defined above, and protection from legal liability. Writing in the Association of Governing Boards magazine, Abraham (2010) indicated that there are eight areas in which institutions need to be concerned about risk related to students. While several of these are uniquely American, others could apply anywhere, and SAS programmes have much of the responsibility for managing these risks. Bubka and Smith (2015) indicated a wide variety of potential risk management issues among which are student safety, transportation, international travel, violence on campus, unsafe crowd conditions, and public health issues. SAS agencies in many countries have some, or all, of the responsibilities for these functions and thus these risks.

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. SAS practitioners need to have an awareness of the legal context and assure that they comply with laws and guidelines that allow efficient operation and protect the interests of students and the institution. Issues related to refugees and their support, international student presence on campuses worldwide and other issues related to un-documented students have become increasingly important around the world. (Prettitere, 2016, February 4).

Safety

The structure of SAS organizations varies by institution and a variety of offices are included within these structures. It is our preference that, when feasible, the campus police or security department of an institution, if one exists, be housed within the SAS structure. We know that this is not always feasible depending on the structure of the university. However, we believe that when possible 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 SAS operation, it is incumbent upon SAS professionals to develop a working relationship with this department, and it should be a requirement that the police/security agency understand and work with SAS staff.

The International Association of Campus Law Enforcement Administrators (IACLEA, 2008a) has developed a report that indicated some key issues that the association believes should be learned from the Virginia Tech and other similar tragedies. While this report is now more than nine years old, its authors highlight important considerations for those working to protect campuses.

An association similar to IACLEA exists in the UK (Association of University Chief Security Officers), and this organization has members both in the UK (England, Scotland, Wales, and Northern Ireland) and The Republic of Ireland as well as in Europe (Poland, Switzerland, and Belgium) and elsewhere in the world (Australia, Singapore, Qatar, South Africa and Canada) (AUCSO, nd). Unlike in the US, where many universities have police departments with armed officers who have the power of arrest, universities in other countries tend to have security departments with no arrest powers and that must rely on local law enforcement agencies for issues that are criminal in nature. Many US institutions also have similar 'security' arrangements and are, thus, dependent on local law enforcement agencies.

Despite extensive research in this area, we located few references in the literature describing the relationship between SAS and campus security outside of the US. We surmise that one explanation for this lack of literature is that most institutions outside of the US are not residential in nature, and that the culture of countries around the world regarding law enforcement minimizes the interactions between security and SAS. Campus security units do exist outside of Europe and in those countries noted above. The Open University of Hong Kong (nd) and The Chinese University of Hong Kong (nd) and its Shenzhen campus (nd), as well as The City University of Hong Kong (nd), have security agencies as part of their campuses. This is also true of other Hong Kong universities, many that have residential student populations and extensive SAS.

There is, however, some coverage of campus security issues around the world primarily in educational and public media. An article in the *Mail & Guardian* (Swart, 2016) discussed campus security in South Africa and reported that 'Every right-thinking South African should be critical of the aggressive securitisation and policing of some of our campuses, notably at the University of Johannesburg and the University of the Witwatersrand'. This article dealt with the handling of protest on South African campuses, and, while it did not mention SAS directly, it did refer to the purpose of the university that is, in essence, student development.

Concern about destruction of property by students and threats of terrorism posted by Boko Haram has increased concern about campus security in Nigeria. Students protesting increased fees went on a two-day rampage on the campus of the University of Calabar and threats of violence for the propagation of western-style education have created concern there (Fatunde, 2011).

The importance of balancing security and freedom in three countries (Brazil, South Africa, and Tunisia) was the focus of an article produced by the Alexandria Trust. The article decries the engagement of national police on campus in these three countries and recommends the creation of campus police departments. This article does not mention SAS but does indicate that students and faculty members should be participating in decisions, not just consulted about them. When times of conflict arise, those student and faculty leaders become administrative allies, getting out accurate messaging and adding credibility to administrative viewpoints. Consultation of students, faculty members and academic leaders prior to administrative security moves such as mobilizing police lessens the chance of escalating conflict (Lloyd, Rossouw & Lynch, 2014).

Apprehensions about campus security also exist in Pakistan where concerns about the quality and preparation of the campus security departments were addressed in response to an attack at Bacha Khan University after 21 people were killed on campus. A lack of resources for the security department was cited as a reason why the attacks took place and were successful (Tanzeem, 2016).

While the refereed literature on this topic was limited, several related articles shed light on the larger issues addressed by this chapter and apply to SAS around the world. The first of these is an article from the *International Journal of Law and Psychiatry* (Regehr, Glancy, Carter & Ramshaw, 2017) that provides a guide for managing threats of violence on campus. The authors cite fear contagion, mass media and social media attention, the campus environment, perceived vs. assessed threat, and the multiple responsibilities held by university officials. Here, SAS programmes have a definite role in managing fear on campus, working with media to control the message, reporting to students and parents the reality of potential threats and the duty of care that student affairs personnel have to students, employees and the university.

A second article comes from Australia and describes the evolution of campus safety and security at universities there. Here, Warren and Grime (2016) reported that: 'In an industry of this magnitude, campus safety has not been neglected. It has, however, developed idiosyncratically from campus to campus, where practices across the tertiary sector vary significantly, that, perhaps, has evolved

because the legal obligations for safer practices are not clearly enshrined in either statutes or guiding practices.' (p. 200).

The authors indicated that finding data on campus safety can be problematic, and that, while data regarding sexual assaults are available, similar data on other forms of aggressive behaviour are not easily found. Warren and Grime suggested that changes in Australian gun laws have been partially responsible for a decrease in gun violence on campus and across the country. There does seem to be an increase in concern by international students in Australia as a result of several high-profile crimes against these students. The authors indicated that several of the areas that fall into the general responsibilities of SAS programmes are being used by Australian universities to mitigate threats and control risk. They cite student conduct, counselling and mental health, disability offices and student health among these areas of concern (Warren and Grime, 2016).

Concerns about student perceptions of safety and security by students in Ghana were the focus of an article from the *International Journal of Higher Education*. Here, Owusu, Akoto, and Abnory (2016), reported that there is a "paucity of literature on safety and security on university campuses in Ghana where such issues have been neglected". (p. 75) While the literature is reportedly limited, the authors cited several studies that indicated that crimes of violence are 'prevalent' on campuses in Ghana. The researchers did a study including students at the University of the Cape Coast (UCC) in Ghana. As background, the authors reported that this university has a good record of using its SAS programmes such as freshman orientation and other mechanisms to provide safety information and programmes. Owusu, et al. (2016) also indicated that there is a 24-hour security programme on the several campuses of the university.

The study described in the article sought to: find students' perceptions about their safety on campus through a rating scale; to examine the extent to which students are satisfied with the lighting situation on campus, learn about specific areas on campus (locations) which students consider the least safe, and provide suggestions to improve safety and security on campus. (Owusu, et al., 2016, p. 77). The study, comprised of questionnaire data from 467 students, indicated that students living in campus residence halls felt safer than those living off campus and that professionalization of campus security personnel should be a primary focus of the administration. Improvement of campus lighting and concern about alcohol abuse topped the concerns of students. Clearly, those services provided by student affairs/services, especially housing and alcohol counselling are the focus of ways to improves services at the university.

One of the primary ways that SAS 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 SAS programme 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. SAS professionals should also work with campus risk management professionals to assess areas where crime is likely to take place (for example student residences, student organization housing, dark areas on campus, public streets running through campus, to name but a few, 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, visits by controversial speakers, campus demonstrations and the like. Such events may also be the targets of terrorist groups

Security

As terrorism has become an increasing threat around the world and as war, revolution and genocide continue to plague humanity, college and university campuses have become targets for some of these acts. (Fatunde, 2011; Tanzeem, 2016) These institutions 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 campuses, SAS around the world must accept their role in protecting their students whenever possible. Many of the items listed above apply as well to provision of security as they do to 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 developing the whole person is often difficult to achieve when the threat of violence is lurking in the background. (Lloyd, et al., 2014).

In addition to working with campus and local police agencies, it is incumbent upon SAS officials to understand the terrorism threats on their campuses and in their communities. They must know which may most impact their students and work with law enforcement and national security agencies to prepare 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 what they can on campus and in preparation for potential terrorism, there is little local agencies and, especially SAS staff, can do. With the exception of the senior SAS officer, it is often the case that SAS staff members 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 SAS professionals around the world.

Risk management

The concept of risk management supports the provision of both safety and security, and reaches beyond these to the prevention of tort liability and preparation for many other unforeseen events, including natural and human-made disasters, such as weather and geological upheavals. It may also include preparing for the carelessness and negligence of other people. (Bubka and Smith, 2015).

According to Klinksiek (2016) there are twenty-three risk categories into which risk management falls. Within these, and perhaps of greatest concern to SAS, are student organizations, athletics, free speech and expression, emergency responses, international students, gender-related issues (equality, sexual harassment and assault and LGBTQ issues), institutional culture, codes of conduct, student health, public safety, fire and life safety in SAS-controlled space, disability rights, records privacy, as well as alcohol and drug issues. He also describes more broadly the University Risk Management Insurance Association (URMIA) categories of risk which include the following five types of risk. These include strategic risk – goals of the university; financial risk – potential financial loss due to lawsuits, governmental findings and similar issues; operational risk – institutional management involving employees, student affairs, and volunteer groups, sports teams, classroom activities, and research. This could also extend to risks from accounting and finance, health and safety, and medical services; compliance risk – compliance with standards related to health and safety, workplace safety and the like, as well as reputational risk – the maintenance of a positive image that enhances the reputation of the organization and its activities. (Klinksiek, 2016).

Miller and Sorochty (2014), in their book, *Risk Management in Student Affairs: Foundations for Safety and Success*, while primarily focused upon United States student affairs practice, provide an extensive description of risk management responsibilities and issues related to SAS that are applicable across the globe. Their sections on tort and contract law, data protection and training provide guidance that can be of value anywhere.

As we examine risk management within SAS, we must acknowledge that SAS activities increase the potential liability for the university as much than any other institutional operation. Among areas of high risk are student activities, student conduct administration, student housing and student record-keeping. There may well be other areas of high risk in universities around the world that must be examined and dealt with by SAS professionals. At the end of the process, when problems occur despite all of the institutions' efforts to reduce risk, crisis management comes in to play. A comprehensive crisis management plan (including SAS office, campus police or security agencies, local police authorities, facilities management personnel and others) must exist as well. (Zdziarski, Dunkel, Rollo, and Associates, 2007)

Legal issues

Legal issues have an impact on HE and on SAS in many ways. While this differs, in the US 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. The structure of government in every country of the world varies somewhat, although there are several predominate models. In most cases HE and SAS are governed at the national level by a ministry of education. There are often, however, other structures within the government that may also impact negatively upon SAS at the national, regional, state, province or local level. 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.

Among the types of law are **Constitutional law** – Many nations have constitutions that form the basis for the legal system within the country. This is often the overarching document of the government from which all other law flows. In countries where there are large political subdivisions, there may also be constitutions for these sub-divisions. **Statute law** – This is law that is 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. **Religious law** – There are several countries 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 may indicate 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 SAS.

There are also a number of categories of law that may impact student affairs. These include: **Tort law** – 'Torts are civil wrongs recognized by law as grounds for a lawsuit. **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. Persons convicted of a crime may be incarcerated, fined, or both. (Criminal Law, nd). **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. (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 HE, for at least part of their revenue, benefit from the collection of taxes. In the United States, institutions of HE are largely exempt from taxes at all governmental levels. 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 HE in every nation of the world to one extent or the other. With the issues of war, terrorism and genocide of concern around the world, immigration law has become of increasing concern. In the US, immigration law has come to the forefront in the Trump administration and the European Union is dealing with immigration and refugees from the Middle East and Africa in large numbers. (Prettitore, 2016)

Conclusion

SAS is responsible for providing services to students and, secondly, offering knowledge and help to students during their college career. SAS practitioners 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. 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. Creating an environment and setting organizational priorities so that others within the organization understand these priorities provides leadership. Arranging the way in which all of this is provided falls within the remit of SAS management.

Risk management is another area in which all 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 practice 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 management function.

Becoming aware and developing an understanding of legal issues impacting the university and SAS 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 SAS staff, that ongoing professional development related to legal issues be the norm, and that consultation with trained legal counsel be a part of the routine of senior SAS 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. SAS 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 SAS staff to provide the other services and developmental activities described elsewhere in this book.

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VII

Social justice, diversity, multiculturalism, inter-culturalism, cross-culturalism, and inclusion in higher education –
What role can student affairs and services play?

VII

Social justice, diversity, multiculturalism, inter-culturalism, cross-culturalism, and inclusion in higher education – What role can student affairs and services play?

Roger B. Ludeman
Patrick Blessinger
Jaimie Hoffman
Mandla Makhanya
Barbara Covarrubias Venegas
Cecile Bodibe
Maria Amelia Viteri
Desire Chiwandire

Overview

Roger B. Ludeman

One of the incredible transformations that has taken place in tertiary education around the world in the last century has been the massification and diversification of the student population. This has been followed closely, yet in a more deliberate fashion, by a similar diversifying of the academic faculty, administrative staff, and classified staff.

In this section we will address the overall notion of diversity and inclusion as well as a few of the categories of change that have taken place in higher education. Patrick Blessinger, Jaimie Hoffman and Prof. Mandla Makhanya provide us with an excellent global overview of the importance of inclusion in education. Barbara Venegas works with SIETAR Europe, Europe's largest association of interculturalists and defines interculturism. Prof. Venegas will discuss what is meant by diversity, multiculturalism, interculturalism or cross-culturalism. Why is there such interest in all of the varying ways of describing how important it is to learn about cultures different from our own?

Cecile Bodibe, a long-time academic and student affairs administrator in South Africa, and now education consultant, will look at diversity from the perspective of what many call the 'rainbow nation.' South Africa emerged from apartheid less than 25 years ago. Prof. Bodibe will look at sexism and LGBTI in higher education.

Maria Amelia Viteri has become an expert in diversity, particularly in relation to sexual identity, race and ethnicity. Her research is based primarily in South American higher education, especially in her home country of Ecuador.

Our final author, Desire Chiwandire, is a Ph.D student at Rhodes University in Grahamstown, South Africa. He has a book in press that is about diversity with a focus on disabilities. Mr. Chiwandire's article is about employment equity and inclusive education for persons with disabilities.

Towards a more equal, inclusive higher education[*]

Patrick Blessinger
Jaimie Hoffman
Mandla Makhanya

Widening participation initiatives aim to improve access to HE opportunities for all people. Driven by increased demand for education from all segments of society as well as legal reforms and human rights declarations, these initiatives focus on improving access for students from historically marginalized backgrounds (for example, ethnic minorities, students with disabilities and students from low-income backgrounds) to address inequities and inequalities in higher education.

Thus, the heart of widening participation policies revolves around making access to education fairer and equal. To that end, equity and inclusion initiatives aim to address and redress longstanding practices of exclusion and privilege (typically along race, ethnicity, sex, gender and socio-economic class lines) which have tended to stratify society.

Each society or institution of HE is unique and has different historical contexts and cultures. Each institution must determine how best to achieve the twin goals of equity and inclusion. We, along with other international equity and inclusion scholars, discuss these issues in the forthcoming book series, *International Perspectives on Equity and Inclusion*.

Defining inclusion in education

The term inclusion is multi-faceted with several layers of meaning. It can also be used in different ways depending on the context. Very broadly defined, social and cultural inclusion means the practice of including all people. It is contrasted with practices that exclude, segregate and privilege one group over another; attitudes that foster these practices include racism, sexism, heterosexism, elitism and supremacism, among others.

Inclusion in education takes on a more specific meaning. In the United States, for example, inclusion involves students' human and civil rights to participate fully in all aspects of the educational process, regardless of any disabilities they may have.

Concomitantly, schools have a legal and moral obligation to give students with disabilities a high-quality education that is tailored to their specific learning needs. In the US, the IDEA law covers these rights and obligations at the primary and secondary education levels, for instance.

At a human rights level, several related treaties and conventions govern inclusion in education (at all levels), such as the Convention against Discrimination in Education and the Convention on the Rights of Persons with Disabilities.

In addition, UNESCO defines inclusion as '… a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education'.

Thus, UNESCO defines inclusion broadly to include all marginalized groups, including groups defined by race, ethnicity, sex, gender, socio-economic class, sexual orientation, language, religion, ability and immigrant status, among other characteristics. Furthermore, UNESCO explains that '… inequity of education quality and of effective learning amounts to unequal development'.

Fairness in higher education

Fair access to HE requires both equality and equity, two principles that are complementary, but which frame the idea of fairness differently. *Equality* is based on the fairness principle that every individual is entitled to *uniform* opportunity to access and participate in higher education. In broad terms, uniform treatment means that everyone is entitled to equal treatment under the law without discrimination.

Equity is based on the fairness principle that every individual is entitled to *just* opportunity to access and participate in higher education. In broad terms, just treatment means that everyone has a human right to access and participate in HE as a matter of social justice as described in the United Nations' Universal Declaration of Human Rights.

Equity entails understanding student learning needs. Since not everyone has the same needs and circumstances, equity-related policies call for providing students with additional assistance and/or appropriate accommodations to make the playing field fairer. The goal is to lessen and ultimately remove obstacles to achieving academic success that may result from one's personal and social circumstances.

Therefore, equity policies and practices help institutions achieve greater inclusion in education. An inclusion strategy, supported by advances in educational technology, engaged learning strategies and a human rights approach to education involves cultivating educational integration through meaningful academic and social interactions among all students.

Inclusion is a core democratic principle

Inclusion in education is rooted deeply in the democratic principles of justice and equal opportunity. Inclusive HE is vital to the ongoing development of a democratic society. At the heart of inclusive education is the cultivation of a mindset that supports growth and respects human differences.

In an increasingly globalised world characterised by pluralism and interconnectedness, inclusive education serves as an indispensable characteristic of modern learning. Consequently, inclusion involves modernising the provision of instruction, curricula, co-curricular, learning environments, assessment and learning outcomes to meet contemporary learning needs.

The great challenge before HE leaders and policy-makers therefore is to foster social justice without compromising academic quality and professional relevance.

This challenge includes putting in place policies, strategies and practices that support high-quality teaching and learning and creating a culture of inclusion throughout the entire learning environment. Institutions must seek to achieve inclusive excellence whereby inclusion and excellence are approached as interdependent.

Democratising higher education

In higher education, inclusion has come to mean the equal and equitable treatment for all people. The closely related term of diversity has come to mean that a diverse learning environment can provide many benefits as a result of different abilities, strengths, perspectives, etc. Thus, inclusive practices foster more diverse educational environments.

Promoting and fostering inclusion means engaging all students in all aspects of the educational process, promoting collaboration and interaction and providing opportunities for all to succeed.

Education is the basic foundation for all political, economic, social and personal development. Each stage in the educational system serves as a building block for that development. Thus, achieving equity and inclusion in education requires a change in mindset and practices that aims to foster inclusion, respect differences and value the contributions of all.

*This article first appeared as, Blessinger, P., Hoffman, J. and Makhanya, M. Towards a more equal, inclusive higher education. *University World News*, 09 March 2018, Issue No: 496.
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Spotlight on intercultural competence development in higher education institutions

Barbara Covarrubias Venegas

Background: Internationalisation in higher education institutions

Our society has changed due to greater, faster and more varied types of migration in many countries. Nowadays everyone, whether politician, teacher or lawyer, is exposed to different cultures on a daily basis. In Europe, it is apparent that the internationalisation of HEIs as a strategic process began with the **Erasmus** programme 30 years ago (de Wit et al, 2015). Besides, the internationalisation of businesses has increased tremendously over the last decades leading to a society that is constantly forging new connections with people from all corners of the world. As a result, the top skill that employers are looking for in graduates is the ability to work collaboratively with teams of people from a range of backgrounds and countries. Intercultural competence was even suggested as being among the three skills every 21st century manager should have, more than their technical/discipline-specific knowledge and skills (Molinsky et al., 2012; Spencer-Oatey and Dauber, 2017). In line with this are the results of a recent study stating that cultural differences were the greatest obstacle to productive cross-border collaboration (Economist Intelligence Unit, 2012). This leads to the conclusion that effective cross-border communication and collaboration are becoming critical to the financial success of companies. Hence, institutions of HE must adapt to the changing global stage and equip their students with the competence of how to successfully engage with other cultures. International learning experiences appear to have changed from an added-value side effect to an invaluable skill in the globalised educational sector (Otten, 2010)

Internationalisation of HE is described as the 'integration and infusion of an international dimension as a central part of a university's programmes' (Zolfaghari et al., 2009, p. 5). Universities attempt to create an international learning experience in different ways, mainly by increasing the diversity in their student population, so that students interact with people from all over the world and learn in a more multicultural environment (Gopal, 2011). The main source of multicultural diversity derives from transnational education initiatives, such as the involvement in Erasmus programmes. The number of international students has nearly doubled worldwide in the past 10 years. Hence, the challenge of HEIs is to facilitate meaningful interactions among diverse student groups (Mikhaylov, 2014).

Terminology

There is no consensus on the terminology around intercultural competence and, furthermore, the terms used to refer to this concept vary by discipline (Griffith et al., 2016). Therefore, a detailed discussion would be beyond the scope of this contribution. For the purpose of this article, I will relate to the concept of cultural intelligence (or quotient), CQ. Although a relatively new concept, there is an

impressively broad range of literature relating to CQ (Earley and Ang, 2003), namely the capacity of individuals to be able to effectively communicate and act across cultures and integrate into new cultural contexts. A high degree of CQ is essential for any student and professional studying or working in any kind of international or cross-cultural settings, where colleagues, employees, partners, competitors, and customers come from various parts of the world. Today, as business becomes increasingly global, even employees in domestic companies are likely to work with colleagues from diverse cultural backgrounds (SHRM, 2015). Just recently, Alon et al. (2016) found that the most crucial factors leading to CQ, in order of importance, are the number of countries that business practitioners have lived in for more than six months, their level of education, and the number of languages spoken.

Earley and Ang (2003) describe CQ through four related components: knowledge, metacognition, motivation, and behaviour. Subsequently it will be explained how the concept of CQ can be employed in intercultural training courses.

Development of CQ in students' learning experiences in HEI

1. **Knowledge:** CQ knowledge is the cognitive dimension of cultural intelligence, referring to knowledge about culture and its role in shaping interactions and work. Most teaching courses at HEIs focus on sharing implicit knowledge with the aim to teach students to understand the way culture shapes how people think and behave and giving them an overall understanding of how cultures vary. It is important to mention that CQ knowledge must be considered as a macro-level understanding of cultural systems, otherwise having factual knowledge of other cultures will always be contingent on the ability to memorize information rather than on the ability to interact effectively with people from other cultures. Although CQ knowledge is valuable by itself, it does little to solve real-life intercultural challenges and it can potentially be detrimental. During many years of teaching intercultural management courses in different countries, I observe that often students wanted pre-fixed solutions and recommendations for encounters with different cultures and could tend towards stereotypes. In my experience, it is an advantage if the classroom is composed of a culturally diverse group which can stimulate discussion and illustrate variety. A foremost priority but something often neglected when teaching CQ knowledge is self-reflection.

2. **Metacognition:** CQ strategy is the metacognitive aspect of cultural intelligence, measuring a person's ability to strategize before, during and after cross-cultural encounters. People who possess strong CQ strategy can draw on cultural understanding to solve complex problems by planning for an intercultural encounter, being aware during of oneself and others during the encounter and finally comparing one's actual experiences with prior expectations and adjusting mental models as appropriate. To give an example, in order to enhance students´ CQ strategy I very often use the D. I.E. exercise (Describe-Interpret-Evaluate), a widely used method to teach cognitive flexibility, frame of reference shifting and curiosity. How does it work? Ambiguous objects, pictures or movie scenes are used to stimulate discussions and make students aware of their own value judgments. This is followed up by using the D. I.E. framework and questions to de-brief the students about their comments on other's cultural behaviour. This exercise emphasizes the importance of thinking consciously and is usually conducted with students sharing cultural encounters in small groups.

3. **Motivation:** CQ drive is the motivational dimension of cultural intelligence, relating to the level of interest, drive and energy needed to adapt cross-culturally. Challenges and conflicts inevitably accompany intercultural work. Unfortunately, students are often more concerned about selecting their academic course when preparing for an exchange semester than they are about developing cultural understanding. CQ drive describes the intrinsic and extrinsic interest derived from culturally diverse experiences and includes the aspect of self-efficacy, meaning the confidence that a person has about being effective in intercultural encounters. To increase awareness about the in-

ternal a personal interest in other cultures) and external motivators (professional advantages gained by a stay abroad), and the degree of confidence or self-efficacy in cross-cultural interactions, a worksheet can be used which asks the following questions: Am I deriving enjoyment from culturally diverse experiences? What do I get out of such experiences? Did I manage well culturally driven situations well in the past?

4. **Behaviour:** CQ action is the behavioural dimension of cultural intelligence, describing the ability to act appropriately in a range of intercultural situations and effectively accomplish goals. One of the key features of CQ action is knowing when and when not to adapt to another culture. This helps to differentiate between actions that will and will not improve effectiveness and ultimately behaving on that understanding. Undoubtedly, actions must always be flexible and tailored to specific cultural contexts, Exercises to help students behave in culturally diverse settings might include practicing to ask for something directly or indirectly, learning to give negative feedback in direct and indirect way and trying alternative ways how to express disagreement, practicing to use upgraders (e. g. totally, absolutely, completely) and downgraders (e. g. a bit, kind of, sort of) in spoken language, practicing to give a presentation to a group, modifying one's speech pace and articulation, and practicing to talk to someone without looking into their eyes and/or standing close to them.

Concluding remarks: Intercultural encounters do not automatically increase the intercultural competence of students

Multicultural classes are often challenging for teachers, staff and students alike considering that students often prefer to socialize within their own cultural groups. Hence, intercultural learning does not necessarily occur in culturally mixed educational environments (Volet and Ang, 1998). This is one of the reasons why the preparation of faculty and staff members is of utmost importance (Gopal, 2011). The levels of meaningful social interactions between domestic and international students could be disappointingly low unless faculty and staff members undertake suitable professional development courses that can prepare them to engage their culturally diverse classes and include intercultural competency development in their teaching (Mak et al., 2013).

One important question concerns how HEIs measure whether they have developed inter-culturally competent students. It must be noted that there is a lack of specificity in defining intercultural competence which might be due to the complex nature of the concept. Very few HEIs have methods for documenting and measuring intercultural competence development with their students (and/or staff) (Deardorff, 2006). In conclusion, it can be noted that, besides CQ development and respective measurement, social space is required to produce networks in HEIs, particularly with respect to the collaborative and social aspects of knowledge sharing and creation (Mikhaylov, 2014).

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A closer look at sexism and LGBTI in higher education

Cecile Bodibe

Introduction

Two maxims are important to invoke as we take a closer look at sexism and LGBTI – two dimensions of diversity and inclusion cracking under the considerable weight of neglect and unmitigated prejudice.

'Educate, do not annihilate' says Leiberman (2017, personal communication), an advocate for diversity and inclusion. 'We cannot challenge bias unless we are aware of it' (Carter, Campus Safety Proceedings, July 16, Cape Town, personal communication).

Furthermore, Kristof and WuDunn (2009) lament the way women and girls are undermined citing, for example, the development and administration of anaesthesia – it was routinely withheld from women giving birth – ostensibly under the guise of expecting women to suffer during childbirth.

Gender bias and sexism are firmly in place

Notwithstanding that this is the 21st century and humankind is more advanced and technologically savvy than at any other time in recorded human history, gender bias continues relentlessly. Gender violence, abuse of women, rape, sexual harassment and even femicide, continue unabated. Studies by McKinsey (2016) assert that to this day females get paid 27 % less than their male counterparts while doing the same job and holding equivalent qualifications – an element of discrimination stem-

ming from nothing else but biology (Chilman, 1978). The stubborn streak of patriarchy, prejudice, stereotypical thinking, and antiquated cultural mores perpetuate the oppression of women.

Gender inequality is a pressing global issue with huge ramifications, not just for the lives and livelihood of girls and women, but more generally, for human development, labour markets productivity and GDP growth.

Women in higher education

While it is encouraging to see the number of women who graduate throughout universities all over the globe, and we see them enter careers stereotypically labelled as 'male,' e. g. engineering and actuarial science, the sceptre of history casts a heavy shadow on progress. The following still plague campuses and are experienced by women in institutions and workplaces:

- The glass-ceiling effect is a reality for many women (glass-ceiling refers to an unacknowledged barrier to advancement in a profession, especially affecting women members and minorities).
- Male-dominated faculties; female students, therefore, are not seeing enough of their kind who could serve as role models.
- Research with iconoclastic conclusions are undermining the gains already attained towards promoting gender equality and the eradication of racism (Bowen and Bok, 2001).
- Under-representation of women in executive positions at universities and corporations.
- Discrimination in terms of emoluments for men or women

McKinsey (2016) argues, among other points, that advancing women's equality can add $12 trillion to global growth. The conclusion can therefore be drawn that the world is poorer without parity between the genders, and HE should be in the forefront of efforts to redress gender discrimination.

Combatting sexism

The following are some of the ways in which sexism can be combatted:

- Promoting the role of education in addressing sexism including new manifestations of sexism like cyber-bullying, cyber-misogyny and sexting.
- Preventing violence against women and girls.
- Addressing gender stereotypes in school policies and practices.
- Using informal education to combat gender stereotypes.
- Encouraging gender mainstreaming measures.
- Getting more female students into STEM (science, technology, engineering, mathematics) and finding new and strategic ways to target female students, and, most importantly, ensuring that access leads to success.

LGBTI (lesbian, gay, bi-sexual, transgender, intersexual)

The main challenge in most of our institutions is the insidious ontological denial of LGBTI students on our campuses. There is a subliminal denial of their existence, and where attempts at acceptance are made, they are soured by an inherent denigration of LGBTI students.

Short descriptions of LGBTI are appropriate at this stage to provide lucidity:

- Lesbian: homosexual woman or homosexuality in women.
- Gay: men attracted to other men.
- Bi-sexual: sexually attracted to both men and women.
- Transgender: denoting or relating to a person whose sense of personal identity or gender does not correspond with their birth sex.
- Intersexual: Having the condition of being intermediate between male and female.

Lack of knowledge and information

The date is 11 July 2017, at a tertiary campus in Cape Town in South Africa. Close to 400 Campus Protection Services personnel, together with student leadership, are gathered to discuss campus safety.

One security officer asks the question, 'How do we deal with LGBTI students on our campuses?'' which in itself is revealing. Are LGBTI students not students like any other? Why is there no question about how to deal with heterosexual students? The incident changed the atmosphere and opened the door to all forms of prejudice and misogyny.

The episode recounted highlights the fact that the topic of LGBTI on many campuses is still a taboo subject especially on the African continent. Many people, including the former president of Zimbabwe, Robert Mugabe, have shown shocking condescension towards LGBTI people even quoting the bible in favour of the death penalty for them.

On the other hand Archbishop Desmond Tutu, the fighter for human rights, has argued that God is not homophobic God saying … 'I would rather go to hell rather than worship a homophobic God.'

Not only do people not choose to be LGBTI, some 'come out' at great personal risk including threats of being disinherited or worse. If there is still a backlash against members of the LGBTI community in the US imagine the challenges of students who are LGBTI in Africa and the Middle East.

Conclusions

To quote former US President Barack Obama, 'Every single American – gay, straight, lesbian, bisexual, transgender – every single American, deserves to be treated equally in the eyes of the law and the eyes of society.'

Who a student goes to bed with has nothing to do with their ability to make a success of their studies. Campuses should assist all students to be the best they can be. Their gender identity and their sexual orientation must not be used against them to hamper their opportunities.

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UNIDiversidad Program: Diversity within an intersectional perspective[*]

Maria Amelia Viteri

Introduction

Identity is one of the most interesting factors in understanding the construction, development and composition of a society and its individuals. Variables such as gender, sexuality, ethnicity, social race, place of birth, class, are among others that have influenced the construction and development of a heterogeneous and diverse identity. However, due to diverse processes such as globalization, the flow of people, the redefining of borders – all examples of elements that have contributed to identity construction – the idea of a homogeneous and static identity has persisted in the social image. In terms of identity, construction of perceptions and the appreciation of diversity, the redefining process has fostered initiatives that, in essence, seek to create awareness in society and among individuals to recognize the diversity of identities that we inhabit. In addition, they foster the appreciation of the people and groups that have been excluded due to the hetero-normative thinking of society and the idea of a single dominant identity. This construction of spaces and diverse settings seeks to reduce violence experienced through discrimination by people that identify themselves in different ways, and is focused on the well-being of individuals and the community. To create a more diverse campus, the Universidad de San Francisco de Quito (USFQ), the Office of the Dean of Students and the Student Government (2015) have developed the *Unidiversidad* programme.

Unidiversidad is founded on the objective of creating and maintaining an environment of well-being among those who constitute the USFQ community and its surroundings, based on the central philosophy of the liberal arts, which promotes equal opportunity through social responsibility, empathy and ethics. Also, these tenets recognize the diversity of individuals as well as the protection of individual liberties and development, thereby fostering empathy in the university community.

Through this programme, we seek to create a setting of trust and productivity through awareness-raising activities that promote the knowledge and empathy of all of the members of the USFQ community. In order to meet this objective, we have developed a series of workshops to educate and raise awareness among students, teachers, and administrative and facilities staff. The workshops provided are based on the theory of social-cultural construction of the differences around identity and its intersections and are part of a programme that gives participants the necessary tools to confront discrimination. This in turn helps to improve the institutional performance of the university by creating an open environment based on the principles of respect that should be the societal standard.

Unidiversidad seeks to create awareness of responsibility through recognition of and sensitizing about topics related to gender, ethnicity, sexuality and background, among others, that impact the university community and its surroundings. For this reason, the university seeks to develop a methodology that eliminates all types of discrimination within the USFQ. Psychological, academic and legal advisory services are available in harassment cases against professors. Academic sanction is the ultimate penalty in such cases.

These steps are insufficient for creating an environment of respect and liberty. There must also be complementary actions with tools that identify how discrimination functions. This is the proactive work of the *Unidiversidad* programme and the awareness-raising workshops, whose objective is to help the university community address, avoid and correct situations that violate the institutional values of respect and freedom.

Unidiversidad through the lens of gender and intersectionality

The *Unidiversidad* programme addresses the intersection of identities, gender practices and sexuality with other variables such as ethnicity, race, socioeconomic class, age, place of origin, religion, spirituality, among others. The cross-cutting connections of the gender focus are related to the identification of other forms of discrimination, based on the previously mentioned variables.

Critical multiculturalism will favour an intersectional approach to difference where difference exists within historically determined asymmetries of power (Pepi, 2002, p. 21). *Unidiversidad* strives to go beyond what Gilroy calls 'benign universal humanism' that is responsible for building racially harmonious relations devoid of structural inequality and historic difference.

The concept of intersectionality, which originated in feminist studies in theoretical texts such as Crenshaw (1989) or McCall (2005), allows us to view the functioning of multiple identities that are mutually constitutive and are in constant conversation. Applying this concept allows for a deeper approach that analyzes the interaction of these categories and how they create mechanisms of social stratification that bring about discriminatory practices. In their critical revision of the notions and applications around intersectionality, Brah and Phoenix (2004) emphasize that the construction of difference, diversity or otherness takes place in a specific historic context, and, therefore, does not remain static through time and space.

Education settings and the reproduction of stereotypes, prejudices and discrimination

To start a programme such as *Unidiversidad*, it was essential to first reflect on the type of spaces that USFQ wants to create. The initiative emerged from the desire to maintain an environment of well-being in the university community, principally through empathy. As Goetschel affirms, scholarship in Latin America has been contemplated in terms of civil and disciplinary purposes. In this way, most educational institutions become spaces that reproduce the hegemonic meaning/sense related to the naturalization of inequalities (2009, p.12).

Places of learning are not neutral territories impermeable to different social dynamics and problems. On the contrary, and according to Vera, they are created as institutions composed of tools and cultural practices that play an important role in the definition of identities. In this way, keeping in mind the example presented by Rodriguez Navia, universities present limits, borders and crossings that assign what one can be and do, and what one cannot (Vera, 2009).

Intersectionality as a theoretical and methodological umbrella has been addressed in multiple ways. Dhamoon conceptualized it from the multiple positions that people take in their daily lives, from which they can distinguish how differences are co-created (2011). The author distinguishes various elements in the formation of multiple layers of oppression: identities (women, indigenous, young), categories of differences (gender, social race, and age), processes of differentiation (racialization) and systems of domination (racism) (Dhamoon, 2011).

When analytical intersectional studies began, there was emphasis on social race, ethnicity, gender and socioeconomic class. Later, concepts regarding citizenship, nationality, sexuality, religion, age, among others, were included. Bose argues that the categories shouldn't be static nor become means of categorization since they should always be in agreement with different scenarios and shouldn't be seen as competing forms of oppression (2012, p. 67). That way, we avoid placing some categories over others as if they were more or less important, while at the same time avoiding the romanticizing identities (Nash, 2008) and the essentialisms that see them as rigid questions that follow the parameters of that which is already normalized (Dhamoon, 2011, p. 234). In parallel, and in agreement with that which Jasbir Puar discusses, the conceptualization of assembly (that emerges from Deleuze and

Guattari's concept of *agencement*) allows us to see the starting point, from which diversity is theorized, that is, as the norm. Puar questions the notions of 'human', as it goes beyond the body as a fixed or limited thing or as a simple intersection of marked identities (2011).

Conclusion

Professors are not neutral in the way they carry their own stereotypical ideas into the classroom. The *Unidiversidad* programme addresses the axes of gender, sexuality, social race, ethnicity, place of origin and disabilities, with the possibility of expanding to encompass all those considered necessary as it grows. The emphasis on the processes of identities and belonging support the possibility of seeing each person in depth and in their multiple social positions. Monro discusses the link between internal space and sexuality, pointing out that there exist ways in which homophobia can be internalized within authorities (as a 'personal' belief) and how this can eventually shift to an institutionalization of discrimination (2010). This demonstrates that there isn't a direct relationship between HE levels, academic achievement or position of authority and less discrimination. For this reason, awareness-raising, capacity-building and the development of tools are the keys to creating a campus that respects diversity since sensitizing has proven not to be enough to change attitudes.

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Decolonising the South African higher education and labour market environments by achieving employment equity and inclusive education for persons with disabilities

Desire Chiwandire

Introduction

The post-1994 South African government implemented numerous disability policies as a way of redressing the historical exclusion of persons with disabilities (PWDs) from higher education institution (HEIs) and the labour market (LM). Apart from the *Education White Paper 6*, *Special Needs Education: Building an Inclusive Education and Training System,* the National Student Financial Aid Scheme (NSFAS) was also established to give eligible students with disabilities (SWDs) financial support to access HEIs. In the LM context, the *Employment Equity Act* (*EEA*) recommends that at least 2 % of all employees in companies should be PWDs. In 2007 this government also ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and assumed legal obligations to respect, support, and promote the rights of PWDs to participate fully in both environments. Although this supportive policy framework obliges both environments not to discriminate against PWDs on the grounds of disability, this group is still being denied equal opportunities to meaningfully exercise their rights because of issues relating to the gap between policy and practice.

The purpose of this paper is to trace and gain an in-depth understanding of the current situation of PWDs in HEIs and the LM, particularly measures taken by both environments in supporting the educational needs of SWDs and employment needs of employees with disabilities (EWDs). Document analysis was employed to critically review the literature from both international and national peer reviewed journal articles, online newspaper articles and national disability policies. Data were analysed through assessing whether or not both environments were meeting 'inclusive education' and 'employment equity' goals as well as the daily needs of SWDs and EWDs. The study found three categories of barriers that hinder the meaningful inclusion of PWDs. The first category relates to barriers facing PWDs in accessing HEIs and the LM. The second category refers to barriers to equal participation facing PWDs once they have gained physical access to HEIs and the LM. The last category discusses negative attitudes of employers, managers and lecturers and how these attitudes are negatively impacting full participation of PWDs in HEIs and the LM. There is an urgent need to decolonise through taking seriously the concept of diversity in conducting sensitisation workshops targeting the non-disabled community if both environments are to create welcoming spaces for PWDs to flourish.

Context: diversity and disability policies

In both environments, the provision of the 2 % mandatory quota for EWDs under the *EEA* and the non-means tested NSFAS bursary (grant) for SWDs indicates that these polices uphold diversity 'by favouring the previously disadvantaged groups' (Marumoagae, 2012, p. 348). The EEA also aims to achieve diversity by obliging employers to facilitate the representation of the designated groups including PWDs in the LM (Modisha, 2004, p. 155). Proponents argue that inclusive education should be based on a value system that recognizes and 'celebrates diversity arising from gender, nationality, race, language of origin, social background, and level of education achievement or disability …' (Mittler, 2000, p. 10). Mittler's understanding of diversity empowers and values PWDs' contribution to the diversity of society. This chapter seeks to argue that both environments are perpetuating exclusion through failing to acknowledge this valuable contribution of PWDs to diversity.

The study

Document analysis (DA), 'a systematic procedure for reviewing or evaluating documents – both printed and electronic' (Bowen, 2009, p. 27), was employed as a useful qualitative analytical research method. DA 'requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge' (Bowen, 2009). Drawing on a review of international and specifically South African primary and secondary literature on the inclusion of PWDs in HE and the LM the study found three major categories of barriers hindering the meaningful inclusion of PWDs and these relate to access, participation, and negative attitudes of employers, managers and lecturers.

Findings

Barriers to access

Although South Africa's HEIs, through their institutional plans and strategies, are obliged to commit themselves to increase access for people with special education needs (Ministry of Education, 2001, p. 41); SWDs are still facing access challenges. Central to these challenges is that there is only less than 1 % SWDs enrolled in South Africa's HEIs (DHET, 2015), and this has been attributed to gatekeeping role played by financial aid officers and bureaucratizing disability-funding application processes, cuts in disability funding, and means-test requirements for students applying for disability scholarships/bursaries (Chiwandire and Vincent, 2019:1).

The exclusion of PWDs is also evident in the LM where this population 'continues to be marginalised and exposed to high levels of inequality and unemployment' (*THISABILITY*, 2016). Given their lower academic achievements (Snyman, 2009), it is estimated that only 1 % of PWDs have access to employment on the open LM (OoDP, 1997, p. 7). Employees with physical disabilities are denied access mostly because companies want to avoid having to incur the cost of making their physical built environment more accessible to this group by installing elevators, lifts, and ramps (Marumoagae, 2012, p. 347–348). Employers also believe that the presence of employees with physical disabilities in the workplace might mean incurring extra costs of adapting their built environment to be disability-friendly (Marescia, 2003).

In some cases, PWD's gender also plays an important role in determining whether or not they can gain access to higher education (HE) or being hired for a specific job. South African female SWDs, it has been argued, are faring worse than their male counterparts; however, this is still being overlooked in research efforts that tend to focus only on addressing access challenges facing black able-bodied female students (Lorenzo, 2003, p. 760). For this reason, HEIs have been called upon to urgently address the 'plight of women with disabilities and disabled students from poor families, throughput rates of disabled students' (DHET, 2013, p. 46–47). Similar concerns have also been raised in the LM environment where such institutions as University of South Africa (UNISA) has been criticised for its "appalling statistics on the employment of female staff members with disabilities" as there are 1 % EWDs (*THISABILITY*, 2016).

Impairment-based approach

Although access to HEIs and the LM is being granted to some PWDs, it should be noted that this has mainly taken the form of a 'selective inclusion' or what Naaz has referred to as an 'impairment-based approach' (2012, p. 27) to the inclusion of PWDs whereby specific disability types are being prioritised over others. This narrow approach negatively contradicts the inclusive education goal of achieving social equity which HEIs can achieve by being 'responsive to all students' regardless of their disability or ability (Peterset al., 2005, p. 142). The South African literature indicates that the

most excluded disability type under this approach is students with hearing impairments (SWHIs), particularly Deaf students (DHET, 2015, p. 10). This is so because HEIs are shying away from potentially having to incur the extra costs of hiring sign language interpreters as NSFAS guidelines does not fund such costs (Chiwandire and Vincent, 2019:7).

The rationale behind this 'impairment-based approach' stems from the marketized framing of these students [as well as for EWDs] as difficult to accommodate by needing 'too much' specialist assistance (Singal, 2005, p. 6). In the case of SWHIs this specialist assistance comes in the form of 'various types of teaching and learning support, such as preferential seating, extra writing time, hearing augmentation devices (e. g. hearing loops), and note-takers' (Bell et al., 2016, p. 2). Regarding students with visual impairments (SWVIs), this specialist assistance comes in the form of requiring computers with assistive devices such as special software like Job Access with Speech (JAWS) for Windows (special screen-reading programme) as well as computers with Braille (Council of Europe, 2000, p. 12). Although all these supportive mechanisms are central for overcoming barriers to information access for both SWHIs and SWVIs, the costs associated are making HEIs to cite resource constraints as a justification to shy away from enrolling such students (Pretorius et al., 2011, p. 8).

The employers' erroneous perceptions which associate hiring PWDs with incurring losses associated with providing RAs has resulted in the former being reluctant to employ the latter (Marumoagae, 2012, p. 347). This has negatively seen some qualified PWDs chosing 'not to disclose their disability in fear of not being appointed or the possibility of having their contract terminated' (Maja et al., 2012, p. 28). Likewise, the fear of 'stigma associated with the disclosure of a disability' has resulted in some SWDs preferring not to officially disclose their disability status (Bell, 2014). By not disclosing their disability, EWDs and SWDs are putting their success in jeopardy by not receiving RAs (Eckes and Ochoa, 2005, p. 9) as they 'will remain in the eyes of institutions as non-disabled' (Mutanga, 2013, p. 77).

Barriers to equal participation

Research shows that some PWDs continue to experience discrimination associated with barriers to equal participation once they access both environments. These barriers are prevalent in HEIs that perceive the enrolling and supporting of SWDs as costly especially those HEIs that still manage disability issues 'as separate from other diversity and transformation imperatives' (FOTIM, 2011, p. 11). The marginalisation of EWDs has been attributed to the government's narrow approach to transformation as a 'numbers game' whereby companies only invest in employing PWDs for purposes of meeting the quota targets without taking proactive measures to also support this group to flourish on a par with their non-disabled co-workers (Naude et al., 2004, p. 274).

Denial of reasonable accommodations

Under Article 2 of the UNCRPD South African HEIs and employers are obliged to provide RAs '… to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms' (United Nations, 2006:4). However, in practice, the personnel responsible for providing these RAs to SWDs and EWDs in both environments do not necessarily recognize RAs as a right to which PWDs are entitled. South African studies have shown that lecturers are intentionally dodging their responsibility to provide RAs by constantly referring SWDs to Disability Units (van Jaarsveldt and Ndeya-Ndereya, 2015:2). This unjustifiably put SWDs in a difficult situation where they 'must accommodate themselves to institutional contexts that are, from their point of view, profoundly disabling' (Chiwandire and Vincent, 2016). Likewise, employer lacking knowledge about the provisions of disability policies and the needs of EWDs (Gida and Ortlepp, 2007, p. 137) are also reluctant to provide RAs to EWDs. Some employers are opting for an 'impairment-based

approach' in providing RAs by prioritising employees with physical disabilities over those with intellectual or mental disabilities (Naude et al., 2004, p. 247).

Research indicates that most employers continue to discriminate against EWDs by paying them lower wages (Naude et al., 2004, p. 275 see also Oosthuizen and Naidoo, 2010, p. 7) in comparison to their able-bodied co-workers. Other employers' construct EWDs as less productive in comparison to their non-disabled co-workers, thus denying EWDs promotion opportunities to managerial positions fearing that this will compromise the profit targets of organizations (Marumoagae, 2012, p. 347). Employers with such concerns only employ PWDs in administrative positions as receptionists as this will not require many RAs (Oosthuizen and Naidoo, 2010, p. 7). This is in violation of the EEA provision obligating employers to take appropriate measures to ensure that qualified EWDs 'are equitably represented in all occupational categories and levels in the workforce of a designated employer' (Modisha, 2004, p. 156).

Unavailability of assistive devices

Lourens and Swartz (2016) have argued that students with visual impairments (SWVIs) are also marginalised because of South African HEIs' failure to provide this group with reading material in alternative accessible formats 'aids such as a screen reader or books that are written in braille …' (Lourens and Swartz, 2016). Proponents have noted that the availability of assistive devices, e. g. computers and other modern technologies, enhance the participation of SWDs in HEIs (Foley and Ferri, 2012, p. 12) by facilitating 'learning in the inclusive classrooms' (Eunice et al., 2015, p. 40). Despite this, most South African HEIs cannot afford assistive technology (Matshedisho, 2007, p. 713) and other studies have pointed to the insufficiency of assistive devices at as a violation of inclusive education by denying SWVIs access to full participation in HEIs (Tugli et al., 2013, p. 357–358). In the LM environment, employers have been criticised for failing to honour their obligation to provide their EWDs with 'assistive technologies' (United Nations Youth, 2017, p. 6).

Inaccessible physical built environment

Studies indicate in the LM (Snyman, 2009) and HEIs (Engelbrecht and de Beer, 2014; Chiwandire and Vincent, 2017) have found that persons with physical disabilities, particularly wheelchair users, are also facing challenges relating to physical inaccessibility of the built environment. The physical inaccessibility of workplaces (Swartz and Schneider, 2006, p. 235) and HEIs (Wolanin and Steele, 2004, p. 53) has been attributed to the fact that both environments were not originally designed with the needs of this group in mind. Thus, this continues to reinforce the belief 'that it is the person with a disability who is responsible for arranging access to the physical environment' (Ndlovu and Walton, 2016, p. 6).

Attitudinal barriers

Able-bodied people's negative attitudes towards PWDs (Kumar, 2012) have been identified as a major barrier facing PWDs in both environments, especially when the former sees the latter as "objects of pity" (OoDP, 1997, p. 27). Such negative attitudes, Kumar argues, keep them 'away from appreciating and experiencing the full potential of differently-abled [especially when] focusing on a person's disability rather than on an individual's abilities' (2012, p. 65). Lecturers holding negative attitudes towards SWDs are often less receptive to designing and teaching a curriculum that also addresses the needs of SWDs such as using alternative accessible teaching methods (Matshedisho, 2007, p. 706).

Oosthuizen and Naidoo's study found that employers were skeptical of hiring or promoting EWDs because of fears that they will not perform the job to the full capacity as would able-bodied employees (2010, p. 8). This was prevalent among employers who associated disability with poor health and thus feared that if hired or promoted EWDs 'would most often report for duty sick needing time off for doctor's appointment' (Oosthuizen and Naidoo, 2010, p. 8). Other employers also believe that EWDs are incapable of functioning independently and will constantly be in need of help and assistance if employed (Naude *et al.*, 2004, p. 273).

Discussion

South Africa's LM and HE policies draw on the Social Model of Disability (SMoD) rooted in the human rights model as it 'suggests that the collective disadvantage of disabled people is due to a complex form of institutional discrimination' (OoDP, 1997, p. 15). Given that the rights of PWDs continue to be violated in both environments there is a need to conduct sensitisation workshops targeting lecturers and employers as per Article 8 of the UNCRPD which oblige Member States to prioritise disability awareness-raising initiatives.

Opini remarks that the problem of ableism in HEIs can best be addressed by 'disability awareness campaign programmes and other strategies that debunk ablest ideologies and sensitise society that disability is by no means inability' (2012, p. 76). Literature has confirmed that sensitising lecturers can help them promote tolerant attitudes to embracing the concept of inclusion (Hlalele and Alexander, 2012, p. 495), which can positively enable such lecturers to adopt 'a learner-centred approach … [which … requires lecturers to adjust their educational practices to enhance learning for all students' (van Jaarsveldt and Ndeya-Ndereya, 2015, p. 2).

Conclusion

This article concludes by proposing the need to sensitise people in both environments on the importance of the concept of diversity especially given the narrow approach of South Africa's campus diversity initiatives which only pay attention to issues of 'class, race and gender' (Shrivastava and Shrivastava, 2014, p. 815) at the cost of disability issues. In the LM, diversity initiatives have also focused only on 'exploring the relationship between race, class, gender and sexuality in South Africa' (Faranani Facilitation Services, 2013, p. 3) as the expense of disability issues.

By embracing diversity both environments create welcoming spaces for PWDs to flourish. For instance, in order for SWDs to succeed they need to feel that their diverse abilities and inabilities are welcome in order 'to feel safe, capable and accepted, thus enhancing their overall learning experience' (Van Jaarsveldt and Ndeya-Ndereya, 2015, p. 2). Inclusive education can best be achieved by 'respond[ing] to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education' (Eunice et al., 2015, p. 39). Some South African lecturers have begun to embrace diversity. Those who were sampled in Mayat and Amosun's study 'expressed the willingness to admit and accommodate students with disabilities in the undergraduate civil engineering programme' (2011, p. 58).

Likewise, Gida and Ortlepp's study found that some employers were receptive towards hiring and providing EWDs with RAs because of their role in contributing to the diversity of the workforce pool (2007). These employers viewed hiring PWDs positively as beneficial and not as a costly expense because of the belief that EWDs could also contribute talents crucial to the success of business (Gida and Ortlepp, 2007, p. 137). Such positive attitudes also stem from employers' beliefs that PWDs holding appropriate qualifications could also equally contribute to the LM through their ability to

'perform the essential functions of the job with or without reasonable accommodation' (Disabled World, 2017).

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VIII

Student affairs and services: Partners in student access, retention, throughput and success

VIII

Student affairs and services: Partners in student access, retention, throughput and success

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Overview

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Enrolment management (access, recruitment, admissions, retention, throughput, graduation) is a fact of life in HEIs around the world. In particular, student attrition or retention remains an issue almost everywhere around the globe. The first step in managing enrolment is how an institution designs its policies around access. Does one have open admissions? What criteria are used to rank candidates? Is the institutional mission one that includes giving access to groups of students who may be underprepared or come from racial or economic groups that traditionally are not eligible for admission? Kevin J. Dougherty, of Columbia University, and Claire Callender, of University College London (Dougherty and Callender, 2017) point out that most UK universities are required to submit access agreements that include goals for increasing access and setting performance targets to meet those goals. These agreements specify tuition fees and levels of financial support as well as retention and outreach activities. They are publicly available, and are reviewed by a public, nongovernmental agency. This concept may be something that the United States could consider adopting.

Regarding student attrition and retention, in 2007 RAND Europe released a report (van Stalk, Tiessen, Clift and Levitt, 2007) comparing student retention in several countries. Survival or retention rates (2004 cohort) for these nations were as follows: Australia (67 %), Ireland (83 %), The Netherlands (76 %), United Kingdom (78 %) and the United States (64 %). In another study, less than 55 % of American students complete a Bachelor's degree in six years (Tate, 2017). In Ireland, third level (technical) students are dropping out of some courses at a rate of over 70 % (O'Brien, 2017). In Morocco, 58 % of students drop out before graduation (MENAFN, 2017). Australian attrition rates hover around 15 % (Maslen, 2017). Language barriers are a major issue in South Africa and can be enormous barriers to student success if not addressed (Makoni, 2017). These are just a few examples of how nations

are grappling with retaining students through graduation. It results in a major loss of human potential and capital.

Also important in this quest for retention of students is the approach nations and institutions take to grant access to all qualified students; enhancing inclusion for the benefit of all: society and the individual. Blessinger and Makhamya (2018) point to the imperative that nations reaffirm the importance of viewing education as a public good (society), not just a private good (the individual). This requires a humanistic approach anchored by respect for life, human dignity, cultural diversity and social justice (Daviet, 2016).

In the following articles, authors from around the world look at student retention from varying points of view. Karen MacGregor offers her ideas from the perspective of serving as a co-founder of *University World News* and her work in South Africa. Amanda Lourens, a South African institutional researcher and private consultant, describes new ways of measuring student retention in South Africa. Patrick Blessinger explains how service-learning, a relatively new concept in higher education, can be not only a tool to enhance student learning outcomes, but also improve retention, throughput and graduation rates. Timothy Resnick describes new initiatives at his institution in the US that are designed to reduce student attrition. Rhodes, Raby and Ward look at the positive impact that participation in student mobility and study abroad programmes has on retention. Selma Haghamed discusses the importance of quality academic advising programmes in enhancing student retention. Pamela Labra Godoy describes efforts in Chile to increase the access to HE for underprivileged classes. In two separate articles, Paul P. Marthers presents case studies about student resilience and grit as relatively new factors related to student retention, and the importance of developing a data-driven culture when studying which programmes and service have positive effects on student retention and throughput. Hans de Wit and Elspeth Jones look at the importance of enhancing access and equity as we go about internationalizing our campuses.

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Access, retention and student success – A global view

Karen MacGregor

Student access, retention and success are major issues for HE the world over, although to different degrees depending on national and regional contexts. Where student participation rates are high, such as in North America and Europe and swathes of Asia, attention has tended to turn to equity of access and the retention and throughput of students. In countries where access remains low, such as in Africa and parts of Latin America and Asia, there remains a focus on moving from elite to mass HE – but with concerns about an accompanying decline in quality and the impact this has on drop-out and graduation rates.

In the past half century, access to HE has risen dramatically, from a world gross tertiary enrolment ratio – the proportion of the tertiary age cohort entering HE rose from 10 % in 1970 to 35 % in 2014, according to the World Bank using UNESCO Institute of Statistics data. Most of that growth has been in the new millennium, the world enrolment rate was 19 % in 2000 and is nearly double that today.

North America, the first region to move to mass higher education, has the world's highest participation rate at 84 %, followed by 65 % in both Central Europe and the Balkans, and Europe and Central Asia. In Latin America and the Caribbean, the gross enrolment ratio is 45 % while it is 39 % in East Asia and the Pacific, 36 % in the Middle East and North Africa, 21 % in South Asia and 9 % in Sub-Saharan Africa.

These huge differences in enrolments correlate highly with national income levels – average participation in high income countries is 74 % against 32 % in middle-income and 8 % in low-income countries – and there are also strong links between high participation rates and a focus on student retention and success.

From access via equity to success

Where countries have achieved mass higher education, issues of equity arise, and not only equity of access. Studies around the world have shown that young people from wealthier families and those whose parents hold degrees are considerably more likely to both enter and succeed in HE than those from poorer backgrounds and/or whose parents have not experienced higher education.

The reasons are numerous and universal and include not only schooling quality that may impact on a student's ability to cope with university-level education, but also the financial resources and availability of 'social capital' that support success. In many low-income settings, such as rural Africa,

there may also be intense pressure for young people (girls especially) to assist families with work post-school as well as during school education.

Drop-out rates are high in Latin America, and with 73 % of students not graduating from public and private universities, Argentina has one of the highest university dropout rates in the world, wrote Cristina Bonasegna Kelly in *Inside Higher Ed* in 2013, citing a report from the Centre of Studies on Argentine Education. Only a quarter of students graduate from public institutions. Drop-out rates were 50 % for Brazil, 41 % for Chile and 39 % for Mexico.

In Argentina, although there is free tuition in public universities, students work long hours to support themselves. At the University of Buenos Aires, the study found, some 63 % of 305,000 students held jobs with almost half of them working 36 to 45 hours a week. 'In the fields of engineering and hard sciences, for example, a hungry job market puts pressure on students close to graduation to accept job offers without completing their degree,' said Bonasegna Kelly. Many who start working full-time while studying find it difficult to complete their studies; the world over; success rates for part-time study are low. High drop-out rates are also blamed, among other reasons, on declining school standards in Argentina.

Access to HE has risen dramatically across Asia from 3 % in 1970 to 39 % in 2014 in East Asia and the Pacific, and from 4 % to 21 % in South Asia while South Korea has the world's highest participation rate at more than 90 % according to UNESCO data. China's tertiary student population is now the world's biggest, and the gross enrolment ratio was 43 % in 2015, while India's huge tertiary system has achieved around 22 % participation. Drop-out rates vary between countries.

Yojana Sharma, a HE expert and Asia Director of the weekly international HE e-paper *University World News*, said in an interview that in much of Asia access, rather than retention and throughput, has remained the major focus. Demographic issues are extremely important: for instance, in China and India demand for HE has been fuelled by rising numbers of students coming out of strengthened school systems, urbanization, increasing prosperity and an expanding middle class, among other drivers.

'Gross enrolment rate growth has been from success in getting young people into school and preventing drop-out rates at that level – especially in the big countries such as India, China, the Philippines and Thailand,' she said.

India has the world's largest HE sector in terms of institutions with 800 universities and more than 40,000 colleges, according to a 2017 **report** from the Association of Indian Universities. The country has 33 million students, second only to China, and the association predicts it will soon overtake China in student numbers, given demographic trends and rapid expansion. While access to HE has risen rapidly, participation is still low at 23 % and this, along with reserved places for lower castes, means there is fierce competition to enter higher education: universities need only enrol the academically gifted. Interestingly, Sharma makes the point that as demographic growth levels off in several Asian countries including China, it could become easier for less accomplished school-leavers to enter HE and institutions might have to deal with an accompanying decline in success rates.

Drop-out rates are high across Africa, often attributed to soaring student numbers accompanied by declining per student funding, overcrowding and deeply inadequate resources. In most countries, access remains the priority: there are few signs of improved public investment in HE but there are moves afoot in countries such as Ghana and Kenya to improve quality.

Retention and success – some strategies

Whether and to what degree student retention and success is an institutional or national focus, just about everywhere it is a problem that continues to cost students, parents and governments in wasted financial resources and time. For students and their families, not graduating may be an intense personal loss. In many countries, mainly but not only those with high enrolment rates, attention has begun to focus strongly on student retention and graduation (success).

A 2015 report from the European Commission, titled *Dropout and Completion in Higher Education in Europe*, pointed out that reducing drop-out and increasing completion rates are keys to the Europe 2020 goal of having at least 40 % of 30- to 34-year-olds with completed higher education. The report drew on a comparative study of 35 European countries that found that three-quarters regarded study success as important and nearly half rated it high or very high on the policy agenda.

The study reflects global variance around the definition of and approaches to study success that affects policy-making. But the researchers said they generally involve:
- Completion: students successfully complete a study programme with a degree.
- Time-to-degree: students complete their study course within a reasonable time period.

Retention or dropout: students re-enrol until they complete their degree and reduce the likelihood of dropping out before completing a programme.

Countries use different monitoring indicators and definitions, depending on their orientation and policy focus. For instance, many countries regard completion within a stipulated study period plus one extra year as an indication of success. Realising that the step from the first to second study year is crucial in a student's educational pathway, 'others focus on retention (or drop-out) during the first year in higher education'. However, the study also found lack of systemic knowledge, data and indicators on study success in Europe, the United States and Australia. Only 12 of the 35 European countries regularly report a national indicator of completion, and even fewer report on retention, drop-out rates and time-to-degree.

In America, as many as one in three students do not get to second year. *US News* has introduced a Freshman Retention Rate universities and colleges ranking, and wrote: 'The reasons run the gamut from family problems and loneliness to academic struggles and a lack of money.' In recent years, against a backdrop of high fees and spiralling student debt, US HE and policy debates have prioritized retention and success rates as well as graduate employment.

In Australia, where one in three students do not complete their course within six years of enrolling, *The Australian* **reported** that the federal government this year began naming poorly performing institutions for the first time. It cited a new government report that found students who studied externally (for instance online), or part-time or who were older, were more likely to drop out of university courses. 'Completion rates were also affected by students' admission scores and whether they were indigenous, from remote locations or from low socio-economic areas.' The country's income-contingent student loan scheme is supporting student success, since high financial investments stimulate student study engagement.

The United Kingdom government released its first Teaching Excellence Framework in June this year, rating teaching quality and student outcomes in 295 participating HEIs. It intends to build evidence about university performance, complement the Research Excellence Framework, and inform student choices. The assessment drew on national and institutional data in three key areas: teaching quality, the learning environment and student outcomes, with metrics measuring student satisfaction, retention and progression to employment, that allowed assessors to judge teaching excellence

and outcomes for specific students, *University World News* reported. Interestingly, some but certainly not all of the UK's globally top-ranked universities achieved one of 59 gold ratings.

South Africa where some 47 % of university students drop out is an example of a country with a major focus on retention and success even though it has only a 20 % participation rate. The reasons are largely historical. With more than half of one million university students coming from disadvantaged backgrounds, universities must provide academic development and other forms of support to improve graduation rates. There are major efforts underway to raise retention through, for instance, data analytics, changed degree structures and mainstreaming academic development.

Some policies and recommendations

The European study, that probably provides the world's most coherent findings, policies and recommendations on student success, highlighted great variety in the policy instruments countries use; it identified more than 170 national and institutional policy instruments in the 35 countries. They may be grouped into 22 typical policies under three main policy headings: funding and financial incentives; information and (non-financial) support for students such as counselling and career guidance; and organization of higher education, for instance study duration, types of degrees, quality assurance and accreditation.

A key finding was that in countries where study success was only implicitly defined, the objectives and relevance of related policy objectives were unclear. 'Countries that place study success high on their policy agenda and have a clear vision of what they want to achieve seem to have a more effective combination of policies,' the European report says. The effectiveness of policies also heavily depends on the policy mix, with some needing supportive policies to be effective. 'A policy mix that includes strengthening students' choices, promoting their social integration in the programme, monitoring and counselling, and rewarding successful completion – is more likely to be successful,' the report says.

According to the study, increased university responsibility is also important to study success, and the use of success-related indicators in funding formulas and performance agreements for universities is widespread. Universities are being rewarded for numbers of graduates, student credits or student retention. Examples are England's Student Opportunity Allocation, Quality Pact for Teaching in Germany, and the "plan pour la réussite en licence" ('plan for success in obtaining a bachelor degree') in France.

'Performance-based funding mechanisms, however, require a careful design,' the study says, to avoid over-complexity, lack of alignment to other policies or unintended funding side-effects. In the Netherlands, between 1993 and 2011, 50 % of teaching funds were tied to institution's relative numbers of graduates, providing universities with strong incentives to implement measures to reduce average duration of study.

Some countries have performance-related incentives in student financial support schemes. Further, the report continues: 'Study success is increasingly becoming part and parcel of quality assurance through integrating completion, retention and dropout rates in self-evaluation reporting structures.' Croatia, Flanders, France, Hungary, Ireland, Italy and Montenegro are examples.

The Commission report further recommends monitoring students to create a foundation for institutional action; matching and social integration to build a solid basis for study success; and integrating study success outcome data in publicly available platforms, for example, on quality assurance and student choice, to help institutions and students make the right choices.

Some universities monitor attendance and study progress to identify 'at risk' students and provide them with support such as counselling, coaching and mentoring. 'A key idea is to closely align course objectives, teaching and learning activities, and examination and assessment of students,' says the report. Some universities familiarize students with their programmes before admission, and many have created welcome initiatives. 'In mass systems there is a need for tailored and individualized follow-up to provide students with a sense of belonging and increase engagement with their studies.' Several countries have set up platforms to enable the sharing of experiences, and some have student choice databases and information systems, for example, England, the Netherlands, Germany and Bulgaria in Europe.

The study concludes that to boost study success, there needs to be action taken at regional, national and institutional levels: greater effort to facilitate study success by acquiring more solid and cross-border knowledge of what works; more conscious national policy design to boost success; and comprehensive institutional strategies.

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The emergence of reporting on student retention in South Africa: From retrospective views to predicting the future

A. Lourens

Background

Student retention, and in particular the corresponding drop-out and graduation rates, have become critical discussion points in South Africa as in most countries around the world. Many students in this country believe that increasing their class fees is a major reason for students dropping out of university, especially those students that have limited financial support. South Africa faced numerous protests in 2016 related to proposed increases in university fees that resulted in a renewed focus on student retention as part of the continuing debate about the cost of attending university.

The South African National Department of Education reported in 2001 that the undergraduate graduation rate in the country was 15 %, one of the lowest in the world (Letseka and Maile, 2008). The department also reported a 30 % student drop-out rate in the first year of study at South African HEIs in 2005, a figure that it estimated was costing the National Treasury approximately $ 350 million (corresponding to ZAR4.5 billion in June 2017) in grants and subsidies to tertiary education institutions without a commensurate return on investment. South Africa's National Development Plan (NDP), a government blueprint for economic growth, has characterised the HE sector as a 'low participation, high attrition system' (National Planning Commission, 2011).

The high drop-out figures have obliged the education department to encourage cohort studies. This could be done only in 2000 because the National Higher Education Management Information System (HEMIS), that collects HEI data, began operating in that year, making it possible to trace student performance for an initial five years.

Affordable higher education, how to accommodate more students and improve their success rates as well as institutional efficiency, are the subject of increasing focus and concern in South African higher education.

Retrospective views

A Consortium of Higher Education Associations in the United States received a Ford Foundation grant to visit South Africa in 2002, to identify and establish the principal needs for HE and student affairs in this country. The most pressing need identified was in the areas of research and data collection; student retention was just beginning to be recognized as an issue of concern. Practitioners at HEIs needed to conduct more studies on student-related research and devise unified ways in reporting retrospectively on student retention. A grant proposal in relation to Higher Education Retention Data for South Africa (HERD-SA) was submitted in 2002 to the Kellogg Foundation after the visits from the consortium. The grant was approved in 2005; the cooperating associations in the United States and South Africa were the College Student Educators International (ACPA), the Student Affairs Administrators in Higher Education (NASPA), the South African Association of Senior Student Affairs Professionals (SAASSAP), the National Association of Student Development (NASDEV) and the Southern African Association for Institutional Research (SAAIR).

The purpose of the HERD-SA project was to standardise the measurement of retention rates in terms of South African definitions, to develop the appropriate methodology for reviewing and presenting retention data, and to compile a profile of student characteristics from the data collected and identified to establish what, if any, relationships the data may have to student retention.

A group of ten South African HEIs took part in the project, completed in December 2007. A joint workshop was arranged in 2007 between Higher Education South Africa (HESA), a membership organization of universities (renamed Universities South Africa in 2015), and HERD-SA to discuss the way forward. All HEIs were invited to the workshop, whose purpose was: a) to review the HERD-SA project and the results it had compiled; b) to discuss the value of collaborative institutional research in the area of student retention, and the role of HESA; c) to consider best practice in reporting student retention data; and d) to discuss the continuation of the HERD-SA project and the critical issues that must be addressed.

At the HESA/HERD-SA workshop, the participants agreed that taking the work of HERD-SA forward was necessary and justified in three main respects: a) to continue the work of gaining acceptance of standardised concepts and definitions relating to student retention; b) to continue developing and disseminating effective ways of analysing and presenting data on student progress, including

research on factors affecting retention; and c) to explore ways of facilitating the use of research on student advancement for improving their learning and retention.

After the HERD-SA project, various South African reports were published in relation to retention, throughput and graduation trends with associated policy analyses. These include one from the Council on Higher Education (CHE, 2010) that examined issues of access, retention and throughput at three different universities in the South African HE landscape. Another study, representing seven universities and conducted by the Human Sciences Research Council (HSRC, 2009), presented an understanding of the factors shaping the pathways of students into, through and out of HEIs and into the labour market. A survey was also conducted involving tracking a cohort of students into the labour market as part of the study. Furthermore, the South African Department of Science and Technology commissioned a study to explore the retention, attrition and throughput rates of postgraduate students at our universities (DST, 2014).

Further analysis of HE performance in South Africa (CHE, 2014) has also shown low student throughput rates, and a report by the Council on Higher Education (CHE, 2013) has evaluated the feasibility of restructuring the three- and four-year undergraduate degree and diploma courses.

The Department of Higher Education and Training (DHET, 2017) has analysed studies of first-time-entering undergraduate cohorts at public HEIs from 2000 to 2014. It found a general improvement in the throughput rates of the 2006 and 2009 cohorts compared with 2000. It reported (DHET, 2017) that 20.3 % of students entering in the 2006 cohort for three-year degrees had graduated in the minimum time of study whereas a further 23 % of these students had dropped out after their first year. The department's report did not interrogate the factors that cause high drop-out rates but urged universities 'to invest in data analytics to better understand their student drop-out and throughput rates by population and gender'. The DHET also now requires South African public HEIs to report on progress in relation to student retention as part of their annual performance plans.

Locally developed software (the Higher Education Data Analyzer, or PowerHEDA) has been used by 17 of the 26 public universities in South Africa in supplying retrospective and forward-looking management information and dashboard reports in relation to student retention.

It is clear from the above that monitoring and supporting first-year students remains critical. Predicting student retention is therefore an increasing concern for administrators and government owing, in part, to the costs associated with students not completing their studies.

Predicting the future

The application of predictive analytics in HE has started to emerge within the last ten years. Predictive analytics is also referred to as academic analytics and involves the analyses of data using statistical modelling techniques (Lemmens and Henn, 2016). Learning analytics, on the other hand, refers to statistics at an individual student level. Lemmens and Henn (2016) reported that learner analytics is still new in HE in South Africa – the concept was recognized by the recently established South African Higher Education Learning Analytics (SAHELA) network. Great attention is paid to understanding the enrolment behaviour of students and many projects focusing on students' experiences in the first year of study have been implemented by some local universities in an attempt to improve student retention (Lourens and Bleazard, 2016). Lemmens and Henn (2016) reported that there is a case to know sooner rather than later how students are performing to enable academic staff to identify academic or other risks at an early stage and to recommend the required interventions. Given the high drop-out rates in the first year of study, the key benefit of predictive analytics is that it can assist HEIs to introduce targeted intervention strategies in the first year of study in order to reduce the number of students leaving prematurely before their second year.

Lourens and Bleazard (2016) reported on the use of a practical model within institutional planning in HE in South Africa. Their paper indicated that being able to predict more accurately which students were likely to drop out, will enable universities to implement focused intervention strategies to assist the students concerned, especially during the first year of study.

The practical application of real-time scoring by providing a list of names of students at risk of dropping out by their second year provides a tool for the teaching staff (and administrators) to assist students in progressing to the next year of study (Lourens and Bleazard, 2016).

Retrospective views on student retention are important and a critical first step in identifying trends. But being able to predict the future success of students will enable HEIs to introduce intervention strategies. The intervention strategies can be expected to improve student success wherever they struggle with their courses. Institutional researchers in HE continue to play an important role in providing sophisticated analyses. However, Visser and Barnes (2016) argued that the changes in business intelligence, big data and learning analytics affect the work of institutional researchers and that new skillsets will be required to ensure sufficient support is provided to policy-makers in higher education.

This brief outline on reporting and monitoring student retention illustrates the significant progress made in our country in this regard. However, it is imperative that throughput rates should improve substantially; that is why a renewed and expanded focus on coordinated and sustained student support is needed.

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Improving student retention, throughput, and graduation rates through academic engagement in service-learning

Patrick Blessinger

Introduction

Service-learning is an academically rigorous and structured educational approach that promotes active learning by integrating classroom learning with experiential learning through community service and civic engagement (Carver, 1997). More specifically, service-learning is a 'course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility' (Bringle and Hatcher, 2009, p. 38).

Service-learning is based on the work of many learning researchers and theorists, including John Dewey, Jean Piaget, Paulo Freire, Kurt Lewin, and David Kolb, among others. For example, Yob (2014) conducted a review of the academic literature on the connection between service-learning and retention and concluded that 'Service-learning has been shown to have a positive influence on retention of students during their first year and beyond, with marked impact on some students in particular, including women and first-generation students.' (p. 53). In addition, Yue and Hart (2017) concluded from a longitudinal study that service-learning is a high-impact teaching and learning practice that can increase student graduation rates.

Bringle and Hatcher (1996) describe the Comprehensive Action Plan for Service Learning that serves as a guide for HEIs to develop and evaluate service-learning programmes. In addition, Steinberg, Bringle, and Williams (2010) provide an overview for designing effective service-learning research studies. Service-learning has an extensive theoretical and research knowledge base to support its use as a teaching and learning strategy to promote increasing student retention, throughput, and graduation rates.

Service learning achieves these goals because it is a curricula-based approach to teaching and learning that requires students to apply knowledge they are learning in the classroom to real-world experiences through community-based projects. (Steinberg, Bringle, and Williams, 2010). This direct, structured, real-world application of course knowledge increases academic success because it provides students with an extended opportunity to operate at higher levels of cognitive learning as depicted in Bloom's taxonomy of learning objectives (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock, 2001).

There are many potential types of service-learning projects depending on the institution, the discipline, the grade level, the course type, the learning objectives, and the type of community partners. Service-learning is a mature field with an extensive research and knowledge base that is used at a

large number of educational institutions around the world. There are a large number of organizations that provide resources on implementing and managing serve-learning programmes. (Campus Compact Annual Survey, 2016; Steinberg, Bringle, and Williams, 2010).

Scope, goals, and functions of service-learning

According to Ludeman et al (2002, 2009), service-learning programmes in HEIs are designed collaboratively with community partners. The service-learning office within the institution typically serves as the central point of contact for instructors, students, and community partners. This office coordinates major service-learning functions such as establishing and maintaining relationships and agreements with community partners, trains instructors and partners in service-learning basics, defines the roles and responsibilities for all parties, and provides all parties with the basic resources they need to enable successful service-learning projects. Within this scope, instructors integrate applicable service-learning projects into their course(s) and define the learning objectives that students need to meet by engaging in such a project.

Some of the main goals of service learning are to improve student engagement, retention, throughput, and graduation. Service-learning helps achieve these goals by providing an active learning experience for students. The reflective component of service-learning allows students to activate higher order levels of learning. In addition, service-learning community partners are able to engage students in activities that help fulfil their missions and, concomitantly, help improve the community they work within. It is this mutually beneficial reciprocal relationship that helps makes service-learning a worthwhile endeavour for all parties.

The key distinguishing characteristic of service-learning is that it is curricular-based and directly connected to course learning objectives and, concomitantly, and directly helps to achieve the broader institutional learning goals of improved retention, throughput, and graduation rates. Hence, one of the main benefits of service-learning projects, unlike one-time or one-off field experiences, is that they are an extension of the classroom and can even be extended across courses within an academic programme.

The essential function of any service learning experience is that the experience is structured and the course learning objectives and community service objectives are integrated through community-based experimental learning such that the recipient (the student) and the provider (the community partner) benefit equitably from the exchange. Thus, the principle of equitable reciprocity requires that the recipient not only serves but also learns from the service experience. (Eyler and Giles, 1999; Eyler, Giles, Stenson, and Gray, 2001).

When properly designed and implemented, research shows that service-learning can be effective at promoting academic engagement by improving personal development (e. g. personal and social responsibility, personal communication and teamwork skills, self-esteem, and moral development), civic responsibility (e. g. citizenship skills, community participation), social skills, (e. g. teamwork, collaboration, respect for others), and learning outcomes (e. g. higher order learning, self-efficacy, critical thinking, and academic achievement) (Celio, Durlak, and Dymnicki, 2011; Eyler and Giles, 1999; Eyler, Giles, Stenson, and Gray, 2001; Knapp and Fisher, 2010; Prentice and Robinson, 2010; Rautio, 2012).

Improving retention, throughput, and graduation rates

According to Ludeman et al (2002, 2009), the main purpose and function of service-learning is to complement classroom learning through community service projects that meet participant needs and increase student academic achievement. The primary participants in service-learning projects

include educational institutions, instructors, students, and community partners. Service-learning aids in community development and civic engagement for the community-at-large which is important for democratic societies. Process-wise, implementing service-learning typically follows a typical sequence: planning, designing, organizing, implementing, institutionalizing, monitoring, assessing, and evaluating.

By engaging students academically and socially in personally meaningful and academically rigorous learning activities, service-learning provides a concrete, real-world mechanism for students to improve critical thinking and communication skills, develop career and teamwork skills, gain a greater sense of civic responsibility, enhance academic success, and it improves student retention and persistence. (Celio, Durlak, and Dymnicki, 2011; Prentice and Robinson, 2010; Rautio, 2012).

Designed and managed properly, service-learning programmes can increase student retention, throughput and graduation rates by providing students with a practical, academically engaging way to meet course learning objectives. Service-learning enables instructors to integrate community service activities into their courses in order to more effectively engage students academically and socially to improve student success. Instructors define the learning objectives for a course and then identify or create service-learning projects that students can participate in. Service-learning can be used at any grade level, including higher education, and any type of discipline and course. Many HEIs have instituted formal service-learning programmes and many instructors integrate it into their courses. (Furco, 1996; Jacoby, 2003; Knapp and Fisher, 2010).

To improve retention, throughput, and graduation rates, service-learning programmes, projects, and activities should be thoughtfully designed and include the following best practices to promote student engagement and academic success:

- Structure and organize service-learning programmes around core educational goals (e. g. community building, leadership building, civic learning, career enhancement, personal development, and citizenship development).
- Link service-learning projects and activities to specific course learning objectives and institutional learning goals.
- Complement classroom learning with practical community-based learning activities.
- Provide frequent checkpoints with community partners to promote student understanding of partner needs, the social problem the partner is trying to address and the objectives the partner is trying to achieve, the community and civic values involved, and how the partner objectives are linked to the learning objectives.
- Provide opportunities for deep learning though personal reflection via appropriate assignments. Reflective learning activities may include journal writing, essays, portfolios, class discussions, and group presentations, among others. Reflection is a continual process of experiential learning. Opportunities for reflection should be built into all aspects of service-learning projects from start to finish.
- Provide mutually beneficial outcomes for all parties involved.
- Provide training and support for all parties involved (e. g. course design, community partner relations and logistics, cross-cultural sensitivity, best practices, liability/risk management, legal and ethical compliance).
- Provide continual monitoring, assessment, and evaluation of service-learning effectiveness at the community, institutional, programme, and course levels.

As suggested by this list, a thoughtful and comprehensive approach should be taken to ensure that service-learning is properly aligned and structured at all levels to increase academic and social engagement, and concomitantly, retention, throughput, and graduation rates.

Conclusion

Service learning is aligned with a constructivist educational philosophy, a community development educational model, and a hands-on learning-by-doing activity that is supported by extensive academic research. Service-learning has both academic and social aspects. Academically, service-learning projects help students meet course specific learning objectives and improve their academic success. Socially, service-learning projects promote civic engagement, public service, and social and personal responsibility.

In addition, service-learning improves communication, inter-personal and teamwork skills that are vital in any career or life pursuit. In order to develop the knowledge and skills in these areas, a key element of any service-learning experience is reflection. When students reflect deeply and critically on how their experiences connect with the course concepts and specific learning objectives, they become more engaged academically and socially, and as a result, they grow as learners, as members of a team with common goals, and as more engaged citizens in a democratic society. The net result of these benefits is that service-learning increases the likelihood of improving student learning outcomes as well as student retention, throughput, and graduation rates.

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Eliminating achievement gaps using data and personalized outreach

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When it comes to higher education, the vision of the United States as a land of equal opportunity is far from a reality. Today, it is ten times more likely that an individual among the top quartile of Americans by annual household income will hold a college degree than an individual in the lowest quartile (Edsall, 2013). White students graduate from college at rates up to twenty percentage points above black and Hispanic students (Nichols, 2017).

Ten years ago, Georgia State University, a large public research university in Atlanta that enrols 32,000 students, was a prototypical example of these achievement gaps. Only 32 % of the students who enrolled at Georgia State were earning degrees, and underserved populations were foundering. Graduation rates were 22 % for Latinos, 29 % for African Americans, and 18 % for African American males. Low-income students completed degrees at only a 24 % rate.

Today, thanks to a campus-wide commitment to student success and more than a dozen data-based programmes implemented over the past several years, Georgia State's achievement gaps are gone. Last year, black, Hispanic, low-income and first-generation students all graduated from Georgia State at or above the rates of the student body overall. The institutional graduation rate has improved 22 percentage points – among the highest increases in the United States over this period. Rates are up 29 percentage points for black students (to 58 %), 38 points for black males (to 56 %), and 39 points for Hispanic students (to 58 %). Low-income students now graduate at rates slightly better than middle- and upper-income students. The total number of degrees conferred annually has increased by almost 2,000, and Georgia State now confers more Bachelor's degrees to black students than any non-profit college or university in the Unites States.

Typically, American universities that dramatically increase their graduation rates do so through exclusion. They become more selective about whom they admit. By enrolling students who are more academically qualified (and typically better resourced financially), drop-out rates decline.

In contrast, Georgia State accomplished its dramatic turnaround while simultaneously achieving greater inclusion. Over the past ten years, its student population has become more diverse (moving from 46 % to 65 % non-white) and more economically disadvantaged (with the percentage of students who are categorized as low-income by federal standards climbing from 30 % to 59 %). Average scores for incoming students on the primary pre-college placement test, the Scholastic Aptitude Test (SAT), declined by 29 points over this period.

Rather than succeeding through more selective admissions, the dramatic progress at Georgia State grew from a commitment to the systematic use of data in identifying problems that impact students across multiple racial, ethnic, and economic groups; the piloting of innovative, cost-effective interventions; and the subsequent scaling up of the successful programmes to maximize their impact. A primary goal was to empower students and families through providing them with truthful and accurate information in a timely fashion and allowing them to make informed choices. This has

meant that Georgia State has become far more proactive in tracking students daily, identifying when they go off path, and reaching out to them with support and interventions. The net effect is that Georgia State University has become at once more 'high tech' as it deploys new technologies to track student progress and more 'high touch' as it expands the number of staff members dedicated to supporting students and the number of personalized interventions delivered by this staff.

One of the most impactful examples of this 'high tech, high touch' approach is Georgia State's Graduation and Progression Success (GPS) Advising System that was launched in 2012. Based on the same premise as the GPS systems in cars that warn drivers when they go off path, GPS Advising identifies when students first go off path academically and allows for corrective actions to be taken while there is still time to make a difference.

The GPS Advising system, a collaboration between Georgia State and an educational research company, the Educational Advisory Board, uses ten years of GSU student data – over 2.5 million grades and 140,000 student records – to identify more than 800 early warning signs of academic risk. The system tracks 30,000 Georgia State students daily for each of these 800 risk factors. If one is identified, an alert goes off signalling the academic advisor assigned to the student of the problem, and the advisor intervenes with the student within forty-eight hours. Examples of risk factors tracked include students registering for courses that do not apply to their degree programmes, dropping courses in the middle of a semester, and underperforming academically in key prerequisite courses. For instance, Georgia State has discovered a strong correlation between the first grade that a student earns in his or her major and the student's chance of graduating on time. As an example, the data show that political science majors at Georgia State who get an A or B in their first political science course have almost an 80 % chance of graduating on time. Political science students who earn a C in their first course have only a 25 % chance of graduation on time. In the past, the C student would have been passed along to more demanding coursework in the major and (in 75 % of the cases) would begin to earn failing grades. Now, an advisor immediately intervenes when the student earns the first C grade, weaknesses are diagnosed, and help in the form of tutoring and other supplemental support is offered. Over the past year, the GPS Advising system at Georgia State generated alerts resulting in 52,000 in-person meetings between advisors and student, all aimed at getting the students back on path to graduation.

Since Georgia State went live with GPS Advising five years ago, progression rates have climbed by 16 percentage points, hundreds of additional students are graduating each year, and they are taking less time to do so. The graduating Class of 2016, for instance, took on average half a semester less time to complete all degree requirements than did the graduating Class of 2013, saving the students and their families almost $15 million in tuition and fees. Most strikingly, the number of students succeeding in some of the most difficult academic fields – biology and computer science – has more than doubled. Academic issues that had been tripping student up for years in these majors, such as early struggles in math courses, are being identified and corrected before they lead to failure.

Georgia State enrols a population of students who are mostly low-income and the first in their families to attend college. As a result, many students struggle to complete their degree programmes not only due to academic challenges but also due to an inability to navigate the large bureaucracy of the university. How does one apply for financial aid? What is a syllabus? Where do I go for help if I am struggling in my math class? Students whose parents, brothers and sisters went to college have a built-in support system for answering such questions. Students who are the first in their families to attend college often do not know where to find the answers, and, in the absence of timely help, their prospects of completing their degrees decline precipitously.

In 2016, Georgia State became one of the first universities in the US to use chat bot technology to support student success. A chat bot is a smart texting system enhanced by artificial intelligence. It allows students to pose questions on their smart phones and to receive immediate responses 24 hours a day. Georgia State created a knowledge-base of more than two-thousand answers to questions commonly asked by students as they arrive on campus. Using their smart phones, students can now text questions to the platform at any time, day or night. Aided by artificial intelligence, the platform will take the question typed by the student and identify the appropriate response in the knowledge base. Given the love of college-age students for texting, the system allows them to communicate in a way that is both convenient and familiar. University estimates predicted that there would be 2,000 to 3,000 student questions answered via the chat bot in the first three months of operation after its launch in 2016. In fact, there were 200,000 questions answered with an average response time of seven seconds. The impact of the platform was immediate. In the first year of deployment of the chat bot, the retention of first-year students at Georgia State between the summer before enrolment and the end of fall-semester classes increased by 22 %.

Another large-scale student-support programme introduced by Georgia State is the Panther Retention Grant initiative**.** This past fall, more than 14,000 of Georgia State's undergraduates had "unmet need,' meaning that even after grants, loans, family contributions, and income from 24 hours of work a week, the students lacked sufficient funds to pay for college. Each semester, hundreds of fully qualified students are dropped from their classes at Georgia State for lack of payment. For as little as $300, Panther Retention Grants provide emergency funding to allow students who want to get their degrees the opportunity to stay enrolled. No application for the grant is required. Introduced in 2011, the programme uses data and analytics to identify students who need financial help and who are making progress towards their degrees, and it awards the students proactively with grants up to $1,500. Last year, more than 2,000 Georgia State students were brought back to the classroom and kept on the path to attaining a college degree through the programme. Almost 70 % of the seniors who received Panther Retention Grant support graduated within two semesters of receiving the grant.

The retention-grant programme might sound like it would be prohibitively expensive to run. In fact, it generates positive revenues for the university. Since the grants, which average $900, go to covering the costs of tuition and fees, Georgia State immediately recoups the $900 awarded. The average bill for a student receiving a $900 grant is $2,500, though. This means that the university, by holding on to a student who otherwise would have dropped out for financial reasons, gets to hold on to $2,500 in gross revenues for an investment of $900 (which is itself recouped). This programme not only helps students, but it can be scaled financially.

Another significant tool deployed by Georgia State at scale is peer mentoring. Georgia State has thousands of students on federal work study or other work-aid programmes. It analyzed the undergraduate courses that have the highest non-pass rates and the roster of work-study students who have excelled in these same courses. Now, rather than having these talented students work in the cafeteria or in campus offices answering phones, the university pays them to go through training, to sit in on the very class that they excelled in again so that they can get to know the new instructor and students, and to offer tutoring sessions during the week to students currently taking the course. Low-income and first-generation students who might be embarrassed to reveal that they do not understand the material in class or during the instructor's office hours do not feel the same hesitancy to seek help from a fellow student – often one who looks more like they do. Students who regularly attend peer-tutoring sessions do half a letter grade better in these difficult undergraduate courses than those students who do not attend the tutoring, and last year Georgia State offered more than 1000 classes with peer tutors assigned to the course.

Georgia State University's innovative work in supporting students from all backgrounds has been cited by both President Obama and the United States Senate as a national model and the lessons learned there are indeed important ones for other institutions.

What are the central lessons?

First, demographics are not destiny. Too often, leaders in HE assume that low-income students or students from minority groups are destined to graduate from college at lower rates than their peers. The example of Georgia State shows that not only is this not the case, but achievement gaps can be eliminated even while the number of students enrolling from at-risk populations is on the rise. Second, impactful student-success programmes do not need to drain an institution's financial resources. Quite to the contrary. Over the past seven years, Georgia State has lost $40 million in state funding, but the university's overall revenues have increased. The reason is simple. Good student support programmes are also good business. For every one-percentage-point increase in student retention rates at Georgia State, the university gains $3 million in annual revenues in tuition and fees from the students retained. At Georgia State, where success rates have climbed by double digits in recent years, this means significant increases in revenues that have help to sustain the institution through difficult budgetary times.

Georgia State University is testimony to the fact that students from all backgrounds can succeed at high rates and that dramatic gains are indeed possible, not through changing the nature of the students served but through changing the nature of the institution that serves them.

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Improving student performance through short-term international student mobility programmes

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Introduction

International student mobility programmes are academically integrated and structured educational approaches that provide opportunities for students to study transnationally. There are many different models of international student mobility programmes. Some include study in another country for an entire undergraduate or graduate degree while others include year-length, semester-length and short-term study (between 1 week and 6 weeks). Some of these opportunities award academic credit that can be used towards a degree while others do not. In some contexts, students enrol with an international institution and in other contexts a home campus faculty member oversees the programme.

UNESCO (2001) and the Council of Europe, in their *Code of Practice in the Provision of Transnational Education*, states that transnational education includes:

all types of higher education study programme, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the educational system of a State different from the State in which it operates or may operate independently of any national education system (pp. 8).

A well-designed student mobility programme, with noted learning outcomes, can positively influence student learning. Short-term transnational study has noted impact not only on the student who has travelled, but also on host campus students. This dual impact opens opportunities for all students to learn from different cultures, perspectives and orientations, to build inter-cultural competency skills, to design bilateral relations, to promote positive images of different countries, and to use personal, social and academic growth to lead to increased student success (Brooks and Waters, 2013).

This article discusses a range of these learning impacts for transnational students experiencing short-term programmes of no longer than one (1) year.

Goals and functions of international student mobility programmes

Studying transnationally had historically been a defined opportunity for a select few and was a fundamental part of the learning process since medieval Europe (Altbach, 2016). Studying abroad continued through the centuries as an expectation for elites; however, as HE became available to the emerging middle class, a shift began to occur in the field of international student mobility. In the last half of the last century, as travel became easier, institutional arrangements facilitated international mobility for a widening number of students (Hoffa, 2007). Opportunities were designed specifically for a broader population that was once allocated only to the elite.

An international perspective has been common in the arts, business, humanities, modern languages and social sciences, where international topics lend themselves to integration within many degree programmes (Raby, 2007). This linking of curriculum to mobility programmes is particularly obvious where a student is developing expertise in language and culture. For instance, a Chinese student studying British English language and culture could find expanded opportunities to study these both inside and outside the classroom while studying in the United Kingdom. This includes growth of opportunities in the STEM fields (science, technology, engineering, and math) and a similar systematic integration of international topics within the curriculum (Altbach and Knight, 2016). As a result, transnational study opportunities are becoming more common in a broader range of academic disciplines.

In the last decade, other opportunities for international student mobility, both credit and non-credit, have also become more mainstream, including internships and volunteer programmes abroad. Short-term student mobility is a time efficient and cost-conscious way to expand travel opportunities, especially for students who are studying in fields with limited flexibility, who work, and who have family obligations. In 2013, there were an estimated 4.1 million globally mobile HE students (Bhandari, 2017). UNESCO, the Institute for International Education, and other national and international organizations track and report HE student mobility data to help better understand the number of degree and non-degree students who participate in international travel during their studies.

Improving retention, success, and graduation rates

The impact of transnational mobility programmes can vary depending on the design of the learning abroad. For example, some learning opportunities, like a full degree programme abroad, would require longer-term study. Others, for instance, those connected to a course in a student's home country, may provide high impact international learning in even one week. Duration does not necessarily correlate with measures of global engagement (Paige, Fry, Stallman, Josic, and Jon, 2009). Even for very short-term mobility programmes, learning objectives and academic success can exist (Kehl, and Morris, 2008). This includes opportunities for all students to learn from different cultures, build inter-cultural competency skills, and enhance student engagement by allowing students to contribute more to class discussions, gain a deeper understanding of the subject and link the experience to developing clearer career goals (Raby, Rhodes, Biscarra, 2014).

Theories of academic engagement suggest that the more engaged students are with their education, the more academic success will occur. Engagement can also be linked to the learning acquired by students when they are engaged in student mobility. For example, when planned in-class and out-of-class activities intersect, they inspire student motivation (Chickering and Kuh, 2005). The more students are academically engaged the greater their learning potential. In turn, support for learning correlates to achieving development goals associated with persistence and completion (Astin, 1984; Kuh, Kinzie, Schuh, Whitt and Associates, 2005; Tinto, 1993). In this context, there is a link between academically engaged students and those who have a better chance of completion. Specific programmes offered by colleges to build academic engagement result in more engaged students and improve the odds of student success (Tinto, 2010). Study abroad and mobility programmes are an identified high impact practice that can enhance academic engagement in this way (Kuh, 2008).

There are specific and concrete links between studying abroad and a range of learning outcomes. These links show that students who participate in international student mobility programmes have greater potential to contribute to class discussion, include diverse perspectives in discussions and assignments, synthesize ideas, undertake less rote memorization of course material, build empathy to course material and to other students, acquire a broad general education, deepen education, improve critical thinking skills, and be more effective at working with others (Gonyea, 2008; Hadis, 2005; Sutton, Miller and Rubin, 2007; Raby, Rhodes and Biscarra, 2014; Twombly, Salisbury, Tuanut and Klute, 2012). The enhanced learning contexts occur for students who participate in long-term, as well as short-term, transnational mobility programmes.

Initial data provides an argument for improved retention and success rates among students and improved college completion rates for students who take part in international mobility programmes. Longitudinal cohort studies provide outcomes data that indicates students who are engaged in international mobility programmes have increased success rates in terms of graduating earlier and with a higher GPA than those who don't study abroad (Rubin, Sutton, Rhodes, Lorear, O'Rear and Raby, 2014). Data also shows that the rate of academic success is even greater for ethnic minority students in the US (Sutton and Rubin, 2010; Raby, Rhodes, and Biscarra, 2014). At universities with high GPA selection criteria, this could be because only already higher achieving students are eligible for international mobility programmes. Yet, in institutions where GPA is not part of the selection criteria, the link to academic success may more likely be a result of the mobility experience itself. Moreover, data showing greater increases in GPA for lower achieving students suggest that using student mobility as a strategy for change could have higher impact for at risk students (Sutton and Rubin, 2010; Raby, Rhodes, and Biscarra, 2014). Additional quantitative and qualitative studies can provide useful data about the types of students who undertake international mobility programmes and the impact of those programmes. Indeed, a current qualitative study by the authors looks at the underlying mo-

tivations and prior experiences of study abroad students in order to better understand the impact of study abroad on their study success.

Strategies for intentionally impacting student success through study abroad

As noted above, research data has shown the potential of student mobility programmes to positively impact student success. Often this often occurs because of the nature of the programmes that allow students to learn outside of their normal campus classrooms in high impact, international contexts. However, there are ways to enhance the impact on student success through intentional design by faculty and staff who are implementing these mobility programmes. There are examples of good practice that utilize intentional design in transnational mobility programmes to heighten students learning. These practices include defined pre-departure sessions, interactive learning while abroad, and re-entry support programmes that maximize the potential for student mobility to be a high impact practice.

Kuh (2008) suggests that some university programmes and activities are especially effective in increasing college students' engagement. These programmes include the following characteristics of high impact practices that could be included in short-term student mobility design:

- Deepened commitment through purposeful tasks while abroad
- Extended and substantive interactions with faculty and peers while abroad
- Interactions with people who are different from themselves while abroad
- Frequent feedback to student performance while abroad
- Apply what students learn in different settings while abroad
- Life changing experiences while abroad

Tinto (2010) adds an additional five (5) conditions to support college student retention: expectations, advice, support, involvement, and learning. Many of these practices can also enhance the potential impact on student retention and success from short-term international mobility programmes.

Expectations: Students are more likely to persist when they are expected to succeed. There is a need for faculty and staff to have high expectations toward their student mobility programme as a condition for success.

Advice: Students are more likely to persist when provided with clear and consistent information about institutional requirements and effective advising about the choices students must make about their programme and career goals while abroad.

Support: Students are more likely to persist when provided with academic, social, and personal support while abroad. Most students require some form of support before, during and after study abroad.

Involvement: Students are more likely to persist when involved as valued members of their institution. The frequency and quality of contact with faculty, staff, and other students are important predictors of success. For some students, who may not have the experience of living on a campus with a well-developed residential life programme and may have to commute, work, and have family responsibilities, a well-designed short-term international mobility programme may be the first time that, outside of class, they are regularly interacting with faculty and peers.

Learning: Students are more likely to persist when learning is fostered. Learning is the important key to student retention and the level of learning can be intensified before, during and after study abroad, in particular, for students for whom this may be their first international experience.

According to Alexander Astin (1999), student involvement is the key to college student success. Students must invest a sufficient level of effort if they are to achieve the learning and development goals expected of them. Astin defines student involvement as the amount of physical and psychological energy that a student devotes to their academic experience. Involvement stresses the active participation of students in their learning. By the nature of the international student mobility experience, involved high impact learning can take place at an intensive level both inside and outside of the classroom on a daily and even hourly basis. By intentionally taking into account elements of student involvement and engagement and other conditions supporting student retention and success when designing international mobility programmes, it appears form the literature that course designers can enhance student success as well.

Conclusion

International student mobility opportunities are available at a growing number of HEIs around the world. The globalized knowledge economy demands that all students be acutely aware of other cultures and that institutions support students to make informed choices regarding international study. International student mobility programmes can have a strong and important impact on students and their learning and success (retention, graduation) through enhanced support programming before, during, and after these programmes.

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Academic advising and retention

Selma Haghamed

An extensive body of literature investigated the impact of academic advising on the retention, persistence and success of first-year students (Drake, 2011; Gordon, Habley, Grites, and Associates, 2008; White and Schulenberg, 2012). Academic advising could play a significant role in fostering student learning and development and research proves that students learn a great deal outside the classroom (Pascarella and Terenzini, 2005). Academic advisors teach students the process of course selection and acquaint them with graduation requirements. Therefore, they have a significant impact on student learning outside the classroom.

Students drop out of college because they find that perhaps college is not what they expected; their perceptions about success in HE are shaped by expectations. Having a chance to speak to an official from the institution helps students adjust their expectations to the realities of their campuses. Carefully planned academic advising helps students form realistic expectations by matching students' perceptions with the reality of success in HEIs.

Academic advisors work with students to help them see the realities of success. Tinto (2012) organized success in this domain in three different vectors: 'success in the institution as a whole, success in a programme of study, and success in a course in which the student is enrolled' (p. 24). Academic advisors' main responsibilities are helping the students navigate the path of success through these three vectors by explaining the complex rules, regulations and requirements of completing a degree.

Giving constructive and a timely feedback is one of the characteristics of successful institutions that are identified as having the most effective educational practices by Kuh, et al. (2005). Feedback is one of the major factors in student retention (Tinto, 2012). Academic advising could provide opportunities for feedback and assessment.

Academic advisors can help student engage in a process of true self-assessment (Hollis, 2009). Institutions may explore how their advisors help students engage realistically in a process of analysis of their true academic abilities in relation to required courses.

In one of his most recent works, Vincent Tinto (2012) gave assessment and feedback a broader perspective. He did not only think that first-year students should be assessed for placement in classrooms through such assessment tests like Accuplacer, but also claimed that the attitudes of incoming cohorts should be measured systematically (Tinto, 2012). Therefore, retention of students witnessed the emergence of such inventories as the College Student Inventory (CSI) and Making Achievement Possible (MAP). Such inventories are designed to measure attitudes such as drop-out proneness and provide academic advisors with a framework to discuss with incoming cohorts their attitudes and factors of success.

One of the purposes of such assessment and feedback is to alert the institution to the possible risk factors as early as the first week of class and to speed institutional response. Academic advisors use these inventories to determine who should be referred where. Referring students to appropriate support services such as counselling, academic support and financial aid in a timely fashion is one of the important factors of retention and academic advisors are at the centre of the referral process.

Another form of effective assessment and feedback is the electronic early alert systems. These systems have grown in recent years to alert faculty and support staff when a student is at high risk (Tinto, 2012). Early alert systems are emerging as one of the major tools available to institutionalize a culture of retention in HEIs. These systems use technology and software solutions to build a sense of community in the large and fragmented campuses of today. Academic advisors play a vital role in mobilizing and managing the use of these alert systems (Hollis, 2009).

Importance of academic advising to first-year student retention

Attrition is a chronic problem in HEIs and a real challenge for students, especially those in the first-year of college. According to ACT (2014), the highest attrition rates are reported among first-year students. Regardless of differences in terms of needs or characteristics, first-year students are generally more prone to dropping out of college than students who are further along in their studies. Therefore, attrition in the first-year is of particular concern for most university administrators.

In their report, *What Works in Student Retention* (2004), Habley and McClanahan emphasized the importance of academic advising to first-year retention. They identified some retention practices that could be responsible for the greatest contribution to retention in four-year public institutions. They divided these practices into three main categories:

1. Academic advising that is well connected to other campus resources such as counselling and career services
2. First-year programmes with first-year seminars for academic credit
3. Learning support that provides services such as tutoring, writing and math help

Notably, academic advising is the first category in the list.

Academic advisors' roles do not stop here. In many institutions around the world, academic advisors teach first-year programmes and, therefore, act as both instructors and mentors for students.

Habley and McClanahan (2004) identified learning support as another vital component of first-year retention. Academic advisors facilitate the use of learning support because of the referral capacity of academic advising programmes. Well-established academic advising programmes train advisors on how, when and where to refer students to campus resources, such as those of learning support (Upcraft, Gardner and Barefoot, 2005).

Importance of academic advising to non-traditional students

Today's students are diverse in terms of academic readiness, race, religion, gender, national origin, employment status and socio-economic background. Therefore, any planning of academic advising services should consider the number and characteristics of non-traditional students. Bean and Metzner (1985) offered a definition of non-traditional students based on the heterogeneity and a mix of characteristics related to residency status, age, enrolment status or a combination of any of these characteristics (1985). A significant number of non-traditional students are enrolled in institutions of HE around the world. In the United States a number of political, social and economic developments led to the dramatic increase in enrolment of non-traditional students (Bean and Metzner, 1985). Likewise, a number of social and economic factors led to the increased number of non-traditional students, including commuters, in other parts of the world.

One of the most defining characteristics of a non-traditional student is being a commuter, not living in the residence, and thus receiving less integration opportunities into the culture of higher education. Collective cultures tend to prefer living together (Hofstede and Hofstede, 2005) and living with parents after the age of 18 and enrolment is a cultural norm for many students. Another substantial number of students is married and has children and continues to go to college. All of these circumstances result in a large number of commuter students in HEIs.

Since commuter students come and leave the institution on a daily basis, they need a strong social system to connect them to the institution. Academic advisors represent one of the social systems that an institution can provide for its students. The conversations that academic advisors may have with students help them to feel like valuable members of the institution and could potentially improve non-traditional and commuter students' sense of belonging.

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Massification and access to higher education in Chile: A process of transformation

Pamela Labra Godoy

The main transformations that appear in HE in Chile in the last two decades are related to: massification, student heterogeneity, diversity of funding sources, institutional diversity and a culture of public accountability. According to Jiménez de la Jara, Lagos and Duran (in Calidad de la Educación, 2011) the shortcomings of the Chilean system are related to the inequalities in access and segmentation of institutions, inflexible curriculum and outdated teaching-learning methods, as well as retrograde financing practices for institutions.

Studies carried out show that 'on average, at least half of the students who enter post-secondary education drop out before obtaining a professional or academic degree. The largest proportion of this figure corresponds to the dropout that occurs during the first year.' (Himmel in Calidad de la Educación, 2002, p. 3).

Even though there have been great advances in terms of educational coverage in primary and secondary education, equity in access and staying in HE continue to be a challenge. Among different proposals being carried out to restore the right to access and permanence in HE to students from vulnerable sectors, the current Chilean government has developed the Educational Reform Programme that aims at guaranteeing places in HE for students who do not reach the minimum score to apply for a university but meet the qualification requirements to apply for PACE (Programme of Accompaniment and Effective Access) for entrance into higher education. This will increase equity, diversity and quality in higher education, as well as generate new perspectives in secondary education.

The PACE Programme was officially launched on May 29, 2014, beginning its pilot stage with students of 3rd grade in high schools. Students who enter the PACE programme receive academic preparation, vocational guidance and socio-emotional preparation for life in higher education. To fulfil the challenge, PACE is implemented by 29 HEIs working in partnership with the Ministry of Education. They carry out preparatory activities at 3rd and 4th grade in high school, as well as once students have entered university, and they accompany them during their first year of HE with the purpose of keeping them in the system to achieve their degree.

Besides nationwide efforts (such as PACE), Chilean universities in general, and state universities in particular, provide support to students from vulnerable backgrounds entering and staying at the university through General Directions of Students Affairs. These Directions have as their main objective improving conditions for students entering a university, fully supporting students during their course and contributing to their human and professional formation. To accomplish this, these General Directions of Student Affairs offer services and benefits with an emphasis on quality, respect and participation.

The General Direction of Students Affairs is comprised of the following units:

- Department of Student Welfare: Designs and administers programmes designed to prevent, mitigate and/or solve the socioeconomic deficiencies of the student population, in order to facilitate their stay at the university.

- Student Health Department: The objective is to facilitate the integral development of each student through activities promotion of self-care in health and timely response to common pathologies.

- Department of Physical Education and Sports: It conducts programmes for each of the activities developed by the department in order to strengthen health and physical training skills contributing to the overall development of the student.

- Department of Extracurricular Activities: It contributes to the integral formation of the students through the development of activities in artistic, cultural and scientific fields, with the purpose of students using their free time according to personal and vocational interests.

- Casino and University cafeterias: Delivery of food services to students receiving grants from the university and scholarships from external organizations. Delivery of special food services to students who are part of programmes of the Department of Health, and for students with particular dietary requirements.

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Improving access and equity in internationalization[*]

Hans de Wit
Elspeth Jones

Concerns about elitism, commercialisation, the high costs of study, corruption, fraud and the challenge of quantity versus quality are common themes across the world in international higher education. But viewed from different global contexts, there may be a range of opinions on who is left out of the internationalisation process, reflected not least in the question of those who ignore versus those who demand a focus on the Sustainable Development Goals.

An inclusive internationalisation must take into account the varied socio-political, economic and demographic contexts in different parts of the world and must address the issue that current internationalisation policies and practices are not inclusive and exclude the great majority of students in the world.

Two main paradoxes

Those of us involved in HE are faced with two main paradoxes. First, we may be striving to increase internationalisation and global engagement, yet in many countries the escalating trend towards isolationism and inward-looking nationalism results in a disconnect between the local and the global.

Second, while we see an increase in credit and degree mobility around the world, with some challenge in the United Kingdom and the United States as market leaders in degree mobility, this billion-dollar industry reaches only a small student elite, excluding 99 % of the world's student population.

Massification has provided more people with access to HE than ever before, although it is still in its early stages in the emerging and developing world. But if access and equity in HE in general is an issue, it is an even greater challenge for international education. We know that there are many benefits of an international education as well as many drivers for this, including personal or professional reasons, lack of programme availability in the home country, national workforce development, or economic or political displacement. Yet in some emerging and developing economies, degree mobility reaches no more than 1–2 % of the student population and it may have negative connotations, for example, the perception that it leads to a drain on talent for the home country.

Turning to credit mobility or study abroad, this has been taken up around the world as one of the key routes towards internationalisation for students, but outside Europe and the United States, the percentage of credit-mobile students is even lower than that of degree-seeking international students. In other words, although mobility gets most of the attention in terms of internationalisation policy and practice, it is only accessed and realised by a very small number of students.

A recent study by *Universities UK* found that students from higher managerial and professional occupation backgrounds were almost five times more likely to take part in mobility than students from backgrounds of long-term unemployment. The same study found that mobile students earn higher university grades and receive higher salaries than their non-mobile counterparts, meaning a greater advantage for those who are already privileged. Looking more closely at the data behind the numbers, the picture is quite shocking. Under-represented groups, either in terms of income, ethnicity, migration or disability, have not seen a substantial increase in participation. So, within the already small percentage of mobile students, these groups are even more absent.

Increasing short-term mobility

Finding solutions to increase access to mobility is not easy. Funding is a major constraint. One way of increasing numbers is to provide more short-term opportunities. We know that many benefits can accrue from even short-term mobility for work placement, study or volunteering abroad and that a whole semester or a full year may not be necessary to achieve them. These benefits include transferable employability skills, such as team work and team leadership, organizational skills and project management, problem-solving, networking, mediation skills and conflict resolution, decision-making and interpersonal skills.

Short-term mobility has also been shown to develop intercultural competence skills such as willingness to take risks, patience, sensitivity, flexibility, open-mindedness, humility, respect and creativity. The European participation target for the 48 Bologna Process signature countries is to reach 20 % by 2020. In the United States, the aim to double study abroad numbers would result in a similar percentage. Yet even if these targets are reached, the large majority of students – that is, 80 % – will not receive the benefits noted here and that picture is even more discouraging elsewhere. Mobility may be both important and necessary, but it is insufficient to deliver inclusive internationalisation.

Integrating mobility into the curriculum

A much more important task is to see mobility as one integral part of the internationalised curriculum and to incorporate student learning outcomes from mobility into the core curriculum at home, which makes internationalisation available for all. In a 2015 article, Jos Beelen and Elspeth Jones define 'internationalisation at home' as 'the purposeful integration of international and intercultural

dimensions into the formal and informal curriculum for all students within domestic learning environments' (Beelen and Jones, 2015).

Inviting students to reflect on their learning from study abroad experiences will help them to consolidate those outcomes as individuals. It will also contribute to the diversity of perspectives in our classrooms for all our students, which various commentators suggest we have still to fully use. This includes most importantly the perspectives of students from diverse geographical, national, linguistic and cultural backgrounds. Doing so will not in itself internationalise the curriculum: a more fundamental review of programme content, pedagogy, assessment and learning outcomes is needed to achieve that. However, it would offer useful support for the incorporation of alternative perspectives into learning, teaching and assessment processes.

An inclusive approach to 'internationalisation at home' goes further than the formal curriculum and involves the whole institution: curriculum developers, programme support staff, library, IT services, human resources and staff development, restaurants and food outlets, quality enhancement, university governance and management and student support – disability services, visas, counselling and advising. All these services have a role to play in delivering an internationally-oriented university and senior leaders must recognize the extent of the commitment required.

Towards a more inclusive approach

As long ago as 2012, we argued for the need to 'focus more attention on faculty and student perspectives on internationalisation' (Jones and de Wit, 2012), and we also said that 'there is still too great a focus on political and economic rationales from an (inter)national and institutional perspective, in which the perspectives of those for whom it is all intended are under-represented'. We would argue that little has changed with regard to the need for a renewed focus on students and staff and there is still much to do. Until we incorporate an inclusive approach to internationalisation into the experience of all students, we run the risk of perpetuating the kind of elitism we try to fight against. And if we want to address the two paradoxes mentioned above, the focus on an economic mobility industry for internationalisation is a risky enterprise. It excludes the large majority of students and confirms the nationalist-populist argument of intellectual elitism.

This kind of inclusive and comprehensive internationalisation reflected in the 2015 definition as 'the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society', requires us to frame our thinking in different ways, regardless of the global context we live in. Internationalisation for all needs to be the starting point for an institutional internationalisation strategy, reflecting an awareness that all students must be engaged in this agenda for their future lives as citizens and as professionals.

In summary, internationalisation must be inclusive and not elitist; it must address access and equity issues with high priority. To achieve inclusive internationalisation there are several key requirements, including the need to:
- Incorporate internationalisation at home as an essential basis of internationalisation for all;
- Recognize, value and use classroom diversity as a means of bringing alternative perspectives to the programme of study; not least from international students, those returning from mobility experiences and students from diverse communities in the local population;
- Involve the whole institution in delivering inclusive internationalisation;
- Bridge the local and the global in research, education and service;

▪ Focus on regional as well as global partnerships to help deliver an inclusive internationalisation agenda.

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Fortifying student resilience and grit: Examples from universities across the globe[*]

Paul P. Marthers

Managing the student life cycle requires cross-divisional initiatives and the willingness to innovate. Applying a student success lens to the student life cycle has led universities to examine the relative roles played by traditional measures of academic achievement (grades, credits completed, major requirements met) and less traditional, non-cognitive indicators such as student grit and resilience. This shifting approach is leading to intentional university initiatives designed to foster attitudes and behaviours that will promote student success as measured by higher retention, graduation, and student satisfaction rates.

For example, consider the programming offered by the Office of Undergraduate Retention at the University of North Carolina at Chapel Hill. Recognizing that today's university students live their daily lives on their mobile devices, the UNC-CH retention office website is stocked with descriptions of workshops on, and suggestions for further exploration of, topics such as developing a growth mindset, thinking positively amid change, and becoming resilient.

Similarly, the Student Success Advocates' programme at the University of Utah in Salt Lake City provides video resources for students, with titles that include: Growth Mindset; Change Your Mindset, Change the Game; and Ability, Effort, or Mindset?

There is increasing evidence that such factors matter. A recent Rice University (Houston, Texas) study, for example, found clear evidence that students at four-year universities get better grades and are more likely to graduate if they exhibit three key traits:

1. A growth mindset (belief that their intelligence can improve over time).
2. A sense of belonging and social integration into campus life (flagged as especially important for under-represented students).
3. An intrinsic motivation to achieve.

The Rice University research team found that 83 % of the retention and completion studies examined showed strong evidence that the three non-cognitive factors listed above led to higher rates of student success. Further, the study found that retention and graduation rates can be positively impacted by low-cost and relatively simple interventions that develop and strengthen resilience-correlated characteristics such as internal motivation. Such findings underscore the fact that universities need to think not just about how to recruit resilient students but also how to build the resilience of the students they have enrolled, both to help those students persist through graduation and enable them to depart their alma mater better prepared for life, career, and citizenship.

Examples of resilience-building initiatives

At institutions around the world, we are seeing the emergence of both student-initiated activities; that is, programmes in which students highlight for each other the need to persevere amid adversity and cross-campus initiatives designed to educate students about ways to build their resilience and grit. For example:

A student video

A recently-released video by Cornell University (Ithaca, New York) first-year student Emery Bergmann drew attention to how incoming students can get upended by loneliness. The message of Bergmann's video, which went viral, is that first-year students need to recognize that there is no shame in loneliness, that it is something countless other new university students are experiencing.

Bergmann's video came as an apt follow-on to Frank Bruni's New York Times op-ed that put a spotlight on the ubiquitous (and hardly new) condition of first semester of university loneliness (Bruni, 2017). The implication of Bergmann's video and Bruni's article is that navigating first semester loneliness is one of the first tests of resilience that new university students face.

A resilience cooperative

At Tulane University in New Orleans, Louisiana, the Undergraduate Student Government operates a Resilience Cooperative, whose goal is to help students develop the skills needed to persevere when they encounter adverse conditions. Central to Tulane's student-run Resilience Cooperative is a belief in the power of a 'growth mindset' and qualities (such as persistence) associated with Angela Lee Duckworth's concept of 'grit.'

Tulane's Resilience Cooperative invites students to redefine failure as an inevitable and potentially instructive stage in the ongoing process of learning and growth that occurs in university and beyond. The overall goal of the Tulane Resilience Cooperative is to shift the perception of failure on campus from something to be avoided to something that can teach students valuable lessons.

Story of Failure project

Similarly, the Office of Retention and Student Success at Tulane University encourages students to 'share their own personal stories of resilience.' Under its Story of Failure project, Tulane provides students with topic prompts such as: culture shock, imposter syndrome, responses to criticism, and career path uncertainty. By highlighting resilience stories, Tulane's Retention and Student Success office hopes to normalize failure so that students will come to understand that they can be successful even when encountering unexpected obstacles that appear insurmountable. The goal of initiatives like this one at Tulane is to grow student resilience and increase student agency, confidence, and determination.

Listening to student suggestions

One approach to developing resilience is to ask your students what has worked for them. At the Australian National University (ANU) in Canberra, officials in the division of student life turned to students to learn what they had done to develop resilience. ANU students emphasized the need to build social connections and get support from others; practice positive cognitive strategies, such as balanced and flexible thinking; and regularly engage in self-care regimens such as physical exercise, breaks to recharge, and getting enough sleep. The student life division at ANU used this student feedback to guide future student success and mental health programming efforts.

Resilience and the new student onboarding experience

To more effectively deliver on student expectations, the academic units, enrolment offices, and the campus life division at Emory University in Atlanta, Georgia are working as partners on the Emory Undergraduate Experience Initiative (EUEI). Two recently launched efforts under the EUEI include:

- A cross-campus working group charged with improving the new student onboarding experience.
- The one-credit, one-semester PACE 101 course for first-year students; beyond familiarizing students with Emory's curricular requirements and academic policies, the PACE 101 curriculum addresses how to build resilience, for example, by encouraging students to explore new areas and risk the prospect of failure.

Resilience trainings and workshops

A number of universities, such as Dalhousie in Halifax, Nova Scotia, offer workshops on resilience. One innovative feature of the workshop at Dalhousie University is the G. R. I. T. assessment that provides participants with a closer look at their level of resilience. The University of Victoria on Vancouver Island in British Columbia provides counsel through its Student Health 101 magazine. In recent issues, Student Health 101 has highlighted resilience and grit, helping students better understand why resilience matters, the positive side effects of resilience and the seven ways to build it.

Like the University of Victoria and Dalhousie University, Ryerson University in Toronto provides four-session, resilience-related instruction and workshops to help students 'manage challenges and cultivate well-being,' but Ryerson takes its focus on resilience a step further by instructing faculty on resilience-building ways to give feedback to students. The website for the Learning and Teaching Office at Ryerson University has two pages of 'best practices in providing feedback that cultivates resilience.' Ryerson provides examples for its faculty of the kinds of feedback that promotes resilience (examples include praise that promotes a growth mindset and empathic responding) as well as the types of feedback that decrease resilience (examples include fixating on what the student did wrong and ignoring what they did right). There is even a checklist to follow in giving corrective feedback in ways that will develop, rather than hinder, student resilience.

Case study: Morrisville State's use of the Student Strengths Inventory (SSI)

Morrisville State, an agricultural and technical campus of the State University of New York, is taking the next step with a rigorous research initiative. Dean of Enrolment Robert Blanchet has turned to the Student Strengths Inventory (SSI), a survey instrument designed to measure non-cognitive student characteristics, such as academic self-efficacy, resilience, social comfort, campus engagement, educational commitment, and discipline. Over the summer of 2017, Blanchet and his team at Morrisville began to collect SSI data from incoming freshman. Using that data, Blanchet will undertake a statistical analysis that measures the degree to which each of the SSI's non-cognitive characteristics influence academic success and retention at the university.

Blanchet chose this approach because his past research before joining Morrisville State suggested that a student's willingness to engage in campus activities predicts a higher likelihood of retention. Blanchet further found that students who demonstrate willingness to deeply engage in extracurricular activities in high school are more likely to do the same (and persist to graduation) while in university.

While Blanchet and his team at Morrisville State are mining and analyzing a year's worth of data on the newly enrolling students, the university will be modifying its admissions review practices to put greater emphasis on each applicant's record of 'community and extracurricular' engagement. To do this, Morrisville's admissions office will start measuring the breadth and depth of student engagement using application essays, student resumes, and university interviews. Once in place, Morris-

ville's newly-modified approach to application review will be used for all applicants. It is Blanchet's expectation that the admissions committee's examination of community and extracurricular engagement will be especially critical in helping predict the success of 'borderline' applicants.

At one point, Blanchet considered going further by adding a required survey or questionnaire to Morrisville State's supplemental admissions application. But then he realized that such a survey would be difficult to administer in a way that would elicit valid answers. Some students (perhaps even many), Blanchet surmised, would understand that their responses were being measured as part of the application review and, thus there might be a tendency to provide 'desirable' answers that would help them get admitted.

What's next?

What directions might there be for future research or future initiatives? I would like to suggest a few.

Pilot new student onboarding programmes

At universities in the US, roughly 40 % of new student orientation programmes require a common reading assignment that gets discussed. According to the University of South Carolina's National Resource Center for First-Year Experience and Students in Transition, institutions that require a common reading assignment range from public flagship universities in the US like the University of Vermont and the University of Wisconsin at Madison to Canadian institutions such as the University of Calgary, McMaster University in Ottawa, Ontario, and Queens University in Kingston, Ontario. Why not use these required readings in an intentional way to signal to incoming students the significance of resilience and grit?

Such an idea has its proponents. Former chemistry professor and current parent of a university student, Phil Ortiz, the Assistant Provost for Undergraduate and Science Technology Engineering and Math (STEM) Education for the State University of New York System, would like to see more universities use their common reading assignments to help create a resilient mindset among incoming first year and transfer students. The mindset Ortiz envisions would be focused on self-efficacy and intrinsic motivation. He sees an opportunity for universities to work such an approach into their orientation programmes for all new students, not just for incoming freshmen. Potentially, an institution could approach such an effort on an experimental basis, that would compare retention and graduation rate performance of groups assigned such readings with control groups that are not.

Investigate the impact of non-cognitive factors at colleges that prepare students to enter universities

Another area for inquiry involves an extension of the Rice University retention and completion study. Because that study focused only on students at four-year universities, there is an opportunity for further research to determine whether having a growth mindset, a sense of belonging, and intrinsic motivation correlates with student success at community colleges in the US and pre-university institutions in other countries, such as Canada. Given the variability in ages of the students at these types of institutions, as well as the extent to which students are commuters or part-timers, it would be instructive to look at how some of those student characteristics align with resilience and success.

Conclusion

Overall, there is much room for further study of resilience-focused initiatives designed to improve student success. As new programmes get launched, it will be interesting to see if universities take

their own resilience-related advice and risk that some of these programmes will fail or simply stick to the time-worn belief that only fully-vetted and seemingly fail-safe programmes are worth attempting. We most definitely know which approach aligns more with the principles of resilience.

*This article originally appeared in *Academic Impressions*, 05 December 2017, as, How Some Colleges are Building Student Resilience and Grit, and was accessed January 1, 2018 at
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Getting to a Metrics-Driven Culture in Student Affairs*

Paul P. Marthers

Enrolment management and student affairs offices at universities tend to agree that managing the student lifecycle to promote greater levels of student success requires collaborative effort. Yet as university enrolment and student affairs offices move to work more closely together, there can be cultural disconnects over the extent to which those offices rely on data and analysis in their day-to-day work. Managing the student life cycle intentionally and effectively will require bridging that gap and adopting a more metrics-driven approach in student affairs.

Closing the gap

For enrolment managers, metrics are already a part of their daily work. University enrolment management has been a data-driven culture for more than a decade. In fact, sometimes enrolment managers feel like coaches whose success gets measured by wins and losses. Those highly visible 'wins and losses' can consist of application volumes, admit and yield percentages, tuition discount rates, size of the class in relation to the target, and percentages of priority populations enrolled, such as under-represented students, first generation students, international students, women in science, technology, engineering and math (STEM) disciplines, full-tuition-paying students, high impact athletes, and perhaps even bassoon, oboe, or French horn players. Chief enrolment officers are keenly aware that those incoming class metrics are as important to presidents, chancellors, and trustees as wins and losses by the basketball, football, or hockey coaches are to athletic directors and alumni boosters.

University student affairs offices, on the other hand, have traditionally operated in a less numbers-driven culture, one largely focused on different facets of student development, identity, and engagement. Much of that work has seemed to defy quantification. As a result, the chief student affairs officer has often been the analogue cousin to the now fully digital enrolment manager. But the situation is changing across higher education. In this data-driven age, student affairs offices at universities are becoming more analytically-focused and more assessment-oriented, in no small part because governing boards and funders increasingly want accountability and return on investment (ROI) for the resources they allocate.

Certainly, there are metrics of success well known to student affairs offices, such as retention rates, graduation rates, and levels of engagement with campus co-curricular offerings. But a deeper look at

each of these metrics reveals a need for greater specificity. Consider retention rates. Many universities point to their first to second year student retention without examining subsequent year-to-year retention. But is high first-year retention a true mark of success at universities where significant numbers of students leak out or get off track following the beginning of the sophomore year?

What about graduation rates? Which ones are universities trying to improve? Four year? Six year? Closing gaps between men and women, under-represented and majority students, STEM and other academic programmes, low-income students and full payers, domestic and international students, all of the above? Universities must be clear and intentional about the graduation rates they are trying to improve.

In the realm of student engagement, does the university know whether more engagement correlates with greater persistence to graduation? If so, which forms of engagement best predict student success- service learning, internships and cooperative experiences, study abroad, guided research with a professor, membership in campus organizations? If more student engagement does not lead to higher graduation rates, why doesn't it?

A data-driven student success effort at universities would likely rest on other measures, such as predictions of which students are on track to complete their major and graduate in four years, information about risky credit loads and course combinations, and data on the types of interventions that are most effective at keeping students from withdrawing. Getting a handle on such measures (which some researchers call throughput metrics) would be a critical first step toward building an analytical culture in any university student affairs office. Equally as valuable as throughput metrics are output metrics, such as student satisfaction and suggestions-for-improvement surveys. Universities commonly employ student satisfaction surveys when seniors are approaching or have recently crossed the graduation stage. But what about introducing how-are-we-doing, what-could-we-have-done-better surveys as early as the sophomore or junior year?

A further complication is the basic fact that higher retention and completion rates are the sum total of many things. So explains Melinda Karp of the Teachers College of Columbia University in New York City. Karp believes that the challenge posed by attempting to develop useful metrics should not prevent university student success offices from establishing metrics and working to refine them over time A beginning step, Karp says, is to consider what am I trying to measure, and what will the measure tell me? She also suggests some key questions that universities need to clarify as they move toward establishing student success metrics:

1. What does a successful student look and act like at your university?
2. Conversely, what does an unsuccessful student look or act like?
3. How does the metric align with institutional goals?
4. What metrics do peer and aspirant universities use effectively?
5. Why have certain peer institutions been more successful than your university?

Before embarking on an analytical overhaul of student affairs, Karp advises keeping in mind several key points. First, measures and metrics must count and chart things that really matter. Second, differential measures may be required for different types of students or campuses (in other words, metrics need to be a good fit). Third, be careful that in the rush to establish metrics, you don't settle on measures that are reductionist or 'look-good' benchmarks that upon closer inspection have little meaning.

How do we get there?

Right now, HE has more questions than answers on this issue. For example, as university student affairs offices become more data-driven, will common metrics emerge for measuring performance?

And that is not the only question that universities committed to student success will want to consider. Other issues and questions will need to be defined and addressed, such as what will those metrics be? How will universities know that the measures are meaningful? And what will happen in a more success-driven student affairs environment to the ever-increasing compliance, risk, and crisis management demands placed on university student affairs units? Are those avoidance-of-catastrophe functions of student affairs divisions congruent with the emerging emphasis on student success? If so, how to measure their effectiveness?

Still, some universities are seeing success in moving toward a metrics-driven culture for student affairs.

Purdue University example

Purdue University in West Lafayette, Indiana, with 30,000 undergraduates enrolled across nine schools and colleges, has embedded a programme assessment specialist in its student success division. That assessment specialist uses an evaluation template that makes the objectives and measures clear to all, while also providing a context for charting progress toward meeting institutional goals. Having an assessment office is also a way for Purdue to signal that student success programmes and initiatives need to show their effectiveness in order to get continued budgetary support.

Another data-based intervention to promote student success at Purdue University is a relatively new predictive tool called Forecast. To develop Forecast, Purdue collected data over four years from 24,000 students tracking behaviours such as utilization of the university's learning management system, card use at certain campus facilities, and whether students registered for classes on time or took classes with friends. Using that data, Purdue determined which student behaviours correlate most highly with success and then developed the Forecast tool to chart and measure those behaviours. To ensure its widespread use, Purdue released Forecast as an app which students could use to promote success-oriented behaviours.

Queens University example

At Queens University (24,000 students) in Kingston, Ontario, first-year undergraduate students have the opportunity to participate in the Bounce Back support programme. Bounce Back pairs students at Queens who are struggling academically with an upper-year student mentor. That mentor helps the student devise strategies to overcome whatever is standing in the way of higher academic achievement, including making connections to on-campus resources that the student may not have realized existed. To determine the effectiveness of Bounce Back, Queens University measured whether students, after participating in the programme, earned higher grades and were more likely to persist toward graduation. On both measures, Bounce Back showed return on investment. Compared to their peers who passed up the opportunity to participate in the programme, Bounce Back students at Queens had higher grade point averages and retention rates. Queens used this student success data (evidence of higher GPA's and retention rates) to justify expanding Bounce Back, which originated as a pilot offered just to undergraduates in arts and science programmes, into its faculties of applied science, commerce, engineering, and nursing.

Stony Brook University example

Stony Brook University of the State University of New York (SUNY) (16,000 undergraduates) is an example of an institution with a high (90 %) first-to-second-year retention rate but a relatively low (48 %) four-year graduation rate. After setting its sights on a 60 % four-year graduation rate, Stony Brook recognized that getting there would require significant improvements in retention beyond the

first year. To improve year-to-year retention rates, Stony Brook created the Class of 2018 Advising Initiative, which provides all rising sophomores with an adviser/mentor/coach who works with them until graduation. Stony Brook did this without an increase in resources by augmenting its corps of 50 full-time advisers with 80 volunteer advisers, who receive intensive training. So far, the Advising Initiative has been a success, exemplified by record retention rates for mid-year sophomores (87 %) and first-semester juniors (84 %). Another key measure of persistence suggests that Stony Brook may yet surpass its goal: the number of undeclared sophomores declined from 395 in November 2015 to 68 in June 2016.

Instituting a culture of evidence and measurement in student affairs, as Purdue University, Queens University, and Stony Brook University have done, can take as its starting point a clearly articulated strategic plan. One such example is the strategic plan for student affairs at Mount Allison University (2,250 students) in Sackville, New Brunswick. The Mount Allison plan explicitly outlines its goals, objectives, action areas, and measures of success. The plan at Mount Allison also makes it clear that data will inform strategy and decision-making. Listed among the tracked measures of success for student affairs at Mount Allison University are improvements in student retention rates, increased student participation in experiential learning programmes, improvements in the university's National Survey of Student Engagement (NSSE) results, and the implementation of more academic interventions that support student success.

If your university is considering the introduction of metrics to assess the effectiveness of your student affairs efforts, you are entering a realm where best practices are still developing as well as territory where there is significant skepticism that the work of student affairs offices can be quantified. This is a fluid space, where the rules are still being written. Yet as long as funders (state and provincial authorities, foundations) and regulators (accrediting agencies, governmental entities) continue to emphasize and reward student success and degree completion, universities will need to figure out ways to measure the effectiveness of their efforts to achieve those goals.

*This article originally appeared in *Academic Impressions*, 03 October 2016 as, Developing a Metrics-Driven Culture within Student Affairs, and was accessed January 1, 2018 at
 https://www.academicimpressions.com/developing-a-metrics-driven-culture-within-student-affairs/

University of Arizona tracks student ID cards to detect who might drop out[*]

Shannon Liao

The University of Arizona is tracking freshman students' ID card swipes to anticipate which students are more likely to drop out. University researchers hope to use the data to lower dropout rates. (Dropping out refers to those who have left higher-education entirely and those who transfer to other colleges.)

The card data tells researchers how frequently a student has entered a residence hall, library, and the student recreation centre, which includes a salon, convenience store, mail room, and movie theatre. The cards are also used for buying vending machine snacks and more, putting the total number of locations near 700. There's a sensor embedded in the CatCard student IDs, which are given to every student attending the university.

'By getting their digital traces, you can explore their patterns of movement, behaviour and interactions, and that tells you a great deal about them,' said Sudha Ram, a professor of management information systems who directs the initiative.

Researchers have gathered freshman data over a three-year time frame so far, and they found that their predictions for who is more likely to drop out are 73 per cent accurate. They also have plans to give academic advisers an online dashboard to look at student data in real time.

With data from students' activity, academic performance, and financial aid, the university creates lists every quarter of freshman students most likely to drop out and shares it with its staff. Those who are more likely to drop out might have shrinking social circles and a lack of fairly established patterns of behaviour, according to Ram. The hope is that the university will pinpoint which students need more support from advisers to stay on.

'As early as the first day of classes, even for freshmen, these predictive analytics are creating highly accurate indicators that inform what we do to support students in our programmes and practice,' said Angela Baldasare, assistant provost for institutional research at the university.

The University of Arizona's retention rates in 2017 rose to 86.5 per cent for residents and almost 89 per cent for international students (University Communications, Oct. 4, 2017). As a reference, Columbia University, Yale, and the University of Chicago still lead with the highest retention rate of 99 per cent, while the national average trails behind at 78 per cent, according to the most recent numbers.

Ram likens the predictions to Amazon's machine-learning endeavours, saying, 'We think by doing these interventions by the 12th week, which is when students make up their mind, you're sort of doing what Amazon does – delivering items you didn't order but will be ordering in the future.'

Some schools already use student ID cards to monitor student activity, but it could be argued that this level of analyzing students' social interaction data, which includes timestamps and locations, potentially violates their privacy. After all, on the CatCard policy site, there's no disclosure that swipes and payments can be monitored by the university. Still, algorithms can sometimes be wrong and biased. Ram admits 'We live in an era where you shouldn't be generalizing about 'groups of people. You should be personalizing solutions at the individual level." She calls the data she's analyzed 'just a signal.'

*This article first appeared in The Verge on 12 March 2018 (https://www.theverge.com/2018/3/12/17109224/university-of-arizona-tracking-smartchips-student-ids-privacy-drop-out?mkt_tok=eyJpIjoiTXpJMU1ERTNNakJpTm1FNSIsInQiOiJTZm-VBQ3BMSnJJazlxeEI5a014RXJmZFVleXNCdjZEQk4yenozTDcrRlAwZHJ4MUFqY1RaXC9WSzVUVEQ1dExlQktZY0xUUnlMS002cGtXY-0hiOVFwQXFqRTJISHNQUG9hUzhadVNxUUZ4R1RmN25HaGF2eE1hVHI5bWhhYWFwaoifQ%3D%3D. Accessed 12 March 2018).

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The critical roles that higher education student affairs and services must play in refugee education – A focus on Germany

IX

The critical roles that higher education student affairs and services must play in refugee education – A focus on Germany

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Overview

Roger B. Ludeman

One of the sections in the *2nd edition* of this book (Ludeman et.al., 2009) addressed a disturbing trend: deterioration of HE in post-conflict and post-disaster countries. Now, some 9 years later, this trend has developed into one of the great challenges for higher education, particularly in the Middle East and Europe, but also in Africa, and Asia, with impacts effecting nearly every nation in the world. One source points to the fact that over 20 people are being displaced somewhere in the world every minute (Blessinger and Sengupta, 2017). Along with housing, nutrition, health and safety, these statistics indicate that another challenge is that of providing HE for refugees seeking safety and asylum because of conflicts, disasters and other forms of disruption in their daily lives at home.

Examples of people moving across borders and seeking HE are becoming too common. Goodman (2018) points out that it has been less than two years since the United Nations saw the need to look at the educational needs of displaced persons and refugees at all levels. That means the world is playing 'catch-up' as there are nearly 65 million displaced people seeking help reconnecting with education. The United Nations High Commissioner for Refugees' (UNHCR) 2016 publication *Global Trends: Forced Displacement in 2015* reported that there were at least 65.3 million refugees (roughly 1 % of the world's population) and forcibly displaced persons in the world that year (Chao and Skjerven, 2017). Established in 1950, the UN Refugee Agency or UNHCR has become the world's leading agency responsible for the protection of refugee rights worldwide by providing humanitarian assistance in many forms (Blessinger and Sengupta, 2017).

Access to HE among refugee populations is staggeringly low at 1 %. For example, a 2017 UNESCO report revealed that Syrian participation rates in HE among the 18–24-year-old age group slipped from 20 % before their war to less than 5 % during the war (Shah and Colonge, 2017).

Another example of the impact this movement of people has had on one country finds that Turkish universities enrolled nearly 15,000 Syrians for the 2016 – 2017 academic year according to Yök, their HE board (*Hurriyel Daily News*, 2017). In addition to overwhelming numbers of displaced students looking for assistance from Turkish universities, the situation is complicated by difficulty in securing student academic records from home institutions in countries in the midst of armed conflict where,

in fact, many records have been destroyed or rendered useless because of lack of staff available to carry out the duties of registrars and record keepers. One new trend to watch is the application of blockchain technology, now in use in the currency and banking industries (Al-Nahi, 2017). This modern technology ensures that data (transcripts and records, in the case of higher education), would not be dependent on educational institutions alone. Records would be available to the general public, although they would have to be protected by encryption. This would be appealing particularly to refugees who find that their home institutions may not be able to provide transfer records because of political and military strife making their enrolment in a foreign country near impossible.

In this section of the *3rd edition* of this book (Ludeman, 2019); we will be focusing on special efforts taking place in Germany to provide HE for refugees who have come to the country, many from the conflicts in Afghanistan, Iraq and Syria. Germany's Federal Ministry of Education and Research (BMBF) has budgeted 100 million euros for refugees for the years 2016–2019. This allows the German Academic Exchange Service (DAAD) to target measures that will enhance opportunities for refugees to seek HE at German universities. There will be more on this in this section from our collaborating DAAD authors. Other efforts to help refugee students in Germany are being carried out through the Deutsches Studentenwerk (DSW – the German National Association of Student Affairs) and their regional units (Studentenwerke) that provide student services for university students in their particular part of the country. Included in this section is an article by DSW staff members who will report on the efforts taking place all over Germany and carried out by student affairs staff at the various Studentenwerke.

This section will provide overviews of the refugee situation in Germany and how HE is an important element in how German institutions deal with this influx of non-citizens coming across their borders.

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Higher education for refugees – An overview

Leon Cremonini

Introduction

The Syrian conflict started as part of the so-called 'Arab spring'. However, deadly terror attacks and the involvement of global powers in the region have wrought a conflict far exceeding a civil war. These events prompted population shifts on a scale Europe has not witnessed since World War II. Since 2014, refugees represent over 50 % of migrant influxes into Europe (see e. g. IMF, 2016; Eurostat Website[1]). Because they escape from war-torn countries, they are likely to settle and even seek free movement for work and study. Therefore, humanitarian-type policies intended to generate immediate relief for refugees should be part and parcel of a broader policy mix to engender long-term societal benefits.

A particularly salient aspect of this crisis is the fear in hosting communities that refugees represent a net economic burden and a threat to social cohesion. But beneath these very concrete anxieties lies the fundamental issue of 'civic integration' and how to promote it. Civic integration is a multi-dimensional concept, that can be defined generally as '[…] the inclusion of immigrants in the civic institutions of the receiving country and the way in which citizens become an accepted part of society in civic terms' (Gsir, 2014, p.2). It might include so-called domestic politics, immigrant politics, or homeland politics (DeSipio, 2011; Østergaard-Nielsen, 2009). Domestic politics includes, for example, participation in civil organizations in the host society; immigrant politics may mean the mobilization of migrants on socioeconomic issues such as discrimination in the labour market; while homeland politics might include activities to lobby the host government on issues related to the country of origin (*ibid*).

HE is an essential policy tool to foster civic integration. A significant body of literature suggests how HE can contribute to civic integration and why it is important to ensure refugees participate (see for example Alexander, 2015; Brunnello and Comi, 2004; Berlin, 1969; European University Institute, 2016; OECD/European Union, 2015). Yet, people with a refugee background are far less likely to be enrolled in education than their peers; just 1 % of youth with refugee backgrounds access tertiary education, compared to 34 % globally (ESU, 2017; UNHCR, 2016).

Two underlying dimensions (one policy-related and one theoretical) are particularly important. From a policy standpoint, HE particularly promotes integration into the labour market because it reduces the chances of 'educational stagnation' as well as lowering barriers to employment. From a philosophical perspective, HE deepens our understanding of social inclusion, citizenship, and integration.

Higher education's contribution to civic integration

Improving access to HE is generally deemed positive *ipso facto* because it has the potential to improve people's lives, increase national economic development, and social stability. It also sustains institutional survival (that depends, *inter alia*, on student numbers) and is a catalyst for improvements in teaching and learning practices (IHEP, 2009). Hence, promoting access to tertiary education

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1   E. g. Eurostat Data Explained at: http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics#Migration_flows

for migrants yields civic, economic and institutional benefits since it is part of increasing access generally.

The European University Institute (2016) identified 12 barriers to integration into the labour market including for example language, a lack of understanding of the host country's employment culture, a lack of references and social networks, or a lack of awareness of cultural nuances. Access to HE addresses these barriers as it helps build cultural and social capital and promotes meaningful employment. It plays an important role in achieving educational qualifications that can help build civic identity and increase one's potential on the labour market[2].

While the benefits of HE go beyond individuals' employment and income, participating in the labour market is fundamental for refugees and has positive ramifications for society (see e. g. Berg *et al*, 2016). Data show that migrants are less likely to hold tertiary qualifications and to be employed, which may result in marginalization, less social cohesion, and more labour shortages (OECD/EU 2015). Several studies indicate that, because of the barriers they face, refugees, more than other population groups experience 'occupational stagnation' (i. e. the inability to progress in the labour market). Evans and Murray (2009) studied the first two groups of refugees entering the UK under the Gateway Protection Programme. They found that most were frustrated at not being able to find work and at the problems faced in accessing higher education. If refugees were in employment it was typically temporary and minimum wage work.

Likewise, the Goethe Institute emphasized the problem of 'educational stagnation' amongst migrants, namely the lack of significant educational progression over generations and the related stagnation in career prospects (Goethe Institute, 2008). Educational stagnation reflects the perpetuation of recruitment policies of the 1950s and 1960s which sought to fill low-skilled positions with migrants (*ibid*). But as labour markets evolve, higher skills and competencies are required for sustainable employment. Therefore, HE interventions are necessary to overcome employment barriers for migrants. Moreover, there is a clear link between education and occupational stagnation.

However, HE is not only instrumental to labour market participation. It also contributes to other forms of civic engagement, including 'homeland politics', mentioned earlier (e. g. WENR, 2015). This form of civic integration increases prospects of stability, reconstruction and long-term development in war-torn countries. For example, in 2015 former Deputy Prime Minister of the Syrian Interim Government, Mr. Aiad Koudsi, stressed the need for Syrian refugees to return home after the end of the war and reconstruct their country (regardless of the form the new government might take)[3].

From this perspective, HE policies are critical to overcome the conceptual separation between humanitarian interventions and development programmes. The former is designed to provide immediate relief for people in disaster zones while the latter to produce sustainable socioeconomic and political progress in emerging countries. The nature of conflict situations, and particularly today's refugee crisis, is inherently different from emergencies such as natural disasters and from national development needs which involve economic growth, equitable distribution and societal advancement in developing countries (see e. g. Naomi, 1995).

Thus, HE is an integral and necessary element of assistance programmes, as was emphasized by the European Commission in 2015 (e. g. Al-Fanar Media, 2015). It also unleashes innovation, entre-

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2   Several studies on the public and private benefits of higher education have been undertaken. A useful synthesis is, for example, IHEP (2005), available at http://www.ihep.org/assets/files/publications/g-l/InvestmentPayoff.pdf

3   "Ignite" conference, November 11th, 2015, Amsterdam. See: http://www.spark-online.org/get-involved/events/ignite-conference-2015

preneurial skills and community development that are necessary for ensuring stability during times of reconstruction and long-term sustainable development. Hence, HE for refugees is at the crossroads of humanitarian assistance and development cooperation. In view of the benefits participation brings along (and the risks associated with exclusion) policymakers and institutions ought to carefully consider how to support refugees' participation and success in higher education.

From a theoretical perspective, HE contributes to a deeper and broader understanding of the notions surrounding civic integration. Several theories exist to explain these concepts. However, HE can affect our collective construal about them and make us question established theoretical tenets. For example, prevailing theories of inclusion and citizenship such as Habermas' (2008) moderate multiculturalism and John Rawls'(1993) political liberalism may have philosophical flaws (Alexander 2015; Kymlicka & Walker 2012). These become evident when looking at these theories through a HE prism. Habermas argues for homogenizing European diversity into a cosmopolitan community of intersubjective non-coercive discourse; Rawls argues that the common discourse should be based on 'public reason', that only allows arguments in the public domain based on reasons acceptable to all. Ultimately, both views expect people to renounce their differences – cultural, religious, national etc. – in order to participate fully in the public domain. Yet it is increasingly clear that we are not willing to surrender our identities to participate in the public discourse, as atrocities justified on religious grounds as well as the rise of nationalist movements attest – albeit in extreme forms.

Hanan Alexander (2015) recently expounded an alternative view where the role of HE is central. Elaborating on Isaiah Berlin's (1969) notions of pluralism and diversity liberalism – that hold that liberal democracies must enable people with profound differences to coexist peacefully–, Alexander argues that HE is a key space for constructing this shared society. It is the university environment that compels learners with economic and civic leadership potential to engage in opposing views with one another. This engagement operates at its best when learners from diverse backgrounds partake in one academic community. Indeed, to engage with others in dialogue one must know oneself in terms of both one's own origins and the affiliations with which one chooses to identify in the present. However, this is still not enough. Alexander stresses that to truly know oneself, one also needs to engage others with different beliefs, customs, and practices. Therefore, promoting access to HE for different groups is a necessary condition of academic education. It enables us, conceptually, to go beyond assimilationist notions of inclusion and therefore it is crucial to achieve positive outcomes for successful integration.

Concluding remarks: The role of higher education institutions

The points made above indicate that ensuring access to HE for refugees is not just do-gooding but is both necessary and societally beneficial. In addition, a diverse campus is said to affect teaching quality (see e. g. Gregory and Jones, 2009; OECD, 2012). Expanding the pool of learners also leads to a larger alumni network that in turn helps sustainable institutional survival (see e. g. Gasman, 2013 on the role of alumni fundraising in US' Historically Black Colleges).

Therefore, providers must take responsibility to facilitate the participation of refugees (see e. g. ESU, 2017) and governments should support institutions in doing so, even if this entails costs in the short term. The 2017 ESU report (p. 4) indicates that the main barriers refugees face when accessing HE in Europe are lack of information, lack of advice and individual guidance, recognition of credits and qualifications, particularly without documents, inadequate language support provisions and lack of adequate financing. The report calls on national authorities and HEIs to enact flexible procedures for the recognition of degrees, periods of study and prior learning of refugees.

Some initiatives started in the wake of the 'refugee crisis'. For example, through a federal fund of €100 million for the years 2016–2019, the German Academic Exchange Service established two initiatives to support access for refugees. 'Integra' offers foundation courses to refugees who already possess a university entry qualification from their home country; 'Welcome – Students Helping Refugees' supports the volunteer work of students who use their time to help refugees become integrated at German universities (Kracht, 2017). Another example was the Jamiya Project (currently Mosaik Education), which partnered with the Swedish University of Gothenburg, the University of Aberdeen, as well as other organizations[4]. Jamiya enables Syrian refugees to access HE by bringing together European universities, displaced Syrian academics, and refugee learners in the Middle East, and by using education technology to promote access and success.

These initiatives are interesting examples (among others) because they demonstrate the need for complementary actions: they focus both on access and success. This is not void of consequences. When it comes to promoting refugees' participation in higher education, institutions should consider a comprehensive approach that includes support for entry, progression, and transition to the world of work.

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Germany's handling of the refugee crisis

Michael Gardner

Germany was the largest recipient of refugees (in absolute numbers) in the European Union in 2015 and 2016, and it quickly became the prime destination for most migrants. Confronted with this huge influx of refugees, the German government initially took pains to demonstrate the country's 'welcome culture.' Immigration controls under the Schengen Agreement that defines an area in Europe virtually without travel restriction, were slackened, and, seemingly undaunted by the huge numbers of new asylum seekers, Chancellor Angela Merkel proclaimed in August 2015: 'We can do it.'

Merkel's 'soundbite for the welcome culture' was in fact put into practice by the countless volunteers and NGO members at local level who provided refugees with shelter and basic services, themselves often on the verge of exhaustion. Much of this remarkable effort was hopelessly underfunded, with the Federal Government falling far short of what was really required in terms of financial sup-

port. In September 2015, the Federal Länder, or states, announced that their capacities to receive refugees were stretched to the limit.

The ultra-right in Germany was quick to take advantage of the situation to bolster support for its own xenophobic targets. Highlighting the needs of growing numbers of people in precarious employment or living on the dole, parties like Alternative für Deutschland whipped up anti-refugee sentiments, insisting that Germans should come first, and that tighter border controls were paramount, the latter aspect having been brought more to the fore by the Jihadist terrorist attacks in Europe. Feelings also ran high after violent sexual assaults on women during New Year's Eve festivities in Cologne.

Confusion over refugee statistics added to the build-up of tension. Germany's right-wing tabloid, Bild, had warned in October 2015 that the number of asylum-seekers would reach the 1.5-million mark by the end of the year. The Federal Government stuck to its figure of 800,000 applicants. While EASY, Germany's system for the first distribution of asylum-seekers among the country's 16 Federal States, registered nearly 1.1 million arrivals of asylum-seekers, only 476,649 applications were actually made in 2015. According to the Federal Government, many of those missing simply went on to other European Union countries, while some stayed on as illegal immigrants.

The refusal of many of the central and eastern EU member countries to participate in a redistribution of refugees meant that only a handful of states were left to bear the brunt of the crisis. This further fuelled calls by Bavaria's Christian Social Union, Christian Democrat Angela Merkel's sister party, for a much more restrictive refugee policy. In March 2016, the EU clinched a deal with Turkey foreseeing that for every refugee it took back who had entered Greece illegally, the EU would accept one person registered as a Syrian refugee by the Turkish authorities. This effectively blocked the Balkan route to Central and Western Europe for refugees, and their numbers have since fallen rapidly.

In contrast, a survey conducted among Germany's universities by the Hochschulrektorenkonferenz (HRK), in which the heads of HEIs are organized, suggests that there has been a strong increase in enrolments among refugees qualified to study. At the beginning of April 2017, a total of 1,140 refugees were enrolled for university studies, five times as many as half a year ago. Furthermore, refugees consulted course and career guidance services 24,000 times during the last winter semester – more than twice as often as in the previous semester. The HRK says that these figures show that university efforts to integrate refugees who are interested in and qualified for studying are really taking effect.

The Federal and State Governments support a number of measures that facilitate studying for refugees. For example, the onSET-Deutsch and onSET-English tests are run to assess the linguistic skills of prospective students. TestAS, a standardised aptitude test for international students, has now also been translated into Arabic. Fees for taking the tests are reimbursed for refugees. Persons entitled to political asylum may also receive grants via the Federal BAFöG grant system both while they are attending the Studienkolleg, an institution that runs preparatory and language courses for holders of international school-leaving certificates, and during their studies proper. Furthermore, holders of certain humanitarian right of abode titles can now receive BAFöG support if they have the corresponding formal education qualifications and have already been in Germany for more than 15 months. The Federal Government also cooperates with the German Academic Exchange Service (DAAD) to provide further support for refugees.

Around 5,700 refugees enrolled for the language and prep courses last winter semester, up roughly 80 % on the figure for last year's summer semester. Nearly 70 % of this group wish to enrol for Bachelor's programmes, and just below 20 % for Master's programmes. Around two thirds of these prospective students come from Syria, while further large groups are from Afghanistan, Iran and Iraq.

Back-up programmes obviously play an important role for refugees seeking to study, and Germany's universities have dedicated a considerable amount of resources to this area. However, the HRK points to another important group of refugees who require special support. In November 2016, the Federal Office for Migration and Refugees announced that around 13 % of all refugees already held a HE degree but their degrees do not automatically qualify them for the German labour market. HRK president Horst Hippler notes that universities have a responsibility to provide suitable further qualification programmes for these academics.

Programmes run by foundations to support refugees include the Philipp Schwartz Initiative, launched by the Alexander von Humboldt Foundation which provides universities and research institutions in Germany with the means to host threatened foreign researchers for 24 months. The Deutsche Universitätsstiftung, founded in 2009 by the German Association of University Professors and Lecturers started the *Welcome* grants programme for students from refugee areas in 2015. Grant-holders are provided with 1:1-tuition by a university lecturer, workshops are run on various study-related issues, and coaching and other services are provided. The Otto Benecke Foundation's Förderprogramm – Garantiefonds offers financial support for young immigrants in a wide range of areas. Funding is provided e. g. to cover tuition fees for various courses but also for services like translating or authenticating certificates.

Among the wide range of Länder activities, Baden-Württemberg's Fund for Persecuted Academics enables refugees to continue their research independently of the country they come from or the subject they are engaged in. The measure offers up to 25 academics a place to work on their research over the next few years. At the University of Bremen, refugee academics can visit lectures and seminars to keep in touch with developments in their subject areas. The University of Greifswald, in Mecklenburg-Western Pomerania, provides refugees with resident permits the opportunity to enrol as guest students without having to pay tuition fees.

The Schleswig-Holstein government has introduced a HE package for refugees enabling recognized asylum-seekers, tolerated foreigners and applicants for asylum access to university programmes with as little red tape as possible. The Hessen government has strengthened the general capability of universities to provide course and career guidance. Individual measures at Hessian universities include Frankfurt's Wolfgang Goethe University's Academic Welcome Programme, that is oriented at academic culture in Germany but also offers further education for refugees in individual subject areas; or Darmstadt University's WirTUnWas scheme, enabling refugees to gain first impressions as guest students and to get to know the campus.

Developing a welcome culture in the German HE sector had already been debated long before the onset of the refugee crisis. Also, with a 2011 survey having pointed to a dramatic decline in numbers of mathematics, informatics, natural sciences and engineering graduates, industry had been voicing its concern over specialist staff shortages. In 2012, the Federal Government responded by introducing legislation allowing recognition of qualifications and degrees acquired by immigrants abroad, making it much easier for many professionals to find jobs in their respective fields.

Countering fears of an exodus of students and academics harming prospects for developing countries in the global South, migration experts such as Uwe Hunger of Münster University increasingly characterise migration among elites as a circular process of migrating to and fro or on to another country and benefiting both developing and industrialised countries. Kambiz Ghawami of World University Service (WUS) Germany strongly advocates that graduates return to their home countries to apply their expertise.

Various reintegration programmes and measures are provided for returnees to developing countries that are understood as part of Germany's development cooperation approach. Germany's Min-

istry for Economic Cooperation commissions the government development agency GIZ to implement its strategies for developing countries. Together with the Federal Labour Agency's department for job placement and placement of specialists abroad (ZAW), GIZ runs the Centre for International Migration and Development (CIM) that arranges placement of highly qualified people from developing countries, emerging economies and countries in transition either at home or in a similar country. Furthermore, graduates are informed about returning and planning their careers. Financial support is provided, e. g. for travelling and workplace equipment.

Chancellor Merkel also wants to tackle the issue of immigration from Africa from another angle. The Federal Government's Marshall Plan for Africa, launched by Development Minister Gerd Müller early in 2017, seeks to address causes of migration by promoting the continent's economic development. The programme focuses on channelling development cooperation to boosting economic performance; however, climate change, land-grabbing and ill-conceived regime change policies have proved to be equally decisive migration triggers that Müller's scheme may be hard pressed to solve.

Germany invests heavily in higher education for refugees

Lisa Unangst

Introduction

In the German context, the public sector is responsible for the substantial majority of HE provision, with 81 state-run research universities currently in operation (German Rector's Conference, 2017). This public system is decentralized, with the 16 federal states or Länder primarily responsible for setting HE policy. Policies set by the states are mediated both by federal government structures and supports (the Excellence Initiative launched in 2005 serving as a good example) as well as by municipal and institutional priorities. Any response to an education crisis, then, must be filtered through several layers of administration; the response to the recent refugee influx is no exception and has clearly demonstrated how extra-institutional frameworks impact university action. This article will examine ways in which individual universities have responded to the urgent call to serve refugee students, drawing on spring 2017 interviews with students, staff and faculty at five German universities.

University-level considerations

German research universities may be parsed in terms of the timing, type and scope of their response to the recent refugee influx, with some campuses more pro-active and expansive in their response than others. Indeed, campus-level activities have spanned from student-led initiatives and staff-generated advocacy, to faculty and administrative engagement. In the case of at least one university, it was an email message from a community leader that prompted the institution to begin to develop its early (2014) response to the refugee crisis (Unangst, 2017). Further, while some campuses offer targeted support of populations within the refugee community – for example, women with young children – others offer what might be characterized as one-size-fits-all programming. In some cases, early efforts to offer legal aid to refugees in surrounding communities were waylaid by administrative concerns about the potential political and legal implications for the university (Unangst, 2017).

It seems clear that the German university system and access to it is opaque to prospective refugee students (Unangst, 2017). This is tacitly acknowledged at state and federal levels, where various attempts to provide easily accessible information outside of standard channels have been made. The German state government of Nordrhein-Westfalen, for example, has produced 'Germany Says Welcome', that offers information on the asylum application process, university study, and the German political system. The German Ministry for Migration and Refugees has also launched an app, aptly titled Ankommen (or 'arrival'). The app offers basic German language instruction (developed by the Goethe Institute) and provides information about the asylum application process as well as education and training. The app is available in English, Arabic, French, German and Persian. At the individual university level, a range of responses has been offered. Student activists at one small town university report having worked directly with municipal leadership to fund a downtown welcome centre for prospective refugee students, staffed by student volunteers and offering detailed information on pathway programmes and university entrance (Unangst, 2017). All campuses surveyed discussed collaboration with area non-profit and civil service organizations to recruit and inform students, though the yield from this outreach could not be calculated (Unangst, 2017).

From the refugee student perspective, some lived experiences may be falsely attributed to the university when in fact the root cause of a problem may be a combination of university and system-level policies. For instance, in some cases refugees find themselves in a location that does not offer their chosen course of study at regional universities, with relocation impractical or impossible. Further, the student's academic programme of choice may in fact be a fee-based Master's course – while external scholarships for refugees are available to some extent, communication of these opportunities to the target population has proven difficult, with social media serving as the primary effective mechanism (Unangst, 2017). In addition, universities operating with a quota for international students outside the EU, a category MENA refugees are included in, may create unintended competition between the two populations. Further, in-demand programmes of study themselves are frequently limited in their capacity and apply a higher standard to entrance than less popular programmes at the same university, a practice comparable to the so-called impaction on display throughout the California State University system in the United States.

Indeed, several German university campuses report that the number of enrolled, degree-seeking students at their institutions is currently lower than anticipated (Unangst, 2017). A few interview participants went further, indicating that their sense was that education officials had underestimated how difficult it would be for refugee students – even those with strong academic backgrounds – to access public HE in Germany (Unangst, 2017). Other interview participants attributed this gap in enrolment to the length of time needed to attain C1 German language proficiency, some to competing economic needs (especially if prospective students had families to support), and others to lacklustre social services (Unangst, 2017). Still another gap identified was the difficulty in absorbing content knowledge while learning new academic vocabulary; one administrator reported that a degree-seeking student with C1-level German skills dropped out of their course of study in the first year for this very reason (Unangst, 2017).

While degree seeking student numbers stemming from the refugee influx are low, enrolment in so-called pathway programmes (at various *studienkolleg* locations and other sites) is relatively strong, with a number of universities serving several hundred students in this capacity (Unangst, 2017). While pathway programmes differ by site, all of those surveyed offer language instruction, as well as some version of orientation programming, which may include: introduction to library services, access to sports offerings, and research and writing tutorials specific to the German context (Unangst, 2017). A few interview participants noted their concern that pathway programme students would enrol at other universities when qualified for admittance; there appeared to be a concern for return on

investment, as well as perhaps an awareness that certain cities or regions within Germany are perceived as more welcoming to the refugee community (Unangst, 2017).

Interview participants also displayed varied perspectives on diversity in the university setting that seems likely to impact the experience of degree-seeking refugee students and perhaps to a lesser extent pathway programme students as well. For instance, when asked for their view of the university's role in supporting diversity, some participants (responsible for instruction) indicated that they would never bring up migrant or refugee status in the classroom setting, so as not to make students of this background feel different in any way. Others, in turn, noted that they devoted a significant amount of time to discussing diversity in Germany as a whole, and in the university context specifically, as an important part of their instructional practice (Unangst, 2017).

Several online education initiatives of 'brick and mortar' universities also facilitate access to tertiary education. RWTH Aachen and the Universities of Kassel and Rostock offer, in partnership with start-up Kiron University, a four-year degree programme, with the first two years of instruction taking place entirely online (via US-based MOOC providers including EdX and Coursera). In addition, Leuphana Digital School, associated with Leuphana Universität Lüneburg, recently offered a free 12-week course supported by the German Federal Employment Agency specifically for refugees as a pilot project. The course supports practical and language learning, facilitating participants readiness to enter a formal German degree programme. How effective these sorts of collaborations and initiatives will be for refugee students remains to be seen.

An important note about relevant data collection: detailed information on the composition of the refugee population in Germany, in terms of educational aspiration and progress within the dynamic, newly-developed system supporting refugee post-secondary education, is not readily available. While it is critical to acknowledge that the situation on the ground is changing quickly and data collection is often reactive, given that data informs policy and research agendas, as well as helping practitioners to iterate effectively, work in this area seems critical. Further, interview participants made it clear that they were not very familiar with support for refugee students at other universities, including (but not limited to) the number of students served (Unangst, 2017). Lastly, there was no consensus around universities employing best practices in this area (Unangst, 2017).

Conclusion

It is critical to note the breadth and depth of German attention to and investment in refugee integration in a comparative context. Simply put, significant investment has been made to support refugee education; the federal government's allocation of 100 million euros to the German Academic Exchange Service (or DAAD) is perhaps the best example of this commitment. Despite this investment, it seems clear that continuing, large-scale migration to Germany has created multiple and evolving challenges for educational institutions. Indeed, some universities now highlight their emerging response to the refugee crisis; Universität Konstanz's website notes that together with the University of Applied Sciences Konstanz, it is coordinating a new three-phase model of support for refugees and is awaiting funding from the Baden-Württemberg Ministry of Science, Research, and Arts (Konstanz, 2017). This statement encapsulates some of the challenges inherent in Germany's contemporary educational ecosystem: ambitious institutional plans often require the support of state and federal authorities that may or may not be developing goals and funding schemes aligned with those initiatives. During any period of synchronization, asylum seekers and refugees are disadvantaged by unrealized, unexecuted, and incomplete policy interventions. In this broad survey of the German HE landscape, I have highlighted efforts to move towards the integration of refugee students at the tertiary level. Given that substantial resources at the federal, state and institutional levels have been

committed to inducing rapid change in the sector, evolving circumstances indicate the need for further investigation.

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Integrating refugees in the German higher education system – Insights gained from the DAAD Refugee Student Support Programmes

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Introduction

Since summer 2015, there has been a noticeable change in the public's perception of German universities and their activities for refugee students. This is due in large part to the universities' extraordinary commitment in this area. Not only has their dedication strongly contributed to a positive *Willkommenskultur*, or 'welcoming culture', but it also demonstrates a social responsibility on the part of the universities that goes beyond research and teaching. Meanwhile, many German universities have been able to sustain what were originally short-term, volunteer-based activities and build professional structures with funding provided by state and federal agencies. In November 2015, the German Academic Exchange Service (DAAD) – the world's largest funding organization for academic exchange – put together an extensive package of coordinated measures to promote refugee integration in HE with funding provided by the German Federal Ministry of Education and Research (BMBF). This funding package totalling 100 million euros is supporting measures at German universities from 2016 to 2019.

Admission requirements and qualification profile of prospective students with a refugee background

In accordance with HE laws, refugees in Germany are entitled to take up study in all German states, provided they meet the general admission requirements (see Borgwardt et al. 2015; BAMF 2016a). These requirements are the same that apply to other foreign students. To gain admission to an undergraduate degree programme, applicants must have a secondary school-leaving certificate that qualifies them for HE in their home country, as well as the necessary German language skills for undergraduate study. Depending on their country of origin and their school-leaving certificate, applicants may be required to attend a preparatory college (*Studienkolleg*) and pass an assessment test, the *Feststellungsprüfung* in order to receive German university entrance qualification (HZB).

At present there is no conclusive data on exactly how many refugees meet these requirements. We simply lack the statistical material to conduct a comprehensive and precise analysis of the refugees'

academic qualifications (see SVR 2016, p. 45). Nonetheless, there is some indication that a large number of refugees who arrived in Germany in 2015 possess academic potential. In a survey conducted by the Institute for Employment Research (IAB), the research institute of the German Federal Employment Agency (see Brücker 2016), registered refugees were asked to provide information about their level of education shortly after their arrival in 2015. Thirty-nine per cent of the 18- to 24-year-olds, and 37 per cent of the 25- to 34-year olds – i. e. the age groups most interested in pursuing a HE degree – reported that they had attained a high level of education in their home countries, e. g. at a secondary school, college or university. This percentage was even higher among registered refugees who were more likely to remain in Germany (48 % of 18- to 24-year olds, and 49 % of 25- to 34-year-olds). Even though relying on self-provided information makes it difficult to validate the results, the study allows us to conclude that there is a significant group of refugees who meet the formal requirements for admission to HE in Germany.

The DAAD programmes promoting refugee integration in the HE system: Objectives, focuses and initial experiences

Structure, content and objectives of the new DAAD programmes

The successful integration of refugees at German universities requires functioning framework conditions. To help refugees surmount legal and administrative hurdles, as well as prepare them to meet the challenges of university study, it is essential to provide advising services and academic supervision. These involve various measures that the universities are currently implementing.

DAAD has developed a four phase model to integrate refugees at the universities that involves the research sector and innovation system in Germany. To ensure that the objectives of each phase are achieved, the DAAD model includes various programmes that create the necessary structures and provide assistance where it is most required by the universities.

Phase 1 – Entrance: Assessing prerequisites for admission and aptitude – Diagnostics and advising

Prospective refugee students possess widely varying language levels and skills. These students have good chances of integrating into regular degree programmes and achieving academic success if the universities precisely assess their language knowledge and skill levels, determine whether these are sufficient for university study and provide additional support as necessary. To this end, the DAAD together with the University Application Service for International Students (uni-assist e. V.) and the TestDaF Institute have developed three important measures to recognize and identify the applicants' skills and qualifications.

1. For more than ten years, uni-assist has professionally evaluated and classified academic degrees on behalf of over 170 member universities in Germany. This service has relieved the universities of what can oftentimes be a very complex process. Uni-assist now offers this service free of charge for refugees who wish to apply for a study place at a member university.

2. For many years, the *Test for Academic Studies* (TestAS) has provided a reliable and objective measure of foreign applicants' fundamental scholastic aptitude based on their (subject-relevant) knowledge and skills. In the case of refugees, the TestAS can help universities offer prospective students direct admission to their degree programmes. It can also serve as a recommendation for university-preparatory courses and provide orientation to universities (e. g. to verify the plausibility of given information) when required documents and certificates have gone missing. Refugees may take the TestAS free of charge. An Arabic language version is also available to help refugees complete the test.

3. In order to assess the applicants' language skills and facilitate placement in a preparatory language course, refugees can take the onSET-Deutsch and onSET-English language tests, the fees of which are covered by the DAAD.

Phase 2 – Preparation: Preparing refugees for study – Foundation courses, subject-relevant language courses and intercultural training

The main focus of the second phase is to provide prospective refugee students with university preparatory courses and subject-relevant language instruction.

The school systems, curricula and duration of secondary school education in the refugees' home countries are sometimes so vastly different from Germany's that their school-leaving certificates might not be recognized as HE qualifications in Germany. In order to meet this challenge, foreign student applicants can attend university preparatory courses, in which they can gain the necessary knowledge and skills for university study. In addition, most refugees who wish to take up or continue their studies in Germany do not possess the necessary language skills to gain direct admission to German-language degree programmes.

The programme *Integra – Integration of Refugees in Degree Programmes* was developed to address this need. The programme finances additional places in subject-specific and language preparatory courses which prepare refugees for the *Festellungsprüfung*, that, as mentioned above, entitles them to enrol at university. Furthermore, numerous universities throughout Germany offer language and subject-relevant preparatory courses, designed to help refugees gain admission to and successfully complete a degree programme.

Phase 3 – Study: Monitoring academic progress of refugee students – Mentoring and supplementary modules

Refugee students require far more intensive advising and support services than other international students. Refugees comprise a heterogeneous group and possess a broad range of skills and qualifications. In contrast to other international student applicants, refugees lack information about subjects and degree programmes that would enable them to apply for admission in a goal-oriented manner. They apply to universities randomly and often have no idea whom to contact for information and academic advice. The majority of prospective refugee students are unfamiliar with German schooling and the HE system. Therefore, it is necessary to offer consultation and information events to provide the relevant basics. Not only are universities struggling to meet these additional demands, but they also have to assist refugee students with managing an array of social, legal and everyday problems at the same time. As a result, German universities have had to drastically expand their portfolio of academic advising and support services – a development that has pushed many universities to their personnel and budgetary capacity.

Experience has shown that refugee integration at university can only succeed through close personal contacts and ongoing academic support throughout one's studies. Based on the motto *providing orientation, overcoming barriers, offering assistance*, students all over Germany are helping refugees gain a foothold at German universities. The DAAD programme *Welcome – Students Helping Refugees* supports this initiative – not by replacing the student volunteers, but rather by financing student assistants who can coordinate the measures on a long-term basis.

Phase 4 – Career: Enabling transition into the workforce – Coaching and customised qualification

Phase 4 currently is under development.

Universities as a place of refugee integration: Insights gained from the DAAD programmes

It is remarkable how quickly German universities have organized language and subject-relevant courses that are specifically tailored to the needs of refugees. The universities have clearly benefited from their extensive experience with international students in recent years. Many of them were able to take advantage of existing structures, while others have developed new formats and adapted their services to address current requirements. In 2016, the Integra programme provided funding to 172 projects at all types of universities in Germany (37 at preparatory colleges). Over 6,600 refugees participated in language and subject-relevant preparatory courses, funded by the Integra programme in 2016. More than 50 % had already earned or were working toward earning a degree in their home countries when they were forced to flee. The most popular courses among refugees in Germany have been language courses since language is the first and most important step and crucial hurdle toward earning a HE degree in a foreign country. The subject-relevant preparatory courses primarily focus on engineering subjects. For example, bridge courses in mathematics have been particularly well attended.

The Welcome Programme, which issued the first call for applications in December 2015, awarded funding to 162 projects and supported some 450 student-initiated programmes throughout Germany in 2016. The student assistants financed through this programme are allowed to work in self-organized student projects or university-managed integration programmes. They are involved in buddy programmes, student mentoring and language partnerships, they provide language support at learning cafés and as language patrons and help create additional advising and supervision capacities. Law students at many universities have established Refugee Law Clinics that offer free legal advice to refugees at universities regarding asylum-related matters. In 2016, the Welcome Programme financed some 900 student assistants at universities throughout Germany who helped prospective refugee students quickly prepare for enrolment and integrate at university and in their university towns.

The funded projects comprise a broad spectrum of themes and subjects. The majority of these support refugees in the area of language learning, e. g. through additional German courses taught by teaching degree students. A number of volunteer student projects focus on providing refugees with advice and support, as well as subject-relevant preparation. An especially important support service is being provided by so-called "buddy programmes" in which German students 'take refugees by the hand', organize joint (recreational) activities and help them with any problems or questions they have.

Conclusion and outlook

The initial results of the DAAD student refugee support programmes clearly show that important steps have been taken in the right direction – and yet we are still at the very beginning. While the need for general advising services continues to grow, the recent surge in refugee immigration has not yet manifested itself in increased enrolment according to the universities. This could be due to the fact that refugees rarely meet the admission requirements outright as a result of their language and subject-specific deficits mentioned above. It is also conceivable that people who have just arrived in Germany are busy coping with entirely different matters of daily life, such as applying for asylum, organizing accommodation, reuniting family members etc. What is certain, however, is that universities, policy-makers and society will soon be faced with additional challenges, namely, after successfully integrating young student refugees, all parties must strive to ensure that they complete their programmes and are provided with an optimal transition into the labour market.

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Refuge at German universities

Thomas Böhm
Isabelle Kappus

In 2015 and 2016, approximately 1.2 million people applied for asylum in Germany. The majority came from Syria, Afghanistan, and Iraq and was up to 25 years of age according to the German Federal Office for Migration and Refugees (BAMF). At present, the influx of refugees has subsided, which is all the more reason for highlighting the issues surrounding successful integration. For no matter how many people are actually allowed to remain in Germany, each individual still has to be integrated into the society – a large task in itself but also for those involved in educational policy and higher education. The first requirement for that is timely general educational guidance for the refugees, with the cooperation of regionally relevant partners and regardless of which educational path the refugees intend to pursue.

Through an initial representative survey, the Institute for Labor Market and Professional Research (IAB) found that the refugees' educational ambitions were high: 23 % want to obtain an academic degree; 19 % attended university in their native country; and a proportionate 13 % already have a

university degree. A career training system comparable to the German one is often unknown in the refugees' native countries.

The universities and student services organizations have already noticed this thirst for education and responded with great dedication. Aside from a large number of activities such as the short-term provision of food as well as volunteer student initiatives, 12,000 individual consultations and 10,000 participants were recorded at informational events during the 2016 summer semester alone. Moreover, universities and pre-university preparatory schools, comparable to sixth-form colleges in the United Kingdom, added approximately 4000 more places for language and career preparation. Universities expect a further significant increase in prospective refugee students in the 2017–2018 school year. Although the parties involved can draw on decades of experience with integrating international students, the practical integration of refugees into a regular programme of study in Germany raises numerous questions that this article will examine more closely.

Residence status and asylum application process

The policy is that refugees may engage in a course of study in Germany regardless of the status of their application for asylum or their residence status. Legal obstacles pertaining to alien rights exist only in isolated cases; however, enrolment in a course of study does not constitute a legal 'lane change,' from a residency status resulting from application for asylum to a residence permit for the purpose of study. The reverse 'change in purpose' is possible in that a foreign student can apply for asylum, resulting in a corresponding change in legal residency status; however, legal residency status further results in social and funding legalities that do not apply to foreign degree students (see Section 5).

Admission to undergraduate studies

Regardless of the status of their application for asylum or their residency, refugees who are legally resident in Germany have the right to enrol in a study programme at a German university. There is nothing prohibiting this in terms of the laws governing institutions of higher education. However, just like all other prospective students, they are required to present their formal university entrance qualification, or Hochschulzugangsberechtigung (HZB). Since it can be assumed that the refugees did not acquire their university entrance qualification at a German educational institution, they are subject to the same admissions requirements as all other prospective international students from third countries.

The university entrance qualification is demonstrated either through the completion of a secondary school education that qualifies the student for admission to university in the native country or through a partial course of university study in the native country; and upon enrolment, it must be presented in its original form or as a certified copy. If these qualifications do not lead to immediate university admission in accordance with the assessment proposal issued by the German Central Office for Foreign Education (Zentralstelle für Ausländisches Bildungswesen-ZAB), then there is the option of demonstrating the relevant knowledge and skills through an assessment test laid down under the responsibility of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK). As a rule, national and nationally recognized preparatory colleges prepare the students for this test. The test can also be administered to an external candidate, for instance, at one of the authorized sites of the respective state ministry. In addition, the federal states of Bremen, Brandenburg, and North Rhine-Westphalia give students the option of demonstrating the missing skills through internal university admissions procedures and in this way acquiring the university entrance qualification, which is nevertheless limited to the respective state for the time being. After two semesters of successful

studies during which the student's overall study skills become evident, the student may then transfer to a university in another state.

In addition to the university entrance qualification, refugees must demonstrate a sufficient level of proficiency in the German language for entrance to a German university. Language tests that verify the student's language skills are listed and described within the established framework (RO-DT) by decision of the KMK and the German Rectors' Conference (HRK). Particularly worth mentioning here are the academic language tests known as the Deutsche Sprachprüfung für den Hochschulzugang (DSH) and the Test Deutsch als Fremdsprache (TestDaF). RO-DT does not consider language certificates that demonstrate a general level of linguistic proficiency in accordance with the Common European Framework of Reference for Languages (CEFR) to be valid proof of sufficient linguistic competency for admission to a university.

The test for the credentials needed to apply for university admission takes place at the university or on behalf of the university at the uni-assist service centre. uni-assist is a non-profit association supported by approximately 170 participating universities. There, the preliminary testing of the refugees' credentials is free of charge. The final approval resides with the university.

Exception: University admission with missing or incomplete credentials

At the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region, the signatory countries (Germany, since 2007) committed themselves to facilitating the proof of credentials for university admission (Lisbon Convention, Article VII). Consequently, for those cases where seeking asylum results in the full or partial loss of the original diploma or admissions qualifications but where, according to the word of the prospective student, the credentials for admission do in fact exist, the KMK decided in December 2015 to adopt a three-step verification procedure (KMK decision of 12/03/2015). The university first checks the personal qualifications with reference to legal asylum and residency requirements. The second step requires the plausible representation of the student's overall educational biography and acquisition of the university entrance qualification in his or her native country. To this end, students may include cell phone copies, proof of academic credits, and student IDs. The third and final step examines and determines the refugees' actual study skills and present knowledge. The process may include the use of entrance examinations, assessment tests, aptitude tests, or interviews. The states are encouraged to develop these examination procedures with their universities that allow plenty of room for creativity. At this time, however, the records indicate that the majority of prospective refugee students are able to present the original documents.

University admissions to limited-admissions study programmes

When refugees who are eligible for study apply to a limited-admissions course of study, they are dealt with like other foreign nationals and stateless persons who are not on equal footing with Germans, and they are included in the so-called international applicants' quota. This puts them in competition with other prospective international students for a limited number of study spots. Within the international applicants' quota, these spots are primarily awarded according to the level of qualification, so according to the grade on the HZB. Additional criteria could be the aptitude test results (e. g. TestAS) or special circumstances such as refugee status. The details are laid down in the admissions rules and regulations for each state. Depending on the federal state, the international applicants' quota is between 5 % and 10 % (Hamburg). In the 2016–17 winter semester, 45.2 % of the basic study programme nationwide had limited admissions.

Recognition of academic credits and diplomas for the purpose of continued study

Academic credits earned at foreign universities are examined by the appropriate faculties and, if applicable, recognized to the extent that they do not differ significantly from German credits (Lisbon Convention, Article VI.1). However, this is very difficult since the refugees' primary countries of origin do not generally have modularized courses of study and consequently no module descriptions, and a professional case-by-case review is usually unavoidable.

Residence regulations

Student services organizations provide dormitory rooms for enrolled refugees, just as they do for all other students. Each university location has its own regulations for allocating rooms to those taking preparatory courses. Either student services, the university, or the preparatory college is responsible for this.

For the first three months after requesting asylum, refugees are subject to the so-called residential obligation, by which they are required to live with an assigned host entity. The spatial restriction applies to the immigration authority's district where the host entity is located. During this time, the Federal Office for Migration and Refugees (BAMF) can permit the student to leave the district when urgent circumstances warrant it. For refugees who possess a residence permit and are no longer subject to the residence obligation, the appropriate immigration authority can grant permission to leave the area of residence for the purpose of beginning a study programme.

In the case of a 'change in purpose' (see Section 1) – when a student applies for asylum, the move to another host entity or shared accommodation, is generally not required as long as housing is already available and its continued use will not incur any additional costs for the public sector.

Persons eligible for asylum, recognized refugees, and those eligible for subsidiary protection as well as refugees with other humanitarian residence, are required to live in the assigned state for three years following the issuance of their residence permit. In the event that they can demonstrate enrolment at a university in another location, this requirement can be waived upon application by the refugee. Refugees with a short-term residence permit are spatially restricted to the area of the state in which they are registered.

Educational funding through services for asylum-seekers

Asylum-seekers receive services within the first 15 months of submitting an application for asylum, even if they begin their university studies during that time. From the 16th month on, asylum-seekers can receive services. A course of study that counts as a grant-eligible education under the German Federal Training Assistance Act (BAföG) precludes the ability to receive services. A gap in support could result in the event that BAföG services have not yet been paid out by this time. Berlin is the only federal state so far to have made a hardship provision for this problem.

Educational funding through BAföG

The German Federal Training Assistance Act (BAföG) is the source of federal educational financing as long as the resources needed for living and educational expenses are not available elsewhere. Whether refugees are eligible for financial assistance through BAföG depends on their residency status. Asylum-seekers and refugees with a residence permit have essentially no access to BAföG services. Persons eligible for asylum, recognized refugees and those eligible for subsidiary protection as well as refugees with a humanitarian residence permit are eligible for financial support with no waiting period.

Refugees with national deportation protection, with a period of residence or a short-term residence permit are eligible for financial assistance under BAföG, assuming the prior completion of a legally permitted, authorized, or sanctioned minimum stay of 15 months in the federal territory of Germany. Students at preparatory colleges and those taking preparatory courses at universities can obtain BAföG assistance for preparatory students.

Educational funding through Garantiefonds Hochschule

Refugees can apply for financial assistance through the Bildungsberatung des Garantiefonds Hochschule. Financial assistance is accompanied by counselling and educational planning that usually takes place at the Youth Migration Services centres. The awarding of assistance must take place prior to the applicants' thirtieth birthday. Assistance can include tuition, living expenses, housing costs, and travel expenses; and it generally ends after 30 months of schooling. Financial aid is granted as individual assistance for intensive German-language courses, intensive English-language courses for applicants with a university entrance qualification but without prior English-language skills, special prerequisite courses for the university entrance qualification, and introductory and preparatory courses at a preparatory college.

Gainful employment during the course of study

Whether refugees – as well as other students – are allowed to work in addition to studying depends on their residency status and the length of their stay. A ban may remain in effect during the proceedings for determining eligibility for asylum, or the work permit may be dependent on the approval of the immigration authority in coordination with the Federal Labour Office. Upon successful completion of the proceedings for determining asylum, the bearers of certain residency permits – e. g. persons eligible for asylum or those with the right to international protection – receive full permission to pursue gainful employment. The duration may not jeopardize the course of study.

Insurance issues

As is the case with all other students, student refugees are required to have health insurance. There is no insurance requirement for participation in pre-university preparatory activities, and universities are not required to check the requirements for the students' health insurance. The benefits period for health insurance is dependent on the respective residency status and whether the preparatory activity falls under the regulation for preparatory courses. See also Federal Office for Migration and Refugees, "Hochschulzugang und Studium von Flüchtlingen"

Integration into the university

The universities and student services organizations (Studentenwerke) are at times intensively involved in the integration of the refugees. The Federal Ministry of Education and Research (BMBF) fosters, among others, the German university programmes started in 2016 and implemented by the German Academic Exchange Service (DAAD). These programmes give nationwide support to pre-university preparatory studies (Integra Programme) and student volunteer work (Welcome Programme). The individual states are likewise actively involved. Almost every German university has a contact person for refugees. In Baden-Württemberg, the refugees are supported by four central coordinators for the different administrative districts. In North Rhine-Westphalia, thirty universities are establishing and developing preparatory and supplementary study offerings as well as counselling and networking structures, enabling up to 2000 applicants to prepare for university study. The Studentenwerke have no special means at their disposal for integrating the refugees, making it necessary to fall back on any available state funding, community or individual resources, and existing expertise in the

integration of international students. Two examples are the shared living project with students and refugees in Freiburg-Längenloh and the semester stipend contribution by the Studentenwerke in Hanover and Berlin. Even if the number of refugee degree students were to noticeably grow in 2017/2018, the student services organizations will have to plan on an increased and complex demand, above all, for housing as well as for social and psychological counselling. Consequently, if the envisioned integration of refugees at German universities is to truly succeed, it will require an expansion of regular state funding of the social infrastructure.

Student governance and activism – Implications for higher education and student affairs

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Student governance and activism – Implications for higher education and student affairs

Thierry Luescher

Student governance is one of the most challenging domains of SAS because it is a politically involved and sensitive function that affects all students and is directed not only towards the student body but the institution as a whole as well as the broader political context within which a university is placed. And yet, student affairs literature related to student governance tends to be rather partial. Unlike other domains of SAS like student counselling, which is underpinned by a vast body of theoretical literature and disciplinary knowledge, literature on student governance tends to be very narrow and practitioner-focused, referring to distinct professional services and to related organizational units and activities only, without much attempt at a deeper understanding, conceptualisation, and theorisation.

Meanwhile, there is a broader, theoretically pertinent understanding of student governance embedded in scholarly literature on student politics and activism that dates back to the 1960s, along with literature on academic freedom, student rights and responsibilities, and scholarly work on student engagement, all of which is crucial for understanding this domain. Viewing the student governance function of SAS against this theoretical literature ensures that it is understood in its complexity and fullness of scope. The tendency of the practitioner-focused literature has been to 'sanitise' and 'de-politicise' student governance in student affairs practice. While this makes it more manageable from the professional perspective, it is essentially contrary to purpose as it underplays student affairs' civic, emancipatory and social justice roles in student governance. Secondly, to understand student governance as a service function without appreciation of broader theoretical perspectives disconnects it from other dimensions of SAS that integrate with student governance overall in the student experience. This section therefore focuses on uncovering key concepts and theoretical work related to student governance and activism.

Conceptualising student governance

In conceptual terms, student governance can be thought of in two complementary ways, depending on the way the notions of 'student' and 'governance' are understood. Firstly, the 'student' in student governance has two complementary senses: 'Student' can refer to an (active) political agent involved in student governance and politics. This suggests a meaning of 'student governance' as the participation of students in university governance. It is the primary descriptive sense in which student governance is used in much of the (theoretical) literature. In practitioner-focused literature, this conception of student governance is typically discussed in terms of SAS functions like student government, student organizations, student or college unions, leadership training and so forth, and thus as part of an overarching category of campus activities.

Conversely, the notion of student in student governance can also refer to the (passive) subject of governance, i. e. the student as someone who is governed by and subject to a system of rules that governs students. By registering for a particular academic programme at a university, a person voluntarily subjects themselves to the rules that apply to students. Student governance now refers to those aspects of a student's life where s/he is governed as student. Practitioner literature will discuss

related student affairs functions in terms of student rules, student conduct and discipline, student courts, and so forth.

It is important to hold these two interlinked conceptions of student governance together because they have important implications for understanding student politics in the context of university governance, and more broadly, for understanding the student experience as a whole. It focuses the attention on the scope and character of student rules, which define the student experience profoundly and represent a codified conception of the student-university relationship. In so many respects, this system of rules *is* the university as experienced by students. Rules apply everywhere: in academic life, in relations with the administration, in residence life, on and off campus, from the moment of seeking admission throughout the student lifecycle, and literally, they follow the alumnus to the grave.

Given the extent of the rule system it is a profoundly political matter to determine how the student experience ought to be governed: should the student realm be governed 'democratically', that is with the involvement of the governed, or not? What are the rights and responsibilities of the governed? How can involvement and non-involvement of the governed in governing be justified? How should student governance be organized so that it fosters student engagement, contributes to academic success and develops students' citizenship competences?

Student politics and activism

Disagreement over fundamental questions of governance and over quite specific matters of university policy, the student experience, and 'studentish' bread-and-butter issues, may spur students into participating in politics by other means. Neither historically nor presently has the student voice solely been expressed by means of formal student representation in university decision-making bodies. Rather, students have developed a vast repertoire of mobilising and articulating student interests by activist means:

The notion of student activism powerfully invokes the idea of political engagement through public action; it is essentially a public expression of new ideas aimed at shaping public debate on a topic, and thus typically done through publications, public speaking, campaigning, the use of mass media, and finally through demonstrations and other forms of public agitation (Luescher, Loader & Mugume 2016: 232)*.*

Student activism is often directly related to inadequacies in the student rule system, in student governance as a whole. Some of these inadequacies may be formal, like outdated student rules or inadequate provisions for student representation. Or they may be informal themselves, drawing from the range of subtle forms of manipulating, controlling, enabling or disabling the involvement of the 'governed'; and thus conversely sparking forms of resistance to this: so-called emancipatory student activism.

Hence SAS practitioners cannot treat student activism simply as 'unrest' and 'ill-discipline'. SAS practitioners have a better understanding of the student experience and the issues and conditions that spark student protests to understand protest action as a *symptom* of serious problems, that are articulated in terms of student demands; and understand it as an extraordinary but legitimate form of publicly expressing student discontent, especially in the absence of responsive formal channels of student interest aggregation, articulation and intermediation (Klemenčič et al 2016). As custodian of the student experience overall, SAS must ensure that student demands articulated by activist means do not get swept under the carpet as soon as the protests subside. Student affairs' difficult advisory role to student leadership on the one side, and senior university leadership on the other side, illustrates the complexity involved in the student governance portfolio.

As argued above, practitioner-focused student affairs literature tends to be narrow and reduction-ist when looking at student governance, because it focuses only on the active and formal engagement of students in university governance. It is clear now why the practitioner literature represents a very partial perspective on a much more complex picture of different ways in which students are part of student governance – actively and passively, formally and informally – and the implications of this understanding for SAS, and thus the need for a deeper theoretical understanding of the student governance function.

Three theoretical perspectives on student governance

Over and above a basic conceptual clarification required to understand the complex role of SAS in student governance, there are three pertinent theoretical perspectives that provide further insights into this crucial function and from which important implications can be discerned. They respectively derive from HE literature on the role conception of students vis-à-vis other active role players at the institutional and sub-institutional levels of governance; from students' claim to academic freedom as it applies to governance; and from recent scholarly literature on student interest representation, for example in quality assurance, and how it relates to notions of student engagement. These three theoretical perspectives are couched within a differentiated understanding of HE governance. All these perspectives have implications for the role that SAS plays in relation to student governance.

Conceptions of the student-university relationship

Among the first systematic analyses of university governance is the work of Burton Clark. Clark (1978) proposes that studying HE governance and authority involves taking account of (1) the multi-level nature of the organization of knowledge production and, concomitantly, the multilevel nature of authority and governance in the HE sector; (2) the different stakeholders in the governance of HE and their various interests, including the public and national government, other social role-players, the professoriate, academic and non-academic staff, the university management and students; (3) the maze of formal arrangements and informal relations that simultaneously enable and diffuse academic and professional authority, and; (4) the historical dimension and development of a particular university or system of higher education. Since Clark's ground-breaking work, many studies of HE governance have come to apply his analytic framework for analysing academic governance.

As far as the stakeholder perspective is concerned, various scholars have pointed to reasons for and against the inclusion of students in the processes of university governance. The first type of argument may be called 'communitarian': It is focused on the notion that as (junior and transient) members of the academic community, students ought to be included in academic decision-making to the extent that they are co-responsible for learning and co-constructors of quality. A related approach is that students have a *right* to be part of the process of making decisions, not the least because students are directly affected by most decisions and have 'practical expertise' and experience to positively contribute to better decision making. By participating in the making of decisions, it is hoped that students may also more easily accept their outcomes.

The latter point leads to the politically-realist argument for the inclusion of students in decision-making. The history of HE has shown that if there are no formal means for the articulation and intermediation of student interests, or student representation in decision-making is ineffective, students will voice their interests by other means. Student activism will invariably be disruptive to the academic process and create a confrontational climate on campus. Formal student representation in this view is therefore a means to address crises of campus authority, create an atmosphere of openness and trust to 'pre-empt' such disruption and rather grant students seats in the formal structures of decision-making.

Thirdly, there are consumerist perspectives on students' potential contribution to decision-making. They tend to focus on areas such as quality assurance and often involve arguments that students need to be involved to 'gauge consumer satisfaction' with service delivery. The focus here is typically on 'feedback'; it may be enhanced by providing students with training (e. g. regarding quality literacy). Some have argued that the involvement of students in quality assurance processes is also an acknowledgement that students are co-responsible for learning (Klemenčič, 2015).

Finally, there are consequentialist, democratic arguments that see value in student participation for civic education. Student participation in decision-making structures is therefore seen as part of a broader learning process whereby students as the incipient socio-political and economic 'elite' of a country (in elite HE systems) or more broadly as citizens (typically in mass and universal HE systems) are included in university governance as a way of inculcating the values and practices of democratic decision-making. Recent studies of student engagement have shown that student representation in university decision-making may indeed foster graduate attributes such as critical thinking skills, diversity skills and leadership skills (Luescher-Mamashela et al, 2015).

Arguments against the formal inclusion of students in university governance equally abound. They purport, for instance, that student representation is inconsistent with the traditional academic model of decision-making and the nature of 'representation' in committee-based governance. Others consider it simply a waste of time to try and introduce 'junior members' into fora led by academic experts, producing nothing but forms of 'tokenism'. They argue that students lack knowledge and expertise, and perhaps even commitment.

What follows from Clark's work and the different arguments for and against student participation in decision-making is that firstly, representative systems must differentiate between different levels of the decision-making hierarchy, different degrees of involvement, and different issues under consideration. Traditionally, the involvement of students in extra-curricular governance has therefore been most extensive; more recently, students are also increasingly involved in quality assurance processes. Secondly, in order for student representatives to be able to contribute constructively and effectively, they must be capacitated to make up for a lack of governance experience, institutional memory, and expertise, as compared to other constituencies. It is in these respects that SAS co-curriculum in student leadership development, as well as other functions, are central.

The academic freedom of students

Scholarly works on the academic freedom of students are hard to come by; the predominant focus is rather the freedoms of academics, and more especially the professoriate. Meanwhile, traditional notions of academic freedom dating back to the Humboldtian model of the university have included the idea of *Lernfreiheit* (freedom to learn) alongside that of *Lehrfreiheit* (freedom to teach), whereby the former includes student freedoms such as free choice of learning programme and freedom of student mobility.

In keeping with Moodie's work (1990), academic freedom involves firstly, a certain degree of autonomy in a university's relationship with the state and society; secondly, the personal scholarly freedom of those involved in academic activities (which is closely tied to notions of freedom of teaching, learning, and research); and thirdly, the practice of academic rule. In this regard, institutional autonomy and scholarly freedom are the 'negative freedoms' of individual scholars – including students – within the organisational framework of the university, to be able to teach, learn, research and publish without undue external constraints, while academic rule refers to the 'positive freedom' of those involved in academic activity to exert authority over academic affairs (CHE, 2008: 32).

Academic governance internal to the university therefore has the dual role of defending the scholarly freedom of those involved in academic activities as well as providing structures and processes by which they can participate in decisions on academic matters and the wider conditions under which academic functions are performed. The typical structures of university governance include formal decision-making bodies of co-operative or shared governance such as a senate, faculty boards and school and departmental boards, their committees or 'meetings' in the academic governance domain, as well as bodies like a student affairs committee or residence house committees in the co-curricular life of students. If these are the structures of governance, then those of academic management would include the professorial chair, the academic department head, the dean's office, and the Rectorate or President's office in a hierarchical-managerial structure that can be 'read off' the complex organograms of universities and their academic and student affairs departments.

The governance implications of students' claims to academic freedom have historically been considered along with other student rights and responsibilities. In the American and British HE systems, the student rebellions of the 1960s, for instance, sounded the death knell for *in loco parentis* as an overarching principle by which to govern the student-university relationship. Thus, in the course of the 1970s, formal student involvement in university decision-making became an established feature of university governance in Anglo-American systems of HE governance. In the United States in particular, students' right to participate in university governance was enshrined in a 'pact' between the student organizations and organizations of university professors and student affairs professionals known as the *Joint Statement on Rights and Freedoms of Students* of 1968. It remains a resource for many university-based charters of student rights. Conversely, a different way of formally conceiving of the student-university relationship in formal and explicit terms is presented in the much more recent requirement in UK universities to establish student charters that respectively outline what students can expect from the university, and what the university will expect from students.

It is among the functions of SAS to act as trustees of students' rights and responsibilities and ensure that successive generations of student leaders are aware of and empowered to enact and defend students' academic freedom.

Student engagement with knowledge

The most recent theoretical perspective on the critical role of students in university decision-making is elaborated in terms of student engagement. Student engagement has become one of the major buzzwords in HE research, popularised by the NSSE-related work of George Kuh and derivatives thereof in various countries (Kuh, 2009). There is a great diversity in which the notion of student engagement has come to be used in HE scholarship. Reviewing, ordering and synthesising the conceptual sprawl, Ashwin and McVitty (2015) propose a definition of student engagement that takes into account the context of engagement, the meaning of 'non-engagement' or 'dis-engagement', and argue that a conceptualisation of student engagement should involve (1) the object of engagement; (2) the degree or mode of engagement; and (3) the connectivity of student engagement to knowledge.

By the object of engagement, Ashwin and McVitty refer to (1) what is being engaged with (or the 'level' at which knowledge is engaged with) and distinguish three broad objects or levels: (a) the formation of individual understanding i. e. learning; (b) the formation of the contents and processes of teaching and learning; and (c) the formation of communities (such as student associations, unions, governance).

The notion of degrees of engagement refers to the 'intensity' or mode by which engagement occurs, a concept based in part on Klemenčič's work: i. e. consultation; partnership and leadership in student involvement.

Thirdly, engagement is fundamentally conceived as a knowledge-centred activity. In their view, all student engagement is purposed towards the development of understanding. For student participation in HE governance to be considered a form of student engagement under this framework, engagement therefore needs to involve disciplinary or professional knowledge. This knowledge-centred conception of engagement is deliberate and based on the view that 'it is the *critical* relationships that students develop with knowledge that makes a university degree a higher form of education' (Ashwin & McVitty 2015: 346).

Implications for student affairs and services

The implications of the theoretical perspectives on student governance are manifold; they can be considered in terms of a framework for operationalising students' claims to academic freedom and critical student engagement with society, the university, campus life, and the student experience, as well as analysing and 'diagnosing' the nature and extent of existing provisions for student participation in decision-making, and configuring and re-configuring student affairs interventions, projects and services all the way towards a full-scale 'curriculation' of student leadership development and governance programmes. Moreover, the assessment of the extent to which student engagement at various levels takes the form of non-engagement, disengagement, consultation, partnership or even leadership by students, is useful for understanding ways of enhancing student participation in various domains and at various levels of decision-making.

Furthermore, a theoretical understanding of student governance and activism highlights the need to integrate various SAS interventions and programmes. It provides a more complete view of the way various student affairs functions are interrelated: institutional student governance, student participation in academic governance, in the governance of student affairs, residence governance, institutional liaison, student self-government and student organizations, student leadership development and civic development programmes, community engagement and volunteering, student conduct and discipline, student academic and administrative services and records, and so forth. Conceptualising this interrelation in the specific context of a student affairs department is imperative for designing student governance and diagnosing the causes of student activism; it is equally crucial in a drive towards the co-curriculation of successful student governance and leadership development programmes, which ought to further link up to a diversity of related services.

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Student mobility in higher education: A mass movement requiring significant involvement from student affairs and services

XI

Student mobility in higher education: A mass movement requiring significant involvement from student affairs and services

Ravichandran Ammigan
Birgit Schreiber

International students and cross border education are important issues for universities all around the world. Interestingly, when we think of an international student, we visualize a student coming to our country from another to study. Conversely, when sending a student from our country to another for study, we call it study abroad or cross border education. Actually, the international student is simultaneously studying abroad and the study abroad student is, at the same time, an international student (Ludeman, 1999). It is this intense mobility experience that this section will address.

The immense increase in student mobility across the globe has been described as a 'mass movement' (ICEF, 2014), not surprisingly, as students seek to spend parts of their academic career in a different country, as employers prefer graduates who have international experience, as knowledge markets support the pooling of talents from across the globe, and as socio-political stability is advanced through international student mobility (Ortiz, Chang and Fang, 2015). Student mobility also favours income levels after graduation and benefits are compounded for students of disadvantaged backgrounds and traditional minorities (O'Malley, 2017). Student Affairs and Services (SAS) play a significant role in the adjustment, study experience, development and support, health and safety, and accommodation of departing, returning and visiting students, and are also critical in maximizing the influence of international students within local environments.

Student mobility has a significant influence on global issues and, while numbers have doubled over the past 20 years, there are indicators that point to a slow down over the coming decade. According to Choudaha (2017), every third globally mobile student was studying at an American or British institution' and this is set to decline with Brexit and the new American anti-immigrant rhetoric. Equally, the economic rise of the source countries like China and India are facing challenges that may lead to a slowdown in exiting students seeking study exchange experiences. To counter these trends, there might also be an intentional increase in mobility from and to more unlikely countries and regions (de Wit, 2017).

International cooperation to promote student mobility

Student mobility contributes towards knowledge advancement as well as the promotion of global or regional partnerships and socio-political cooperation and stability. Mobility is, therefore, not only a tool to advance knowledge creation, but also a mechanism to advance regional stability and shared economic, political and social goals.

Educational hubs are created across national and regional boundaries to advance this kind of socio-political cohesion and stability and the European Higher Education Area's Bologna Process is 'probably the boldest move and one with the most wide-reaching influence on mobility' that aims, among others, to advance such regional cohesion and stability (Schreiber, 2016, pg. 242). The Bologna Process, with various mobility programmes like Erasmus+ that have accelerated student mobility across Europe, sets the benchmark for supra-national agreements in HE mobility and has enabled inter-university credit transfers, migration and accessible study visas, financial and adjustment sup-

port for students wanting to study across the European Higher Education Area (O'Malley, 2017; de Wit, 2010). National Higher Education Initiatives such as the UK Strategy for Outward Mobility seem to drive mobility, even if slowed down by political barriers like Brexit.

Various other regions have developed common spaces of HE that promote student mobility like, for instance, the Association of Southeast Asian Nations (ASEAN, 2014). Much like the Erasmus+ programme, ten Southeast Asian states, including Myanmar and Vietnam in the west, Japan and Korea in the north, and the Indonesian archipelago in the south, have joined to articulate visa and immigration requirements, credit transfers and shared study programmes to advance student mobility (Zhang, 2013).

These regional agreements advance student mobility and research shows that students make good use of these programmes. For example, 30 % of international students enrolled in Organisation for Economic Co-operation and Development (OECD) countries originate from other OECD countries (OECD, 2015). In some cases, tuition fees are waived and immigration linked to study visas is promoted.

Within the African continent, the Southern African Development Community (SADC), incorporating fifteen states of the English-speaking continental south, advances student mobility via eased visa agreements, credit transfer, reduced fees and adjustment support programmes.

Another development over the recent years is the establishment of international campuses, satellite or branch campuses; with 220 such sites worldwide (UO, 2015). New York University's Abu Dhabi campus, and Lancaster and Strathclyde University campuses in Pakistan Lahore's Knowledge Park, are the best examples of how international collaboration finds new expression within local context. Some challenges regarding these developments exist around imported curricula and a potential inarticulation of faculty with 'domestic pushback', and curricula/educational policy naturally based on local culture and context. Now these efforts are increasingly made in culturally sensitive and contextually embedded ways (UO, 2015, p.10; Schreiber, 2016).

Models and approaches to promoting student mobility

Universities, countries, regions and continents have engaged a variety of mechanisms to advance student mobility. At a macro level, global initiatives and organizations, such as UNESCO and IASAS, are set to accelerate student mobility via supporting high-level shared education agendas and hosting global staff and student events.

Intentional internationalisation within countries and regions advance student mobility via the implementation of policies and agreements at national and international levels. De-centralized internationalisation is in the hands of the educational institutions and is advanced via the establishment of international offices that support exchange and study abroad programmes, via the focus on developing global and international competencies and skills in students and staff, via the establishment of bilateral agreements with target universities, and through north-south and south-south agreements and cooperation (Schreiber, 2016).

Innovative models, such as the incubator approach, an education hub attracting students from across the globe into a shared research agenda (Cloete et al., 2015), have advanced mobility and give opportunities to students from across wide regions to join an incubator site to collaborate around a focus area. Other intentional models include the 'Capacity Building Doctoral Education" (Cloete et al., 2015, p. 81), a collaborative network of select institutions across Africa (South Africa, Botswana, Tanzania, Uganda, Malawi and Kenya) that seek to establish a Partnership for Africa's Next Generation of Academics (PANGeA).

Internationalisation of universities is accelerated not only via the increase in student and staff mobility and cross border collaborations around teaching, academic programmes and research, but also through the intentional renewal of academic processes, course content, teaching practices and learning outcomes. Systemic internationalisation requires 'pedagogical approaches to utilize the experience of multi-ethnic student groups and to facilitate every student's acquisition of intercultural competencies' (Stier, 2006, p. 1), which include those around communication, cultural knowledge, identity work and appreciation of social and cultural plurality.

International students as a resource to institutions and the drive to enhance diversity

Many institutions of HE around the world have become increasingly dependent on the recruitment of international students as they contribute heavily to tuition revenue and economic functioning of the institution (Choudaha, 2017). In the context of HE internationalisation, however, international students are more than just increasing enrolment numbers. They play an important role in supporting the institution's diversity initiatives and help cultivate intercultural engagement and awareness on campus and in the local community (Lee & Rice, 2007). With greater competition to recruit talented students, both nationally and internationally, and added pressure to serve and retain a growing international student population, it has become critical for institutions to provide sufficient resources that support the experience and academic success of that community.

As universities become increasingly interconnected through international student mobility, models of student affairs are also expected to expand and adapt to new audiences across different cultures and contexts (Ping, 1999). Support units and departments, such as the international student services office, housing and residential life, career services, and student wellness, must work together throughout the process to enhance the experience and integration of all students. As trained professionals, educators and mentors, the contribution of SAS professionals is essential in serving the complex needs of international students and maintaining a welcoming and inclusive environment on campus (American Council on Education, n. d.).

International Student Services

International Student Services (ISS) may vary in organizational structure and the range of services they provide but all share the responsibility of assisting international students in their educational and cultural transition to campus. Services provided often include orientation programmes, immigration advising, assistance with academic and employment issues, and social and cultural programming. With direct access to the international community, ISS offices can play a vital role in furthering global engagement and enhancing intercultural competencies at university.

Importance of cross-campus collaborations

Student affairs professionals contribute to the experience of international students in a number of ways from offering language and academic support programmes to promoting positive social relationships among international students, their peers, and the larger community (Ting & Morse, 2016). For this to happen, however, programmes must be designed intentionally and collaboratively to serve the complex needs and challenges of a diverse student population (Briggs & Ammigan, 2007). The larger campus community must clearly understand that supporting international students in their academic, social and cultural environments, as well as increasing cross-cultural sensitivity and interactions among all students, can help advance the internationalisation and diversity goals of the institution (Koseva, 2017).

Key areas for partnership

Programming for student success

Supporting international students for academic success, social and cultural adjustment, and community engagement is one of the many responsibilities of an ISS office. In addition to covering information specific to immigration regulations and employment options, programmes and workshops must be organized around the specific academic needs of students such as classroom culture, tutoring services, time management and study skills, academic discourses and plagiarism, and, language support. Developing supportive networks with local students can also help international students adapt quickly to their new living and learning environments. Social and cultural programmes such as welcome receptions, coffee hours, film series, a buddy-mentor programme, and recreational activities can boost engagement and adjustment among students. Additionally, programmes on how to navigate community resources and services, such as shopping, banking, and transportation, can prove to be valuable. To sustain such an elaborate programming calendar, however, it is important that university offices team up when developing programmes.

Support before and upon arrival

Preparing international students on what to expect before they reach their institution can help them transition smoothly and settle quickly into their new environment. Pre-arrival information on the visa application process, housing, health insurance, class registration and other key issues can be made available in their admissions packet and across online and social media platforms. Some institutions have begun to host pre-departure orientation programmes overseas even before incoming students travel to their university. Upon arrival at campus, hybrid orientation programmes with student services units and academic services can further assist and guide international students towards a positive and successful experience.

Career planning and development

It can be a stressful experience for international students to find employment during their programme of study and after graduation. Their career development and planning process is often focused on challenges, such as, legal requirements, cultural differences, language and communication barriers, and for some, unfamiliarity with the basic career construct of a new society (Reynolds & Constantine, 2007). An effective partnership between ISS and Career Services is essential for addressing the complex career needs and readiness of international students. It can include workshops, seminars, walk-in advising sessions, and webinars that cover a wide range of topics such as career planning and decision-making, visa requirements, job search and interviewing skills, résumé building, and networking with recruiters. Developing a joint strategy for explaining complicated immigration regulations to prospective employers can also increase internship and employment opportunities for foreign nationals.

Health and wellness

The first days in a new country and culture can be confusing and difficult for many students. This process of transition from one culture to another usually involves adjusting to general life factors such as food, housing, and transportation; academic conditions such as language and educational system; different aspects of culture such as new customs, norms, and traditions; and psychological factors such as homesickness, loneliness, depression, alienation, and loss of community and change of identity (Msengi, 2004). It is therefore extremely important that international students are aware of these aspects and have access to resources that can help with their acculturation process. A col-

laborative model for information sharing and programming among Student Affairs offices, such as the ISS and the Counseling Center, Student Wellness, and Health Services, can help prevent and alleviate academic and cultural stressors that may impact the health and wellbeing of students.

Crisis and emergency response management

ISS staff must be prepared to respond quickly in the event of an emergency involving international students and scholars. There must be protocol and procedures in place to address crises that may include a serious injury or an arrest, a natural disaster locally or abroad, and other unexpected emergencies impacting students (NAFSA, 2015). Working closely with partner offices like Risk Management, Public Safety, and Student Wellness to develop resources and guidance on crisis management ahead of time can be instrumental for ISS and SAS to respond in a timely manner whenever necessary. Collaborative efforts can also include training on the referral process and emergency preparedness for staff, setting up educational workshops and online resources for students and introducing software that can track, reach, and protect students during emergency situations.

Cultural sensitivity and awareness

To complement a series of programmes and resources that help foster an inclusive climate on campus, it is important that an institution also builds intercultural competence among its students. ISS can play a leadership role in conjunction with the multicultural centre, office of equity and inclusion, and diversity office to offer intercultural training workshops that help enhance communication skills, customer service, and techniques to better support, connect, and engage with others across cultures. Not only are there a myriad of programmes that facilitate departure, return and stay of international and local mobile students, so as to improve the benefit for the 'stay-at-home' students, but there are also a number of innovative conceptualizations that re-define notions around assimilation and accommodation of international students.

Assessing the student experience

Improving the experience of students is a priority for many institutions as it helps increase retention rates and support recruitment initiatives. Using a variety of assessment tools, some developed in-house and others provided by external companies, universities regularly measure levels of development, competencies, engagement, needs, and expectations of their students. Administrators can benefit from readily-available data to better understand students' experiences across the university if feedback from departmental surveys, focus groups, and interviews is intentionally made available and research projects are set up and results published.

Conclusion

Student mobility is not only advancing research, knowledge and the overall educational experience, but it also contributes towards regional and global stability, develops key diversity and international competencies, and is a key contributor towards the promotion of social justice (Schreiber, 2014). SAS, via International Student Services, contributes to the success of internationalisation, not only in terms of supporting departing and arriving students, but also in terms of devising programmes that spread the benefits of internationalisation in the domestic and local context.

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One size does not fit all: Unique delivery systems in student affairs and services around the world

XII

One size does not fit all: Unique delivery systems in student affairs and services around the world

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Introduction and Background

Roger B. Ludeman

When talk began (2000) about the need to create a global organization in HE and SAS, the single most prevalent topic that drove those discussions was related to the differences that exist among countries in ways they delivered their services and programmes to students. It was fascinating to learn from each other how our systems developed based on history, tradition, culture, politics, economy, language and, sometimes, events.

In Section XVI of this book (Country reports) you will find reports on countries around the world describing the basics of their SAS delivery systems. In this Section IX, One size does NOT fit all: Unique delivery systems in student affairs and services around the world, we have chosen a few of the countries to describe, in more detail, how their approach is unique and, therefore, does not match the methods used in other countries. While the delivery of SAS may vary, one constant is the central focus on students and their needs. It is interesting to compare among the countries and, in the end, better understand our own approach to working with our students. Here then is One size does NOT fit all!

Australia

Jordi Austin

First, I will briefly describe the HE sector in Australia, as the shape and size of our institutions, how students access HE and who pays, all determine the type of services we are able to provide and the expectations students bring into their learning context.

Funding – who is paying for our education?

Since 1989 the tertiary sector has been funded at the Federal level through the Higher Education Contribution Scheme (HECS). This system requires all students undertaking learning in the tertiary sector to contribute to the costs of their degree. Most of the funds for course of study are subsidized by the Federal Government; however, the proportion funded by the government has been decreasing on a per capita basis for the last 10 years. Students are expected to contribute to offset the costs of learning. This requirement can be paid either at the start of each academic semester or deferred through the federal tax system. Most local students chose to defer their costs until after they have graduated and achieved a minimum wage to commence repayments.

In addition, the international student market fills a proportionally high rate of overall student numbers, with most institutions retaining between 20–30 % of international students. For example, at the University of Sydney we have 63,000 students across all degree programmes, with more than 17,000 international students. This later cohort in itself is larger than many tertiary providers in total student numbers.

Access – who is coming?

In response to employer and industry requirements for a more highly skilled and educated workforce, successive Federal governments have responded by setting ambitious targets for the proportion of young adults and recent school leaver tertiary degree attainment. Simultaneously, technical colleges and accreditation at the diploma and sub-degree level are receiving increasing interest from the Federal government to address emerging professional and practical skills shortages.

Implications of a changing population base and student profile.

Most universities are facing increased diversity of students from first in family backgrounds, international students from more than 160 nations, local students from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander students, increasing numbers of students with high needs, and mature age and reskilling workforce. In many ways this increase in diversity is welcomed and viewed as a healthy reflection of a contemporary, skilful and inclusive community; however, there are residual cohort requirements and diverse expectations for service delivery that need to be accommodated with diverse levels of engagement in learning.

Student expectation has also risen with an increase in student payments – user pays drives higher expectations of quality of learning, in particular the emphasis on relevance of learning to industry and likelihood of achieving discipline- specific employment on graduation. There are both student expectations and parental drivers for quality and productive graduation outcomes.

Urban vs rural institutions. On campus experience vs campuses with high proportion of mature, return-to-learn students or distance education.

In some circumstances the off-campus student population is more than 65 % of total enrolments. Recent analysis by the Federal government indicates that universities with a higher proportion of distance (or off-campus) learners, part-time or mature students, will have higher levels of non-completion. Recommendations are being considered to rollout student engagement and retention initiatives specifically targeting these cohorts. Most institutions are aware of these challenges and are creatively adapting their resources to meet the needs of these students. Student services are adapting to the challenge of providing an enriched and engaged student experience to undergraduate students who may not set foot on the campus until graduation.

Conversely, many urban universities have high proportions of on-campus study students. Rarely do the majority of these students live on campus. Most Australian universities have commuter campuses, with students remaining at home or in their home town for study. A significant proportion of students work to fund their studies, or to meet family and carer responsibilities. Students are not only not living on campus, but they are striving to minimise the amount of time they need to be on campus, and will strategically structure their time in class, researching or completing group work, before returning home or to work.

Many SAS programmes are designed to connect with these time-poor and transient members of the learning community and are challenged to create meaningful 'bursts' of engagement to capture and support the student when they are on campus.

Implications for service provision

Average overall enrolments are between 30,000 to 50,000 students, more than 25 % international students, and a commencing cohort of over 9000 students. This poses particular challenges for scale and sustainability of student affairs programming.

How do we view students?

The Australian campus is a very traditional western learning environment where students are seen as independent adults, able to make informed decisions about their study, where they direct their energy and their ability to structure their learning. Recent debate about levels of government funding has allowed airing of the question of whether tertiary learning is a private benefit or a public good. This has not been resolved.

Increased awareness of the difficulties of transition into an independent learning environment has led to the development of bespoke transition and orientation programmes that scaffolds learning and encourages pathways to help seeking. Peer-assisted and facilitated learning, proactive outreach and engagement for students identified as at higher risk of early attrition, and more active early social engagement and connection are common examples of these programmes.

Types of services offered

Most universities provide a full suite of learning, personal, career and social engagement services. These are seen to complement and act as a point of referral into bespoke community resources, such as specialist mental health, gambling treatment clinics, drug and alcohol or sexual assault clinics. In a tightened funding environment, all services are being asked to stretch the student learning and engagement spend and to be able to demonstrate tangible impact on student learning and attainment outcomes.

Typically, student services are small, highly skilled teams working across large cohorts of students. Faculty and student requests for service consistently outstrip supply. This has the encouraging influ-

ence of pushing creativity and engagement in novel ways with larger cohorts of students, and to the development of programmes of student-enabled initiatives under guidance or support of student affairs professionals. Australians also tend to be early adapters and will quickly pick up and adapt promising practice from local or international sources. This increases the speed of implementation of novel ideas to greatest effect for the student body.

Services provided include: learning and academic engagement and support; library access and skilled research skill development; English competency and academic writing competency, orientation and transition programmes; early attrition prevention outreach; student housing, emergency housing and residential life programmes; mental health, personal development and wellbeing programmes; disability and equitable access schemes; career identification, skill development and employer engagement activities; international student advising; financial support, loans and bursary provision; indigenous support and access programmes; childcare; chaplaincy; peer learning and peer facilitated learning programmes; health services, nursing and triage; sport and social activities. Some universities have also incorporated student guild, advocacy and legal representation into student services, where other institutions have retained these last components as independent and student driven programmes.

Organization

The majority of universities in Australia are independent entities established by acts of parliament in their respective states or territories. They are independently governed and academically self-accrediting. The Federal Government has established quality assurance mechanisms to routinely and periodically assess the efficacy of the self-accrediting systems within each institution. There is an emerging cohort of private universities that are also self-accrediting but their funding model is more reliant on philanthropy, business model learning programmes and student contributions.

From a governance perspective, multiple and independent pieces of Federal legislation require universities to provide services to students with disabilities, international student service provision, first in family or Aboriginal and Torres Strait Islander students. Specific and tied funding for service provision to these cohorts has led to the creation of numerous programmes promoting access, retention and success at the undergraduate level. The success of these pathway programmes into the Master's coursework and higher degree level is an area of emerging practice and focus.

While noting the funding and priorities of the Federal government schemes as outlined above, student services tend to be clustered in one or two areas of the university and funded by core operational funds by the institution. This allows for differentiation of product relevant to the student composition of each institution.

Predominant model

Typically, services are structured around facilitating learning and holistic student development. Services are purposefully student-centric and will strive to compliment and support faculty-based learning initiatives.

Qualifications

There is no predetermined pathway to careers in student affairs in Australia. Some aspects of service provision will require specific professional training (e. g. psychologists or social work training, educational psychologists in counselling centres, careers counselling settings). There is an emerging corpus of staff specialising in student advising, disability services or residential life. ANZSSA, as the lead professional development and professional network association in the region, is exploring the

possible benefits of introducing a professionally accredited degree or sub-degree programme to introduce a consistent language and framework for student affairs. The benefits of this project would enable consistent programming, a coherent and consistent language of student life across institutions, professional career development trajectories and increased assessment and quality assurance rigour. A clear and identified strength of the current professional diversity which pulls on expertise from very wide disciplines and career trajectories into student services, opens pathways for creativity, fresh perspectives and novel approaches to recurrent issues on campus.

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People's Republic of China

Qi Li

Background information on student affairs and services

There are approximately 2,595 regular HEIs in the People's Republic of China. Most of them are public institutions funded by the central and provincial governments. Overall, this is a centralized system and most institutions are similar in terms of communication patterns, decision-making, and organizational structures. Meanwhile, this is also a highly stratified system, in which merely 100 or so research universities are at the top of the hierarchy.

As an integral part of higher education, SAS are synonymous in part with 'student work' in China's HE system that is assumed to be a vital means to the end of ideological and political education (IPE). In the mass HE era when there are marked differences between elite and mass HEIs, there is ample reason to believe that the model of student affairs/services in these institutions ought to be adjusted accordingly.

The mission of higher education

SAS in China's HE system can be better understood by examining the Higher Education Law of the People's Republic of China. Article 4 of this law provides that HEIs '...must turn the educatees into socialist builders and successors who are fully developed in morals, intelligence, physique, and aesthetics, among others' [Higher Education Law (Article 4), 1998]. Clearly, this article actually serves as the statutorily mandated mission of HE and SAS.

Typical student services and programmes

There is a variety of student services and programmes in HE in China, including IPE programmes, military training and national defence education programmes, enrolment services, career counselling services, psychological counselling services, new student orientation programmes, financial aid and scholarship services, student conduct programmes, campus safety and security programmes, housing and food services, international student programmes and services, and the Communist Youth League Committee (CYLC) programmes. In addition to student work offices, disparate units are also involved in the delivery of student services and programmes, ranging from academic units to the

instructional affairs office, international student office, office of safety and security, and department of logistics.

The role of SAS practitioners in HE can be conceptualized as educators, administrators, and service providers. As educators, they are involved in the IPE of undergraduate students, teaching Marxism, Mao Zedong thought, and socialism with Chinese characteristics in an effort to change their student values, philosophies, and worldviews. Moreover, they are also expected to address issues related to ideals, beliefs, patriotism, history, democracy, and national policies. As administrators, they are responsible for granting awards, imposing sanctions, supervising student activities, and creating a safe and secure campus environment. As service providers, they conduct new student orientations, operate enrolment and financial aid services, provide academic support and counselling services, and more.

Organizational structure of student affairs and services

According to Article 39 of the Higher Education Law, 'the state-run institutions of higher learning practice the president responsibility system under the leadership of the grass-roots committees of the CPC in HEIs' [Higher Education Law, (Article 39), 1998].

As such, there is a dual authority structure in every public institution, with the institution's Party secretary at the top of one and the president at the top of the other. Specifically, in SAS, a deputy Party secretary at the institutional level is usually assigned to work atop the Party hierarchy and several vice presidents atop the administration hierarchy, including a vice president (VP) for student work, a VP for undergraduate teaching and learning, a VP for logistics and campus safety and security. Usually, the deputy Party secretary has general oversight of IPE while the few VPs are responsible for overseeing administrative and functional services and programmes.

Structurally, there are two levels of administrative/functional offices in SAS. At the institutional level, they tend to encompass student work office, career counselling services, psychological counselling services, and the CYLC office. At the college level, there is also a student work office which is usually staffed by an associate Party secretary, a secretary of the CYLC, student counsellors, and class advisors. Generally, the administrative/functional offices at the institutional level are overseen by a deputy Party secretary of an institution and/or a VP for student work. They have authority to direct and supervise the work of the student work office at the college level. Moreover, there are additional administrative/functional offices at the institutional level which are student-related but overseen by VPs who are in charge of units outside of student work.

Functionally, the student work office at the institutional level is responsible for planning and organizing IPE programmes and other administrative/functional services; the CYLC office is responsible for student activities; psychological counselling services are responsible for psychological wellness programmes and services; and career counselling services are responsible for providing information or advice about career opportunities and job placement. By contrast, the student work office at the college level is responsible for executing directions from all sides, which is clearly reflective of its subordinate status on campus.

The predominant model of student affairs and services

SAS in China can be conceptualized as an IPE-based functional silos model that manifests itself in at least three features: (1) IPE is instrumental in maintaining strong leadership of the CPC in HE and student affairs. (2) In the delivery of student services and programmes, a vertical organizational model is followed that is largely grounded in a dual authority structure. (3) The compartmentalization of administrative and functional units in the context of higher education, especially the involvement of

several VPs in the delivery of student services and programmes, is likely to put up barriers to effective communication and collaboration on campus, making it all the more important to have vertical and horizontal coordination mechanisms in place.

Qualifications of practitioners

SAS positions can be categorized into entry level, mid-level, and senior level positions. Entry level positions mainly include counselling services in SAS, ranging from student counsellors to class advisors, psychological counsellors, and career counsellors. Overall, student counsellors constitute the largest group of frontline practitioners in SAS. Based on a policy issued by the Ministry of Education, the recommended counsellor-to-student ratio in HE should be one counsellor for every 200 students and, moreover, full time counsellors should constitute no less than 70 % of all student counsellors in a college or university. Given the fact that about 37 million undergraduate students were enrolled in 2016, it can be estimated that there are probably 185,000 student counsellors in HEIs across the country today.

Due to the fact that there is no student affairs graduate programme in China, most student counsellors have a Bachelor's degree in education, psychology, or a major field specific to their colleges. Recently, an increasing number of institutions require that qualified applicants for the student counsellor positions should meet the following eligibility requirements: (1) have a Master's or, preferably, a doctoral degree, (2) be a member of the CPC, and (3) have prior experience as a student leader or a practitioner in student work for a certain number of years.

In contrast, a class advisor is likely to be a junior faculty member who serves at the same time as an advisor for a class of undergraduate students in his/her own major field, usually as a precondition of eligibility for academic promotion in the future. In the same vein, psychological counsellors and career counsellors tend to be specialists who have a degree/certificate in a relevant field.

Mid-level positions mainly comprise such titles as office directors at the institutional level. Senior level positions tend to include job titles such as deputy Party secretaries of an institution and VPs. Usually, the minimum qualification requirements for the senior level positions are as follows: (1) have a terminal degree, (2) be a full professor or have prior experience as director of an administrative/ functional office for a certain number of years. As most senior administrators must juggle multiple roles, it is barely feasible for them to work full time either as a professor or as a senior administrator.

Challenges for student affairs and services

Traditionally, IPE is the centrepiece of student work in China's HE system but student services is barely comparable in importance. As China began to enter the mass HE era in 2002 and the top elite research universities are in quest for world class university status, it is time to upgrade SAS and to better match it with institutional types and individual student needs.

To begin with, policy-makers and HE leaders must confront a few critical challenges. First, it is advisable to integrate the current functionalist perspective on the mandated mission of HE with student-centred perspectives to better meet the individualized needs of each and every student. Second, effective vertical and horizontal coordination mechanisms must be in place to achieve integration and to avoid compartmentalization and fragmentation in the delivery of student services and programmes. Third, initiatives must be taken to promote professionalization of SAS in order to train professionals, establish qualification standards, and forge partnerships between academic affairs and SAS. Needless to say, it's by no means easy to successfully meet these challenges.

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Ecuador

Mariel Paz y Miño Maya

In Ecuador, a small country in South America, HE has throughout history been accessed by the few and the privileged (Louzano, 2001). Since the consolidation of Ecuador as an independent Republic in 1830, several reforms have been made in order to create HEIs (CESALC, 1986). During the last decade (2007/2017) several higher educational organizations were consolidated by the government in order to guarantee quality and democratization. In a population of 16 million, 555.782 have access to HE and 346.000 attend public, 62.000 private and 147.000 cofounded institutions (INEC, 2015). In the drive to consolidate and reform public institutions based on new HE quality standards, those institutions that could not make the transition were closed by government agencies.

HE students in the last decade have become a very important population and the government has invested around $80 million in scholarships and grants and new/diverse exchange programmes have been created (SENESCYT, 2015). Some students are now able to travel out of the country to get their degrees in prestigious educational establishments worldwide with the only condition being that after graduation they must come back to Ecuador and share their acquired knowledge.

Students are seen as new capital, evolving individuals who may be able to transform our country. Most students attend educational institutions concentrated in the capital, Quito or big cities around Ecuador. Others who have grants and scholarships leave the country to attend international institutions. Colleges and universities now are required to offer a variety of services that will enrich the students beyond direct instruction. Psychological services, and exchange and outreach programmes are just some examples of what educational control agencies require from all educational institutions in order to be qualifies as outstanding

Inside Universidad San Francisco de Quito (USFQ), a private HE institution, all SAS are mostly managed and concentrated inside the office of the Dean of Students. This is where students are advised to go in order to learn about the different services USFQ offers which include physical and psychological care provided by the medical network. Inside the Dean's office students can access the accommodation services and academic and emotional guidance. Campus life services offer students a variety of activities and clubs in which students can participate. In the same manner extra help and mentorship programmes provide students with additional guidance and tutoring for subjects in which they need to improve. There is also a Student Council that is elected yearly by internal elections where students get to vote for classmates who will represent them in different academic activities. The Dean´s office has also incorporated an Ethnic Diversity Programme in which minority students (around 400) are able to get scholarships and grants in order to access education they could not otherwise due to their low socioeconomic status. Beyond being able to access USFQ, students involved in the Diversity Programme are continuously monitored and guided in their social, academic and emotional well-being. Many students within this programme belong to a first-generation status.

USFQ also offers outreach programmes such as pre-professional practices in the community as well as community services. Students are able to give back to our community in continuous programmes in different and diverse communities. USFQ offices also offer financial aid and grants covering almost 70 % of the student population. The office of international programmes offers students more than 120 colleges and universities around the globe that students can access yearly. Different specialized institutes created inside USFQ provide additional services to students such as the CON-FUCIOUS Institute (Chinese culture) Auto Club USFA (Driving School) and IDEA (Educational institute). Overall, students can access different services at school and many of those services can also be accessed by the community. Therefore, students have what they need inside school and the services are not connected to the government in any way.

All the services USFQ provides are open to all students but are also given in respect of need. For example, the office of financial aid, as well as psychological guidance, can be offered to students in terms of need; but at the same time, if students request services, they will receive them.

The qualifications of staff that serve students vary in terms of which field they work in. In the administrative area, all staff are rigorously trained and hold degrees related to their areas. In other offices, many are educational Master's and PhD graduates with experience related to the field in which they serve. In the tutoring department professionals are either educators or psychologists as well. At the same time these professionals offer classes as part or full-time teachers.

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France

(The system for the delivery of SAS in France is unique and deserves a mention here. Readers are directed to the country report for France in Section XVI for details on their approach to serving students).

Germany

(The system for delivery of SAS in Germany is unique and deserves a mention here. Readers are directed to the country report for Germany in Section XVI for details on their approach to serving students).

Italy

Gian Luca Giovannucci
Mirela Mazalu

The average age of the Italian student is 23: 45 % are students up to 21 years old, 30,6 % are between 22 to 24, while the rest of 24.4 % are older than 25 years old. Female students account for 56.8 % of the student population, while male students make up 43.2 %. Nine out of ten students attend a public university, where they pay an average tuition fee of around USD 1700 for Bachelor's, USD 1800 for Master's, and USD 1200 for a PhD [l8] degrees.

Attainment rate is low: only 18 % of people between 25–64 years-old have attained a university degree. At 62 %, the employment rate of 25 to 34 years-old tertiary graduates is among the lowest in the OECD countries. The fact that over a third of young Italians between 20 and 24 years old are neither employed nor in education or training (NEETs), reinforces the idea that young Italians do not find tertiary education system very attractive.

Parents' education level still influences access to higher education: 55 % of students come from families where at least one parent has a high school diploma, 27.5 % of students have a parent with a university degree, while 17.5 % of students have parents without a general education diploma. This is considered both a consequence of the 2007 economic crisis, but also of the growth of the education level of the Italian population in general.

The extensive presence of universities in the Italian territory and a good public transport network linking cities to rural areas allows for the following distribution of students: 21.2 % resident students, 50.1 % commuting students (most of whom come from a disadvantaged socio-economic background) and 28.7 % students from other Italian regions. This means that the majority of Italian students live at home and that the Italian university campus revolves around the academic and administrative buildings, rarely halls of residence, sports facilities, or dining halls.

Student services can be divided into two main categories:

1. Services to all students: access to libraries, dining halls, IT or sports centres, discounts to public transport or cultural events.

2. Services to single students: scholarships or loans, part-time work or placement, accommodation, support for students with disabilities, international mobility programmes and scholarships, tutoring, counselling and soft skills development programmes.

Students are considered to be adults responsible for their own education and development. Services are usually triggered upon request by the student concerned. It is common though for students to be unaware of the support available or to be frustrated by the bureaucracy many services entail. Students rely on student associations or networks of friends for advice and guidance on how to deal with paperwork, which services are worthwhile or which co-curricular activities to engage in. Student unions advocate for students' rights and concerns, but their powers are usually very limited compared with unions from other European countries.

Services to single students, especially for study abroad programmes, part-time employment on campus, financial aid, etc., are usually awarded by competition, usually taking into account academic performance or parents' income. Unfortunately, due to funding shortages, not all students eligible to receive grants or exemptions will obtain them.

Universities do not act alone when providing services aimed at eliminating economic and social obstacles that limit access to higher education, mainly financial help in the form of scholarships, exemptions, allowances for tuition, housing and dining. The biggest actor is the *Associazione Nazionale degli Organismi per il Diritto allo Studio Universitario* (ANDISU), the national association of organizations that facilitate participation in higher education, the so-called support to the 'right to study.' ANDISU, based in the region where it operates, can have different names, is present across Italy and is independent from the universities grant recipients are attending.

Most recent figures show that 35 % of students availed themselves of financial aid at least once, either as recipients of grants or by being totally or partially exempted from paying tuition fees.

In the Italian scenario there are also private actors that offer students who would like to be more engaged in their university experience a collegiate residential model based on community living and soft skills development. By providing financial aid to students from low-income families, this model allows all students access to quality co-curricular activities. The leading example is the 'Conferenza dei Collegi Universitari di Merito' (CCUM), the association that brings together and represents the Halls of Residence recognized by the Italian Ministry of Education, University and Research. CCUM Halls are lively residential communities that gather students from different universities and student affairs professionals in charge of the educational project of each hall. The programmes, services and facilities foster both students' academic success and their personal and professional development. CCUM is thus an example of a private non-profit actor that fills in the gap in terms of accommodation and co-curricular activities.

Student affairs personnel are considered administrators dealing with administrative tasks since they are usually not trained in teaching and learning. Divisions for student services are led by faculty in leadership positions (acting as Deans for students) or by managers, with the support of an administrative staff.

The need for highly qualified staff and a greater presence in general of student affairs staff in the Italian tertiary education system is slowly being acknowledged thanks to some external factors like:

- internationalisation: the number of incoming and outgoing Erasmus exchange students is increasing. Most Italian universities have been allocating more staff and resources so that they can be proactive in offering support to international students so they can integrate successfully in the host university.

- employability of young graduates: development of career offices with trained staff that can assist students in developing a more varied set of hard and soft skills; proliferation of programmes that foster entrepreneurship, start-up mindset or university-business cooperation on traineeships or more rarely, curricula.

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The Philippines

Maria Paquita Diongon-Bonnet

How students are viewed

The Philippine Education system, SAS included, views students holistically; providing academic and technical training as well as programmes and services that hone the socio-cultural, psychological and political aspects of formation. Basic education is based on the K-12 curricular change in 2016–2017 whereas HE works on the threefold aims of academic excellence, research and community engagement in preparation for the world of work. We believe in the evolving persona of our students and we provide programmes for military service as well as community engagement to expose them to their role as citizens. While the country is well served with public elementary, secondary and tertiary schools, the capital of each region normally has more tertiary institutions to cater to the needs of HE students.

Many of the higher educational institutions are private with high school fees although scholarships are available for those in need and those who excel academically. Public institutions of learning, on the other hand, have lower fees and cater to the lower income bracket of the population.

Programmes and services

SAS include information and orientation services, student activities and student disciplinary services. Student activities are in the form of student organizations, student governance and leadership formation.

Programmes and services offered by the universities which may or may not come within the remit of student affairs are guidance and counselling, student publications, outreach or social concern programmes/services, campus ministry, student housing and residence halls, international student services, scholarship and financial assistance, food services, military training and sports development.

Some unique features of student affairs not present in all universities include the publication of operating manuals; systematic accreditation system for student organizations; student formation services for college and graduate students; student organization newsletters and published materials; web-based weekly calendars of student activities; special leadership programmes for top students and a management process that involves programme implementers in the planning, implementation, follow through and evaluation of programmes for student affairs.

How are services organized?

SAS are predominantly led by either a Vice-President or Dean or Director of Student Affairs and Services in both public and private higher educational institutions. The Office of Student Affairs and Services of the Commission on Higher Education monitors the conduct of student activities off-campus and outside the country.

What is the predominant model followed?

In the Philippines, SAS follows the principle of in *loco parentis* which means that educators and formators are jointly responsible for all students within and outside the classroom and act as second parents. The student is at the centre of all educational endeavours and the school provides programmes, services and activities that will promote holistic development.

What qualifications (education and experience) are required of student affairs/services staff?

In the public institutions, SAS personnel are qualified educators assigned to handle the formation of students. In the private institutions, the SAS are academic faculty members assigned in student affairs or academic service faculty members or non-teaching staff. They are all trained in various platforms in SAS-related disciplines such as psychology, counselling, educational management and other social sciences.

What is unique about the delivery of SAS?

Compared to other countries, SAS in the Philippines are focused on harnessing the soft skills of leadership, management, critical thinking, teamwork, honesty and responsibility. Faculty members are also engaged in student organizational operations and the formation of leaders. The National Association of Student Affairs practitioners actively provide annual conferences on various up-to-date issues and concerns for practitioners and bi-annual leadership training for student leaders. These venues engage the various sectors of society in student affairs work.

Spain – University-based approach

Adriana Perez-Encinas
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A traditional view of student affairs in the Spanish higher education context

How does your country view students?

The size of the Spanish HE system is comparable to other European countries. In OECD countries, 57 % of the college-bound study at the baccalaureate level and 22.2 % continue their studies with a Master's degree or equivalent. In Spain, the rate of baccalaureate level students is 46.3 % and 10.2 % go on to the Master's degree, both lower than the average at the European Union level (Datos y cifras, 2014–15). In the last few years, public universities have maintained their enrolment numbers, while private universities have dramatically increased their enrolment. Thus, the Spanish HE system offers a number of universities in accordance with the population size.

Students are seen as evolving individuals with a multitude of opportunities to study within the HE system. Students are also viewed, generally, as immature and as sometimes having difficulties in making wise decisions despite the fact that they are adept at technology and social media and have a broader view of the world than their parents. Also, while there are more than ample opportunities to study at universities across Spain and Europe, students tend to enrol in universities close to home and live with their parents. This is in part due to the close-knit family unit as well as what some would say is overprotection by their parents. Also, there are no specific financial aids to study in a different city.

According to CRUE's (Spanish Rectors' Conference) publication, Universidad en Cifras (2015), 45.72 % of Spanish university students that start their degree are from the same province as their university of choice, 41.43 % from the same region, and just 11.67 % from the rest of the country. Only about 1 % come from another country. Most international students are in mobility programmes

and not for a full degree. At any rate, these conditions present significant challenges for personnel at Spanish universities.

What student services and programmes are included in your institution or agency?

In the Spanish context most student services are included in the institutions. Common support services offered in all institutions are: admission, academic issues, language support, practical information and community information. Study programmes are also being developed, organized and amended according to national standards by universities bodies.

There are some support services that are not available for students in many public universities. These are related to counselling, accommodation and community engagement or student life. While these services are a common practice in some universities around the world, they are not so well-known in the Spanish HE system. Counselling and advising services can be in high demand in an educational system to prepare and inform students about university services and programmes as well as how to avoid academic dropout and to prevent students from stress and psychological issues. Another high need for services is related to accommodation provision and information. Public Spanish universities do not tend to offer accommodation services for domestic students or for international students. Accommodations on campus are rare and often are combined with what is offered in student houses called 'Colegios Mayores' that have a long history in Spain. Finally, most universities have a unit called student life services that organizes social activities and student clubs that can be a good way of engaging students on campus and enhancing the student experience.

One service that is missing at Spanish universities is guidance or academic advising. During their university studies, many students need help to decide what academic tracks to follow, whether their chosen studies match their interests and abilities and if they still have time to redirect their university career.

Some Spanish universities are offering a short course for students as they enter their studies. It focuses on the things students need to know at the beginning of their university life. Academic tutoring is also becoming a popular option for those students who need extra help to keep up academically.

How are the services organized in the institution or agency?

The organization of Spanish student services depends on whether the university is public or private and the size. Most larger Spanish universities are set up to have a decentralized structure per faculty or school. A common central office organizes procedures and articulates main information through common channels.

Co-curricular activities and extra-curricular activities are not centralized in one office at universities but mainly organized by different faculty or school and volunteer-based student organizations. There is a strong sense of collaboration and co-ownership at Spanish universities in how support services are provided. Responsibility is spread across the institution as opposed to one dedicated office (Perez-Encinas and Ammigan, 2016).

There are no special government agencies (outside universities) to provide student services. There are government departments at the regional or national levels that give information or provide grants, but not specific services for student life. There are also agencies to promote international mobility.

Describe the predominant model followed and approaches used in the delivering of student services and programmes?

Spanish universities offer a wide range of services and facilities including residences (Colegios Mayores), shops, sports, cafeterias, travel agency, medical service or banking office. Others are related to their academic activities including language centres, reprography, computer rooms, libraries, study rooms, laboratories, academic secretary or professional career counselling. The university units that provide services are managed by administrative staff, usually under the direction of an academic vice rector or vice dean, not a student affairs staff member. Many services are provided by academic departments, but others often are provided by external organizations, such as cafeterias, travel agencies or bank offices.

What qualifications (education and experience) are required of student affairs/services staff?

In the Spanish university system there are no professional programmes designed for student affairs administrators. Employees in public universities are in most cases civil servants who have passed an official examination organized by the institution. There is no specific training or qualification required in respect of support services. In the higher positions, the staff in charge of student services are teaching staff who have been selected to work with student services for a period of time. These teaching staff members are appointed as vice rectors or vice deans by the Rector at the university level or the Dean at the faculty level, and they don't have to have specific professional training in student's affairs/services, just their own academic credentials.

Please include any additional comments that would help describe how unique the approach to delivery of student affairs/services is in your country as compared to most other countries.

In Spain different institutions affect the definition and provision of student services. The Spanish constitutional framework basically regulates tertiary education, but regional governments also play a relevant role. Public universities in Spain are under the supervision of a regional government (except two universities that are supervised by the national government). As a consequence, a complex interplay of regulations and policies affects student affairs/services. One of the most relevant national policies for HE students is the grant policy. HE grants are defined by the national government (threshold mark needed to obtain a grant, funds available, etc.). Grant policy is related to student services because if the funds made available are not enough, students will need more and varied types of services. Actually, the national government should negotiate with students' regarding the main aspects of its grant policy. Unfortunately, when there is a lack of dialogue, the definition and provision of certain student services can be affected.

Finally, in the Spanish HE system institutions do not focus their attention on student life services and community engagement as much as other countries do. Support services are mainly oriented to administrative and academic tasks. It is striking that Spanish universities adopt an approach to providing support services for students by mainly focusing on administrative and academic issues and not on student life services and engagement.

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Spain – Servicios de Información y Orientación Universitarios (SIOU)

Coro Pozuela
Mar Gil Ràfols

SIOU or Servicios de Información y Orientación Universitarios is a voluntary, non-profit association of specialists in the field of information and orientation within Spanish universities. Currently, about 40 of Spain's 80 universities are members. The purposes of SIOU are not that much different from other professional associations around the world: promotion of information and orientation services (IOS), identifying essential features of IOS regardless of how they are organized, research on IOS, to collaborate with the Conference of Rectors (CRUE) in Spain and its student affairs committee, and to learn more about IOS in Europe and abroad. Until recently, SIOU met once annually along with the vice rectors for students. Academic sessions, networking and social activities were scheduled throughout the 3-day meeting. The conference was preceded by a semi face-to-face online meeting both before the conference and during the first day.

A few years ago, the association decided to forgo its annual meeting and replace it with technical meetings of several working groups. There are 3 working groups including on student orientation, a virtual fair and magazine and social networks. The orientation group looks at all aspects of student orientation and has created a questionnaire to administer to students. They hope to find out why students choose particular universities and areas of study. The virtual fair group is working on developing a platform to launch virtual fairs aimed at prospective students. Social networks and a magazine are the main topics of the third working group. They produce a digital magazine (+SIOU) twice a year.

Recently, SIOU has initiated a best practices award. The competition aims to raise awareness of universities' best programmes and services and to recognize them.

Spanish universities are completely heterogeneous when it comes to structure and the provision of information and services. In most cases the service reports to the vice rector for student affairs or similar position. In some cases, it could be another vice rector who has no direct working connection with students. The latest model to be developed is the one at Pompeo Fabra University (UPF) in Barcelona. The student information desk at UPF provides information regarding admissions, the university, and the activities. It also provides support to users wanting to review their academic transcript and activities at the university, much like a student information ombudsperson. A significant portion of their time is spent carrying out university promotional activities related to admissions.

In 2002, UPF restructured its IOS to be able to respond to generic queries students may have before beginning their studies, during their university years, and upon graduating. This was a major change and needed to be staffed properly. Therefore, the Student Information Desk was linked to the university library. This allowed for one central desk staffed by trained people who could answer questions about library resources, computer consultations and queries about academics and student life.

In addition to the encounters at the Student Information Desk, they also answer questions posed online and by phone.

What is of particular interest in the model at UPF is the reporting line to the library. It is very rare in Spain because all universities are quite autonomous in creating reporting structures. The Spanish way is 'whatever works, works.'

The SIOU group, with its annual conference and the different information systems (web, mail, magazine + SIOU, social networks) brings the specialists of these services together and shares good practices that may be useful to other universities.

Further information can be found at:

http://www.um.es/web/siou/inicio

http://www.um.es/web/siou/grupos-trabajo

http://www.um.es/web/siou/revista

http://www.um.es/web/siou/documentos

http://www.um.es/documents/1452701/1839218/prospectiva_analisis_Gerardo+Sanz.pd-f/8995235d-ca4c-465a-85b6-6fdf3de7d58b

http://www.crue.org/SitePages/Inicio.aspx

http://www.crue.org/SitePages/Crue-Asuntos-Estudiantiles.aspx

https://www.upf.edu/bibtic/en/pie/

Spain – Colegios Mayores

Enrique Iglesias H.
Roger B. Ludeman

Colegios Mayores – A Long tradition of service to students

The Colegios Mayores (CM) were founded as far back as the early 12th century, originally as charitable institutions to enable the poor to attend the university. As the years went by, they became controlled by the families of their founders and only the wealthy were admitted to these exclusive corporations. They dominated the universities they served. During the Napoleonic Wars most of them were destroyed. Some survived and were turned into faculty buildings or, more pertinent to this book, over 160 active, private halls of residence for universities. This is a good thing because most Spanish universities have no residence halls and housing all students is a major problem.

Over the years the CM have developed into an excellent supplement to HE in Spain. While they are private corporations, they exist primarily to assist the university by providing accommodation, food and a wide variety of academic, cultural, and sports activities for their residents. They even serve an important role in admissions as students apply directly to the colegio.

Most universities have a CM committee or commission chaired by the rector of the university. These commissions aid in the operation of the unit and its activities. The director of each CM is elected or appointed by the university rector from the ranks of the teaching faculty.

All CMs are also organized as a part of a national organization called the Consejo of Colegios Mayores Universitarios de España (CCMU). CCMU is legally approved under the Spanish constitution as an association of representative from all CMs and universities all across Spain. Their main purpose is to coordinate, evaluate and provide assistance to all members of their association. They are very formal and traditional showing respect for their historic role in Spanish universities.

As times are changing all over the world, the same is true of Spanish universities and the CMs. For example, providing accommodation for the growing number of university students is a very difficult task. Therefore, private interests see this as an opportunity to garner part of this market and the construction of private residences is skyrocketing. This move toward more apartments off campus has placed a strain on the CMs and their student numbers are dropping significantly. This is a double-edged sword in that, not only are their student numbers decreasing, but the private residence owners do not consider the whole student and his or her development and education in the same way but rather only as a consumer. Time will tell if this trend continues.

The CCMU website can be found at http://www.consejocolegiosmayores.es/. There you will find links to all Colegios Mayores in Spain.

Thailand

Will Barratt
Kriangsak Srisombut

Background

The Kingdom of Thailand is more than a beach paradise and very different from the United States making for interesting comparisons from the two writers. Education, particularly post-secondary education, is the diverse result of many contemporary and historical influences including religion, culture, economy, politics, and demographics. Post-secondary educational institutions around the world emerge within a unique time and place and must be seen within historical and cultural perspectives. The current and historical context of post-secondary education in the Kingdom of Thailand is very different from that of post-secondary education in the USA.

To describe the context of post-secondary education in a few hundred words requires judicious foregrounding and backgrounding of content. Barratt has lived and taught on his campus in Thailand for three years after a 30-year career as a teacher of student affairs and HE leadership in the US. Srisombut has taught in primary school, secondary school, and university, has been a dean of education, and is currently vice president of student affairs on their campus. Their combined knowledge base skillset is sufficient for this task.

The Kingdom of Thailand is a constitutional monarchy and Rama X is the current King, 98 % of Thais are Theravada Buddhist, it has a stable population of 69 million, had 156 four-year universities in 2015 (National Statistical Office) and enrolled 2.3 million students in 2016 (National Statistical Office). The P-12 system is well developed and every Thai, no matter how rural, has a school within walking distance of her or his home – consequently there are many small schools. Four-year colleges, developed mostly in the 20th century, are only part of the post-secondary system. A large majority of post-secondary students are female (80 % on our campus), and vocationally-oriented majors, like education and business, are heavily enrolled. Students matriculate into a major, are assigned into

cohorts of 30–40 students based on test scores and ability, and each cohort has a student leader. Students at all K-16 education levels take all classes with their cohort. There is a prescribed curriculum with almost no electives. Students at all P-16 levels wear school uniforms.

Community and authority are important threads in the life of Thai students, faculty, administrators, and staff. Home, family, and religion play a large role in Thai identity. All Thais have a home town, even if they or their parents have moved, and no matter how old they are. Moving into the family home after retirement to help aging parents, aunts, and uncles is common. Culturally prescribed family roles are part of everyday life, and the family roles transfer into work behaviours. Age is formalized in relationships and is reinforced daily when younger people must *wai* (the Thai raised hands greeting) to their elders and use the age-related honorifics Pee, older sister/brother, and Nong, younger sister/brother if a work title is not used. For example, we are Dr. Will and Dr. Kriangsak to our students. Thais are deeply embedded in their families, campus cohorts, and local community.

The Kingdom of Thailand was never colonized, making it unique in South East Asia. The rich Thai cultural heritage is unaffected by outside powers and modern institutions like education are wholly Thai created. The King plays a paternal role in the nation, for example Father's Day celebrates the King's birthday and Mother's Day celebrates his mother's birthday.

Thailand is Theravada Buddhist, with many big and small religious holidays, from Songkran (an annual water festival) to Wan Pra (every 7–9 days at full, waning half, new, and waxing half-moon). These holidays are widely celebrated and are often a day off school. National celebrations reinforce Thai unity through the Royal lineage and a common religion. The authority of royalty, parents, age, and monks underlies a great deal of Thai identity and relationships. On the other hand, Thai means free. Tolerance and respect for autonomy is a part of daily life. Small villages with closely packed open-to-the-air houses create a community and culture of respect. Cooperative agriculture, helping family and neighbours during rice planting and harvesting, is part of village life.

Background information on SAS

The material presented here uses examples from our campus, Roi Et Rajabhat University, founded in 2001. Roi Et Rajabhat University is the Thai equivalent of a state college and is very typical in Thailand with similar campuses with large academic programmes, like education, business, and nursing, geared toward career training. Post-secondary education in Thailand is relatively modern, with more than half of campuses being created within the past 50 years. Consequently, traditions and histories are not part of student affairs in Thailand. Most campuses have a vice president of student affairs, or equivalent, and centralized national professional training events happen regularly.

The mission of higher education

There are multiple sources for the mission of higher education, from central government mission statements, to quality assurance processes, to Buddhist philosophy, to local need. Quality assurance has five main categories that frame much of student affairs practice: a) character building, b) health and sports, c) volunteerism and care for the environment, d) moral and ethical activities, and e) art and cultural activities (Bureau of Higher Education Standards and Quality, 2014). There are also areas of learning outcomes mandated at the national level: a) ethical and moral development, b) c) knowledge, d) cognitive skills, e) interpersonal skills and responsibility, f) analytical and communication skills (Bureau of Higher Education Standards and Quality, 2014; Office of the Higher Education Commission, 2006). Supplementing these central government statements is the idea of 'public mind' that is about being a responsible and active member of the communities to which Thais belong. Public mind is entwined into the religious and cultural fabric of Thai life. Finally, there is the pragmatic idea

that universities should serve their communities. While included in quality assurance standards (Bureau of Higher Education Standards and Quality, 2014; Office of the Higher Education Commission, 2006) and mission statements, most campus leaders are active leaders in their province and service to the community and province drives many campus professional workshops and activities, as well as being part of faculty reviews (RERU President Chaloey Pumipuntu, 2017, personal communication).

Typical student services and programmes

University staff members work within the Thai context of community and authority to provide student services. Activities and organizations on Thai campuses would be familiar to most US practitioners with a combination of academic and non-academic groups. Career services, counselling services, financial aid, student organizations, campus festivals, and residence halls can all be found on a Thai campus and operate within a Thai context. For example, financial aid for students is quite different in Thailand and fraternities and sororities do not exist on Thai campuses. Intercollegiate sports are not part of the Thai campus experience.

Residence halls are small on our campus (we have 4 'Dorms', as they are called here) of between 60 and 80 students each and are highly desirable for student housing. Alternative student housing is scattered around the campus in apartment complexes, again, in a very Thai style of a two or three-story building housing a row of 10 or more apartments. The newest residence hall was paid for by the central government as capital improvement and the original buildings were built on borrowed money.

Counseling and career centres are active and staffed with faculty who have appropriate academic backgrounds. Peer counselling has been developed because many students feel more comfortable speaking with someone their own age than with a faculty member. Age and authority are a part of the foundation of Thai interpersonal relationships. It is typical for full-time faculty to have some management responsibilities and for campus administrators to have an ongoing teaching role.

Identity issues are present on campus and not primary among student concerns. Issues of gender identity, ethnic, sexual, or regional identity, and transgender status are present, and not in the foreground of student interests. More than 60 % of students on most campuses are women.

Organizational structure of student affairs/services

On the Roi Et Rajabhat campus there are three divisions that report to the Vice President of Student Affairs; services, activities, and secretary to the director. For a student body of nearly 9000 there are 18 full-time staff members, some of whom also have teaching duties on campus. Services include the Thai version of financial aid – loans and scholarships, counselling, disability services, and career services. Activities comprise the centre for campus-wide events like sports day, graduation, or national holiday celebrations. The secretary to the director keeps all of the records. Other functions, like campus security and international student affairs are managed under other Vice Presidents on this campus.

Student council plans and conducts many of the activities. Members are elected from the student population and determine the year's activities. Older students are expected to provide direction and guidance for younger students, and student council members from previous years give guidance for activities.

Qualification of practitioners

There is no student affairs profession in Thailand similar to the US. Faculty members who have a psychology background work in counselling and advise peer counsellors and dorm staff who do not

have post-graduate training. On the other hand, the Higher Education Commission conducts a large number of professional development experiences for people working in service and administrative roles on campus. The Asia Pacific Student Services Association (APSSA) had its most recent meeting in Thailand.

The vice president of student affairs and all vice presidents are selected by the university president and approved by the university council which is made up of faculty and non-faculty community representatives, functioning similarly to a board. No specific training or background is required for any of the positions, but the people serving as vice presidents have typically held other administrative posts on campus or in the university council.

Challenges for student affairs/services

A new generation of students is emerging in Thailand as the result of complex social and economic trends. Thailand, especially rural Thailand (the location of our campus), is a land of rich cultural traditions reinforced through music, dance, crafts, food, and festivities. Local wisdom is part of every school curriculum and all students take traditional dance classes. Combining this emphasis on tradition with ubiquitous smart phones and social media makes for interesting times. Economic centres in the cities have the lure of employment for young people, and yet home towns are central to Thai identity. A growing middle class with disposable income means more experiences are available for young people – a trip by plane to Bangkok is replacing a car/motorcycle trip to the big town nearby. The success of post-secondary education has changed employment patterns as well as the Thai economy. New shopping malls in cities are replacing local stores. Convenience stores provide a variety of international products to young consumers. Global brands, an aspect of economic imperialism and colonialization, are everywhere. Affordable motorcycles, and roads designed with motorcycle lanes, provide everyone with a new mobility.

The challenges for the coming years are about changes to the culture and economy – how to balance traditional values in a global society.

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Turkey

Leyla Yılmaz Fındık
Yüksel Kavak
Aydın Ulucan

HE in Turkey has expanded rapidly since the 1980s. The gross schooling rate in HE has increased from 6 % to 80 % recently. Turkey has the second biggest HE system in Europe with its 7 million students registered in higher education. During this expansion since the 1980s, universities have been

established not only in big cities but also in small cities through the whole country. That is, 70 % of the students in HE prefer studying in big cities; however, at present, 74 % of the university students study in Anatolian cities. There is a tendency that students prefer studying mostly in big cities regardless of the distance from their hometown. However, the number of students preferring to study in their hometown has also gradually increased.

There is a high need for accommodation, nourishment, health, psychological counselling and career planning services provided to university students. Students coming from other cities request accommodation services like dormitories. Universities usually can meet limited accommodation demands. Students, especially those coming from other cities, also request cheap nourishment. Health centres in universities try to meet important needs for quality health care of students and there is a need for psychological counselling and career planning also. Accommodation, nourishment, health, psychological counselling and career planning services provided in the universities improve the lives of university students. While nourishment and health services could be provided off campus this could prove difficult in many rural areas, and could find a number of disperaties in both quality and array of services across the country.

Turkish students following daytime education programmes in public universities do not pay fees; however, students following evening education in public universities have to pay fees which vary according to the disciplines. Public universities, in general, are financed by the government. Non-profit foundation universities can receive a limited amount of support from the government; however, income of non-profit foundation universities is mostly delivered from students' fees. Students study in non-profit foundation universities may receive discounts from the university and these discounts could vary according to the university. The discount depends on the students' performance show in the university entrance exam. Successful students receive scholarships from the non-profit foundation universities and do not pay any fees; some students could pay half or one third of the fees depending on their performance in the entrance exam.

The General Directorate of HE Credit and Hostels Institutions is mainly responsible for providing accommodation services and financial aid for university students. It provides dormitories for all university students in all provinces of Turkey. University students are awarded grants and loans on the basis of merit and needs by the Directorate. Students receive two types of loans; one is a study loan to support daily expenditures and the other one is a contribution loan to support paying tuition fees. Students have to repay these loans after graduation and the interest rate is applied by the government.

University students may also receive financial aid or scholarship from municipalities, foundations and non-governmental organizations. The criteria can vary depending on the institutions and firms. All students in public universities receive free health services paid for by the government during their HE.

Student services are mainly under the responsibility of universities. The predominate structure for student affairs in Turkey, such as the student affairs office, health, culture and sports office, is organized under the head of university.

Since the 1970s, student affairs offices in the universities have been designed as a centralized structure that is responsible for freshman admission, course selection processes, preparing official correspondence related to students' academic process and graduation procedures. Higher Education Law adopted in 1981 expanded student affairs to include the career centre, psychological counselling, student development and monitoring alumni as well. According to this law, the main structures of student affairs in Turkey are the Student Affairs Office and the Health, Culture and Sports Office. To

fulfil all these aforementioned services, part of the tuition fee budget is used for SAS such as nourishment, accommodation, health, sports and social needs.

The administrative structure within a HE institution is laid out in article 46 in Delegated Legislation number 124 dated 1983. This legislation describes the administrative structures of a HEI in detail. According to this law, the student affairs office is responsible for a number of matters including admission, register and course registration processes; conducting graduation and identity card, monitoring alumni and carrying out other services related to students. The Health, Culture and Sports Office is responsible for health and treatment of both students and staff; accommodation, food services, sports, recreation and cultural activities. Apart from the centrally designed Student Affairs Office and Health, Culture and Sports Office, some public and non-profit universities organize student affairs under a dean of student affairs and some new centres are responsible for psychological counselling, career planning and student development. These changes have converted the student affairs office into a wider structure.

Student affairs staff have a diverse educational background with the majority having at least a Bachelor's degree. There are no regular pre-service and in-service training programmes and there are no formal student affairs' training programmes in Turkey. State or non-profit foundation universities could provide in-service training or basic services related to student affairs. Staff of student affairs have experience generally based on hands-on learning such as peer learning and master-apprentice learning.

Student affairs office staff members are civil servants and become experts in their area of work through experience. Civil service officers are recruited via public personnel selection examination and experts are recruited after written exam and interview conducted by the institution. Temporary personnel are employed by the Sports, Cultural and Health Office to work in the student affairs office. All staff working in the student affairs office, except experts like counsellors, are administrative staff rather than academic personnel.

Universities in Turkey are not unique in terms of student affairs. Most implementation and applications are taken from abroad and universities try to adapt new approaches to their university structure.

Hacettepe University case

Hacettepe University is a leading university in terms of new approaches in student affairs and conducted the First International Student Affairs Conference in 2014. This conference brought new approaches to student affairs; provided an academic platform for both university administrative and academic staffs to discuss the present and future of student affairs. Participants came from 145 different Turkish universities. Dr. Roger Ludeman, (President Emeritus of IASAS, the International Association of Student Affairs and Services, Dr. Birgit Schreiber (Director of Centre for Student Support Services University of the Western Cape in South Africa), and Prof. Dr. John H. Schuh (programme director for the Emerging Leader's Academy at Iowa State University in the United States) were keynote speakers.

Hacettepe University employs education and training planners or advisors. These positions are academic and new to Turkish universities. The recruited education and training planners work in the Student Affairs Office of Hacettepe University and are in charge of monitoring student academic development during their university life, monitoring alumni, preparing reports to define students' needs and expectation as well as the effectiveness of services provided by the university.

Students are awarded merit-based grants on the basis of performance in the university entrance exam and subsequent academic performance. Hacettepe University also gives need-based grants to students after the assessment of the family financial situation. In addition to these grants, students in Hacettepe University are awarded scholarships for accommodation and nutritional needs.

Hacettepe University provides services to meet the needs of their students such as health services, psychological counselling and guidance and career counselling. It also provides reading halls, a library, cafes for internet and computer use, and sports centres for leisure activities.

It also provides a course, UNI101, 'Introduction to University Life' to new students at the beginning of the academic year to help first-year and transfer students make a successful transition academically and personally to Hacettepe University. The main aim of this course is to foster a sense of belonging, create an inclusive and welcoming learning environment, promote engagement in the curricular and co-curricular life of Hacettepe University and articulate to students the expectations of the university and its faculty. UNI101 explains the history, purpose and traditions of Hacettepe University and develops positive relationship with peers, staff and faculty. It is a one credit course and has been compulsory for new students since 2013. The schedule takes 5 days including opening and closing ceremonies, campus tours, faculty/department meetings, short lectures, as well as sports, cultural activities and concerts.

United Kingdom

Vianna Renaud
Ben Lewis

How does your country view students? As evolving individuals? Citizens? Dependent on the institution? Do most of your students attend university near their home?

The United Kingdom is made up of four nations (England, Northern Ireland, Scotland and Wales) and devolution of government has changed how universities and students are seen over the past 20 years. HE policy for England is the responsibility of the UK government in London. Policy for Wales, Scotland and Northern Ireland is the responsibility of the National Assembly for Wales, Scottish Parliament and Northern Ireland Assembly respectively. Each government has a distinct policy position with regard to students, student funding and the role of higher education. This is reflected in how each nation views students, though there are many students who travel across the borders among the nations for their studies. The funding of higher education, and especially tuition fees, remains politically contentious at the time of writing.

Over the last 20 years the UK has moved from a state-managed university system, during which the perspective on students and student numbers set by central government has changed, to a freer market approach. Across all four nations a priority has been placed on competition for students within UK HE to varying degrees. This has been led by the UK government that has taken the view of the student as a consumer or customer. This position is most pronounced in England, where legislation has been put in place that encourages competition amongst universities for the best students. This legislation has also enabled access to the English university sector for new private providers of higher education. The English position also affects universities in Scotland, Wales and Northern Ireland. For example, it has led to the creation of the Teaching Excellence Framework (TEF) that assesses universities' progress in offering excellence in teaching and the student experience. There are other govern-

ment-led measures, such as the National Student Survey, that together inform university league tables.

The UK and devolved governments have, since the late 1990s, placed a priority on improving access to HE for people from disadvantaged backgrounds. Record numbers were enrolled in the 2016/17 year with around 50 % of all young people (18 to 30) in the UK gaining some HE experience. Competition for these students is high amongst universities as the UK enters a period where there are less 18–30-year olds in the population in the late 2010s and early 2020s.

There is growing competition for international students, and many institutions are actively engaged in greater collaboration with international partners, with some UK universities establishing 'branch campuses' overseas, especially in the Middle East and the Far East.

Depending on a wide range of factors, students will stay at home, live on campus, or live in private rented accommodation near their campus. It is often the case that students from more disadvantaged backgrounds will choose to study nearer to where they grew up.

What student services and programmes are included in your institution? Is there a high need for services: Or are most services available in the community where students live?

Student Services in the UK tend to be characterised as 'services' rather than programmes. University student services provision generally encompass counselling and wellbeing, disability support, careers advice, financial support, general welfare and pastoral care and chaplaincy.

Though nearly all UK universities provide counselling or other mental health support, few employ medical practitioners (doctors). Many have on-site National Health Service doctors and surgeries. There is a growing diversification in UK student services, with newer areas of focus including peer-to-peer support, international student programmes, welcome and induction, and residence life.

Many universities have a range of services provided by their student-led Students' Unions. These commonly include skills development, student leadership, representation and community volunteering; these are provided alongside commercial services such as shops and bars. Students' Unions in the UK are normally constitutionally independent charities.

There has been a proven need for student services and support to be included on campus. This has grown in importance given the competitive nature of UK HE outlined above. Referred to as the 'student experience,' many institutions have employed staff members to specifically focus on improving the student experience through improvements in traditional services or through the development of new services. Through the implementation of these roles, the collaboration between the university and Students' Union has often improved.

Recent work by AMOSSHE, The Student Services Organisation, has identified key changes taking place across the sector in more detail. Those most mentioned by the membership were an increased demand for services, pressure on non-financial resources, changing or increased student expectations, changing regulatory or legal context, increased student responsibilities, demand for new services and, in some universities, a drop of student numbers. AMOSSHE has also identified key challenges for the future. These include the increase in volume and complexity of student mental health issues, balancing student expectations against constrained budgets, and in some cases, decreasing student numbers.

How are the services organized in the institution?

Student services are normally structured as one constituted department in a university, in most cases one or two steps removed from the head of the university (normally referred to either the Vice Chancellor or Principal).

There has been significant investment and priority placed on purpose-built environments for student services in UK HE over the past 20 years. This has led to greater centralisation and visibility of provision on many campuses, and a greater focus on the creation of 'one stop' environments that are a gateway to all services. This is often supplemented by either the training of staff in academic departments, or general student services staff being present in those departments depending on the size and nature of the institution.

At Bournemouth University student services are delivered by a centralised model. There is a similar related support mechanism located in each academic faculty with considerable collaborative working among the related staff members. An example of this is the central Careers and Employability team. While providing career services to all students, there is a dedicated careers advisor for each academic faculty. They work together with the Faculty Placements Team to co-deliver a series of employability workshops for students, specialised to those academic programmes. This joined up approach has not only helped students with a holistic approach to their employability and planning for their future careers, but also academic faculty staff in working together to deliver the best service to students.

This has proved to be important given the current climate, as UK law has recently changed and the Consumer Rights Act now covers university degrees. The law will be upheld if students question what they received compared to what they were expecting.

Describe the predominant model followed and approaches used in the delivering of student services and programmes?

Within the student services department (often variously referred to as Student Affairs, Student Support or Student Experience depending on the local preference in any one university) there is usually a Head or Director overseeing that department. Managers or service heads lead the constituent areas of the department. University student services most commonly encompass counselling and wellbeing, disability support, careers advice, financial support, general welfare and pastoral care and chaplaincy. They occasionally also include other areas such as childcare and community engagement.

Some universities have invested significantly in new programmes and facilities. At Cardiff University a new Centre for Student Life will open in 2020. This service-led building is at the heart of the largest campus upgrade in a generation. It will be a technology rich environment that both accommodates all these services and provides a base for services, that is accessible to students whose education is based at more remote locations, or who are studying even further away at locations overseas.

What qualifications (education and experience) are required of student affairs/services staff? Are the staff considered to be professionals, trained in student affairs/services) or civil servants? Or are they teaching staff?

While the number of university course programmes specialising in student affairs or HE management are slowly on the increase, they are not common. At the time of writing there are two or three directly relevant Master's programmes in the UK. It is therefore highly unusual for a student affairs qualification to be a requirement for a position in the UK.

Therefore, many UK student services staff come from a variety of professional backgrounds with appropriate qualifications in that profession. While some come from a human resources or business background, others can come from a supportive field such as counselling, mentoring, careers advice, volunteer management, or teaching, amongst many others.

Please include any additional comments that would help describe how unique the approach to delivery of student affairs/services is in your country as compared to most other countries.

HE is a great success story for the UK, with a significant proportion of the global top 100 universities located in the UK. Support for students to make the most of their university experience has been around for a long time but a more managed, student-centred approach to provision is relatively new. There remains a tremendous variety in HE in the UK and a growing participation by young people.

There is a major emphasis on student employability as an outcome from the HE experience. Examples of this include the popularity of 'sandwich courses', three-year undergraduate degrees that include an industry placement year (therefore totalling four years). As an established part of industry, students find placements in a range of environments from multinational corporations to family-run businesses. At Bournemouth University, students on a sandwich placement have a designated mentor coach to help them make the most of their experience both personally and professionally. With two official placement reviews during their experience that includes conversations with both student and supervisor, this holistic approach has proven to be successful.

Another growing priority in the UK HE sector is the strong emphasis on supported peer-to-peer learning, at the beginning of the student's time in HE or throughout. Peer-to-peer support mechanisms have also included students helping their peers with employability skills and preparing them for their sandwich placement year. By sharing their own experiences in collaboration with university staff, there is a joined-up approach in signposting services available to them on campus. Called Placement PAL, the initiative has helped in building resilience amongst students, particularly when preparing for their sandwich placement experience.

Student international mobility through international placements, exchanges and working abroad is a growing priority for many universities, with investment flowing towards new services (programmes) that enable this.

Resources

AGCAS (Association of Graduate Careers and Advisory Services) – http://www.agcas.org.uk/

AMOSSHE, The Student Services Organisation – http://www.amosshe.org.uk/

ASET (UK Work Based and Placement Learning Association) – http://www.asetonline.org/

Bournemouth University and Peer Assisted Learning (PAL) –
     https://www1.bournemouth.ac.uk/students/learning/peer-assisted-learning

Gov.uk – https://www.gov.uk/government/policies/higher-education-participation

HEA (Higher Education Academy – British professional non-profit organization promoting excellence in higher
     education) – https://www.heacademy.ac.uk/

HEFCE (Higher Education Funding Council for England) – http://www.hefce.ac.uk/

LeanUK (International peer organization for people working to apply Lean principles and similar approaches in
     higher education) – http://www.leanhehub.ac.uk/

National Union of Students (the national voice of students in the UK) – https://www.nus.org.uk/

QAA (Quality Assurance Agency for higher education) – http://www.qaa.ac.uk/en

Safe Campus Communities – PREVENT – http://www.safecampuscommunities.ac.uk/the-prevent-agenda

UCAS (connecting people to UK higher education) – https://www.ucas.com/

UKCISA (UK Council for International Student Affairs) – https://www.ukcisa.org.uk/

Universities UK (The representative organization for UK's universities) – http://www.universitiesuk.ac.uk/

United States of America

Susan Richardson Komives

The robust nearly 400-year long history of the development of HE in the United States and the uniquenesses that evolved are grounded in practices and principles evident in US culture and the philosophies of being a democracy. Indeed, 'US higher education reflects essential elements of the American character: independence, suspicion of government, ambition, inclusiveness, and competitiveness' (Eckel and King, 2007, p. 1035). Eckel and King (2007) assert the US system of postsecondary education was established and evolved (1) with Jeffersonian ideals including freedom of expression and protecting limited government intervention, (2) with a commitment to capitalism and belief in free markets that promotes quality through competition, and (3) as a pervasive champion of equal opportunity to promote social mobility although elite in most of its history (p. iii).

SAS must be understood in the context of US culture as well as an understanding of institutional type. The 125-year-old evolution of the student affairs field within postsecondary education in the US is overviewed in numerous contemporary publications (e. g. Coomes and Gerda, 2016; Mastrodicasa, 2008; Nuss, 2003; Schwartz and Lazarus-Stewart, 2016). This chapter overviews a number of unique dimensions of US postsecondary education and student affairs practices. Several of these unique features were noted in the Moscaritolo and Roberts chapter and will not be fully developed here. These unique features are

- No federal ministry of education
- Diversity of institutional type including the innovative community college concept
- The well-established student affairs profession
- Concept of the co-curriculum with intentional student centred-learning and developmental outcomes

US distinctions must be understood in the context of the postsecondary system. A distinct feature is the lack of a ministry of education at the national or US federal level. Education is a responsibility of the states that led to rampant diversity of institutional types modestly coordinated by coordinating boards by state. There is no national university but scores of what Kerr labelled 'federal grant university' (in Thelin and Gasman, 2016, p. 12) due to the high level of research funding they receive. Over time a federal role emerged and exerts influence over institutions through direct student financial support programmes, accreditation, financial supports to developing institutions, supports for research, and compliance to specific laws (e. g. Title IX [sex discrimination], drugs).

A major innovation of US education is the community colleges originally founded as two-year local colleges. Local communities often struggle with workforce development and these colleges can quickly adjust programmes and services to meet local workforce needs as well prepare students for transfer to four-year institutions.

View of students

A central mission of most institutions is to create informed citizens for a democracy valuing liberal education and workforce development. Historically students were viewed as dependent on their institution that acted *in loco parentis* in students' lives. The 1950s and 1960s increase in adult learners shifted many traditional institutions to models including commuter students, distance learners, and part time students. Nationally over 75 % of all university students commute from their own homes or live in large apartment and student housing options adjacent to the university campus.

Individualism is a dominant theme in US educational pedagogy and practice. 'At its core, student affairs are the work of helping each and every student get the most out of his or her unique college experience' (Comes and Gerda, 2016, p. 3.) Today's institutions are also concerned for the experience and development of subcultures of students by social identity groups (e. g. African American students, LGBTQ students, adults, women, students with disabilities, international students, veterans, first generation), internal affiliations (e. g. intercollegiate athletes, fraternity and sorority members), and classifications within the institution (e. g. sophomores, distance learners, part time learners). Institutions have different profiles among their student bodies that bring diverse approaches to educating and developing them to address their academic and personal success.

Arguably, and perhaps sadly, US society's stereotypical perception of 'the college student' is still predominately the traditional age student who is growing up in college and engaging in a collegiate way of life. This image is fuelled by televised images of large intercollegiate athletic events (e. g. football Saturdays) and widely publicized behavioural incidents (e. g. sexual assault, alcohol-related incidents). In reality, students are diverse in age, class, every demographic descriptor, attend a wide range of post-secondary institutions, and many are not engaged in the 'collegiate' way of life.

Services and programmes

Services and programmes differ in administrative home and depth of offering based on institutional size and type (Hirt, 2006). Community colleges and many urban institutions may rely on local community agencies such as local clinics for student health care. Public-private partnerships have emerged to build facilities like apartment residence halls. Groups of institutions (like regional private liberal arts colleges) frequently form consortia to share some programmes and services such as study abroad centres in New York City.

Organization of services and programmes

Regardless of size or type, most institutions have some unit for student affairs or student services (Tull and Kuk, 2012). However, it is critical to recognize that services and programmes for students exist across the whole institution such as those within some academic affairs' divisional units (e. g. engineering advising centres, career centres, internships). The expectation is the whole institution should be supporting student success.

Model and approaches in delivering services and programmes

Divisions of student affairs typically implement an intentional approach designed to foster student learning, personal learning, and academic success. An *ecological* model is widely used that recognizes that the student interacts with the college environment and some aspect of the environment may need to be improved or addressed to help the student be successful [Strange and Banning, 2015]. Enrolment management structures that consider the student experience from entry to becoming alumni emerged out of concern for attrition and seeking to promote retention.

The student life experience was initially viewed as *extra-curriculum*: programmes and services apart from the academic programme of the institution also called the out-of-class or beyond the classroom experience. Numerous aspects of student life are now seen as *co-curriculum*: learning and developmental experiences designed to support the university mission in partnership with the academic programme. This co-curricular view is reinforced through the current intentionality of being a student-centred institution committed to delivering designated learning and developmental outcomes.

A primary movement since the mid-1990s has promoted the identification of student learning and development outcome goals for each institution that are required for voluntary regional accreditation. Within the institution, additional outcomes exist within specific academic programmes (e. g. those who must meet disciplinary-based accreditation requirements like in engineering) and for student affairs functions. CAS identified six domains of learning and development with related dimensions to be developed through the curriculum and co-curriculum:

- Knowledge acquisition, construction, integration, and application
- Cognitive complexity
- Intrapersonal development
- Interpersonal competence
- Humanitarianism and civic engagement
- Practical competence (CAS, 2015, pp. 26–27)

Role and qualifications of student affairs/services staff

The existence of the student affairs profession serves as a unique US educational innovation that is now adapted or adopted in many countries to support students' success (Roberts and Komives, 2016). The 'long and honourable history' of student affairs (Coomes and Gerda, 2016, p. 3) has promoted student-centred practices as holistic development and concern for the well-being and education of each individual student. Indeed, 'no other division of an institution has a better knowledge of the changing needs and profiles of students than student affairs' (Rhodes and Ludeman, 2012, p. 238).

Although some functions (e. g. admissions) will hire Bachelor's graduates, most entry professional positions require a Master's degree in student affairs, higher education, or college counselling. Advancement in the field typically requires a doctoral degree. Senior student affairs administrators may still come from the teaching faculty but typically have preparation in the student affairs field. Those in speciality programmes require degrees in their speciality (e. g. medical doctors, psychologists, legal aid advisors).

The field is now in a heightened era of professionalism (Schwartz & Lazarus-Stewart, 2016). Building on the values and practices in the field, professional associations (ACPA and NASPA) identified *Professional Competency Areas for Student Affairs Practitioners* (2015). These 10 competency areas noted below are presented as three levels of foundational, intermediate, and advances practices.

- Personal and Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resource
- Leadership
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

These competencies are used as guides for graduate professional preparation programmes, shape the curriculum at professional conferences, and guide campus professional development.

Resources

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XIII

Regional international associations in student affairs and services

XIII

Regional international associations in student affairs and services

Howard Wang, Section Editor
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Introduction

Howard Wang

Regional professional student affairs associations/organizations that provide resources, expertise, and platforms for both regional and international dialogues and exchanges of ideas have existed for many years. For many countries that didn't have all the resources and/or expertise to establish an optimal staffing level in providing services and programmes to their students in higher education, such regional associations would afford them the opportunity to interact and design staff education and development programmes through conferences, workshops, and meetings. In addition, these associations and organizations help promote formal and informal communications with each other.

Five of those associations/organizations are described in detail in this section. *The Southern African Association for Counselling and Development in Higher Education (SAACDHE)*, formed in 1978, represents the interests of counselling and development services, and aims to serve as the leading voice on issues related to these services. SAACDHE aims to be an influential player in the evolving Southern African HE context. *The Asia Pacific Student Services Association (APSSA)*, established in 1988, is an international organization with a distinctive focus on the Asia Pacific region. APSSA provides a platform for global collaboration in the field of student affairs through organizing international conferences and training programmes. *The Caribbean Tertiary Level Personnel Association (CTLPA)*, founded in 1996, became the first International Chartered Division of the American College Personnel Association (ACPA) in March 1997. *The European Council for Student Affairs (ECStA),* registered in Brussels in 1999, is an independent and autonomous umbrella organization aiming to promote the social infrastructure at all HEIs of Europe. ECStA works to improve cooperation between student services organizations within Europe to promote the mobility of students in Europe within the framework of the Bologna process. *The Southern African Federation for Student Affairs and Services (SAFSAS)*, officially launched in 2012, is made up of seven affiliated associations which form a leadership team to provide a platform for collaboration and engagement on SAS in the developing world, provision of professional development, conducting research in student affairs in higher education, and serving as a united voice in responding to critical issues that impact students and the SAS profession.

The Southern African Association for Counselling and Development in Higher Education (SAACDHE)

Henry Mason

History

The Southern African Association for Counselling and Development in Higher Education (SAACDHE) has been representing the interests of Counselling and Development Services (CDS) in Southern Africa since 1978. CDS provide a comprehensive range of counselling, career and development services to empower students in meeting the challenges of the 21st Century individually and corporately. The service is rendered by professionals, such as psychologists, social workers and educators and working in multidisciplinary teams with core objectives that include, amongst other things:

- The promotion of wellness through the enhancement of healthy, holistic growth and development;
- The assistance of students in identifying and enhancing learning skills, which help them to meet their educational and life goals efficiently and to increase graduate output; and
- The provision of guidance, counselling and therapy to students experiencing personal adjustment, vocational, developmental and/or psychological problems.

Main purposes

SAACDHE is guided by a central vision statement and four strategic objectives. The vision statement reads as follows: SAACDHE is a dynamic, leading voice on Student Counselling, Career and Development Services (SCCDS) and an influential role-player in an evolving Southern African Higher Education context.

The four strategic priorities that the Association identified are:

- Increase visibility and branding – Establishing SAACDHE as the face of SCCDS in Southern Africa;
- Collaborative research – Establishing a platform for research on core issues in SCCDS across institutions within Southern Africa;
- Establish relationship with DHET – To position SAACDHE as a key role-player in HE with specific reference to SCCDS; and
- Performance management for office bearers and regional chairpersons – The management of the performance and accountability of office bearers and regional leadership on SAACDHE deliverables.

Countries/regions involved/represented and management structure

SAACDHE is governed by the General Management Committee (GMC) that comprises the Executive Management Committee (EMC) and Regional Chairpersons. The EMC consists of the following portfolios, namely:

- President
- President Elect
- Public and Regional Liaison Officer
- Administrative Coordinator
- Financial Coordinator
- Research and Training Coordinator

The Regional Chairpersons represent the following regions:

- Botswana;

- Eastern Cape;
- Free State;
- Gaunolanga;
- KwaZulu-Natal;
- Swaziland;
- Vaal North West; and
- Western Cape.

Regions meet regularly and organize training opportunities based on the needs of their members, including the provision of Continuing Professional Development (CPD) activities.

The core principles that guide the work of the Association are:
- The observation of fundamental human rights;
- The values of fairness and justice;
- Respecting clients' right to confidentiality; and
- Providing quality service at all times.

The members of the Association subscribe to a code of ethics that emphasizes:
- The principles of respect for the dignity of persons;
- Responsible caring;
- Integrity in relationships; and
- Responsibility to employing institutions.

Communication between members and between members and the Management Committee is facilitated via four newsletters per year, a website (www.saacdhe.co.za), an annual conference, an annual report and the dissemination of the Minutes of Management Committee meetings to members via the regional coordinators. Members also contribute to the Association's journal, namely the Journal for Counselling and Development in Higher Education Southern Africa.

Current focus/services/projects

The Southern African HE sector has been impacted significantly by a spate of student protests organized around the conception of free decolonized education. SAACDHE is actively engaging with stakeholders regarding the changing profiles and needs of students amidst a rapidly changing environment. At present, the Association is aligning its vision and key strategic priorities in a way that allows it to actively and critically engage in the prevailing discourse. The challenge for CDS in Southern Africa is to remain relevant in a dynamically changing democracy.

The Caribbean Tertiary Level Personnel Association (CTLPA)

Chandra Ragoonath

History

The Caribbean Tertiary Level Personnel Association (CTLPA) was founded in 1996 as the first professional Caribbean Organization for Student Services/Affairs Administrators and Professionals. The organization, in March 1997, became the first International Chartered Division of the American College Personnel Association (ACPA). It was founded through the initiatives of Dr. Thelora Reynolds (Founding President) and Dr. Merrit Henry, both of whom are affiliated with the Student Services Unit

of The University of the West Indies, Mona Campus, Jamaica. Through the workings of CTLPA, they served to sensitize not only Jamaicans but student service personnel throughout the region, on matters of professionalism, student services' functions and preparation, sharing of best practices as well as networking on a professional level.

CTLPA is managed by an Executive Board. Our members straddle the Caribbean and the United States with our executive. represented across the Caribbean islands. The headquarters is located on The University of the West Indies, Mona Campus, staffed with personnel from Jamaica. The executive board comprises our Founding President Dr. Thelora Reynolds. However, this year 2016–2017, the President resides in Trinidad, as well as the Secretary and the Treasurer. Our Jamaican colleagues are the Immediate Past President, The President Elect for 2017–2018, the Public Relations Officer and the Membership Coordinator. Across the Caribbean islands our regional executive becomes complete with our island representatives from Antigua and Barbuda, Bahamas, Barbados, Dominica and St. Kitts and Nevis.

Main purposes

The CTLPA's vision is to facilitate the development of a holistic tertiary education environment through the continuous professional development of student affairs professionals and the promotion of a HE stakeholder network. The mission of the Association is to support and foster holistic student learning and development through the generation and dissemination of knowledge, which informs policies, practices, and programmes, for student affairs professionals and the HE community.

The core values of the Association are:
- Education and development of the total student
- Diversity, multicultural competence and human dignity
- Inclusiveness in and access to association-wide involvement and decision-making
- Free and open exchange of ideas in a context of mutual respect
- Advancement and dissemination of knowledge relevant to college students and their learning, and the effectiveness of student services/affairs professionals and their institutions
- Continuous professional development and personal growth of student services/affairs professionals
- Outreach and advocacy on issues of concern to students, student affairs professionals and the HE community, including affirmative action and other policy issues.

Currently there are five chapters – Jamaica founded in 1996, Barbados founded in 2005; Trinidad founded in 2008 and Dominica in 2013. A chapter in Antigua and Barbuda was launched at this year's 20th annual conference on June 14–16, 2017 at Halcyon Cove, St. John's, Antigua.

Countries/regions involved/included

To date, the CTLPA's membership comprises college and university personnel in Antigua and Barbuda, Bahamas, Barbados, Dominica, St. Kitts and Nevis, Trinidad and Tobago and Jamaica. In addition, our workshops have included participants who have come from Grenada, Guyana, Suriname, Turks and Caicos and the Virgin Islands.

Individuals working in direct contact with students in areas such as counselling, academic advising, sports, examinations, admissions, distance education, clubs and societies, health services, career counseling and financial assistance can become change agents in creating an exciting culture of student-centred institutions by joining the Caribbean Tertiary Level Personnel Association.

Current services/projects

CTLPA hosts its annual conference in June. Each year the President of ACPA attends the conference and our annual January breakfast workshop in Trinidad and Tobago. As a regional organization, the conference is held in a different country each year. Participants attend from universities and colleges throughout the Caribbean region as well as the United States. The Annual Conference is one of the avenues for the promotion of professional development of student services professionals. Participants are exposed to recent related research; local, regional and international developments that impact higher education; evolving theories that reflect changes in student characteristics; showcases of best practices in the delivery of student services and the opportunity to be part of a professional network. At our annual conference, the strategic goals of the Association are discussed, and new office holders are inducted. A select number of awards are presented to deserving persons in CTLPA. The following are the awards given annually:

- Excellence In-practice Award
- Emerging professional Award
- Outstanding Chapter Award
- Leadership Award
- Elsa Leo-Rhynie Award
- Long Service Medallion
- President's Award and Special Awards

Over the years ACPA has included CTLPA personnel as the ACPA International Coordinators such as Dr. Thelora Reynolds, Dr. Merritt Henry, from the UWI Mona Campus, whilst Mr. Chandar Gupta Supersad and Mrs. Allyson Logie-Eustace are from the UWI St. Augustine Campus. This year Dr. Letitia Williams from the University of Trinidad and Tobago is the International Coordinator.

ACPA has also honoured Caribbean student service personnel with an award entitled 'Diamond Honouree'. On March 26, 2017, CTLPA was awarded a Resolution at the ACPA Annual Business Meeting for being an International State Division for 20 years.

CTLPA continues to be committed to affirmative action and its primary focus is to foster timely development of a student-centred culture in tertiary level educational institutions across the Caribbean. The association networks with student services personnel within institutions, regionally as well as internationally, to enhance their role as educators and encourage the highest levels of professionalism.

Future goals

1. A major goal of the CTLPA is to be able to overcome the challenge of retaining its members.
   a. To establish and implement a databank of members competencies for the regional body.
   b. To provide professional training opportunities for members to improve their knowledge base, skills and attitudes in student affairs in a HE institution
2. To have chapters in the other islands of the Caribbean
3. To have an operational procedures manual for CTLPA.

The European Council for Student Affairs (ECStA)

Achim Meyer auf der Heyde

History

The European Council for Student Affairs (ECStA) was founded in 1999 by an initiative of the Centre national des œuvres universitaires et scholaires (Cnous) in France and Deutsches Studentenwerk. Currently in 2017 18 European countries are represented by 22 member-institutions.

Since 1999 ECStA carried out in cooperation with the hosting country, and sometimes on behalf of national or regional public authorities or governments, a large number of conferences in the area of student support, e. g. the Bologna Conferences to promote the Social Dimension in Berlin 2003, 2007 and 2011 and in Nancy/France 2008, the Transatlantic Dialogue in Luxembourg 2008, 2011, 2014 and 2017, the European Youth Forum in Italy 2008, 2010, 2012, the conference Future of Student Services in Braganca, Portugal 2014, in the biannual French-German or Polish German Colloquium and so on.

To deepen worldwide cooperation and enable worldwide exchange, the ECStA Bologna Conferences 2007 and 2011 each drew about 200 participants from more than 50 countries around the world, representing many international associations of SAS, including NASPA, Student Affairs Administrators in Higher Education, the Asian Pacific Student Services Association, Japan's National Federation of University Cooperative Associations, and other organizations. Together with these and other institutions, ECStA prepared the 'Memorandum of Student Services/Affairs organizations to the UNESCO World Conference on Higher Education', held in 2009, calling on world conference participants to acknowledge the role played by SAS and cooperate with their practitioners locally, nationally and globally.

Under the consortium leadership of DSW and with the support of the Culture Program of the European Union, ECStA carried out in 2014/2015 the European Citizen Campus with 10 partners from France, Portugal, Italy, Belgium, Luxemburg and Germany.

Main purposes

ECStA was founded in 1999 by different national umbrella organizations for SAS. The vision was to make European student support services and affairs visible worldwide, to establish a social dimension inthe European Higher Education Area (EHEA), which was created as one result of the Bologna Process.

The purpose was to enable a network among institutions and professionals in the field of SAS, the exchange of professionals or trainee programmes for the staff, to undertake comparative reports on student social institutions or social and economic conditions of student life and welfare and, last but not least, to organize European conferences to enable stakeholders and decision-makers to recognizing SAS as a key factor for student success next to HE and research.

Countries/institutions involved/included

Education in most European countries follows the welfare-state principles, which enable and realize societal participation in different fields – occupation, education, culture, social protection, and more. From this view, EHEA ministers proclaimed HE as a public good which should be broadly accessible.

Student support is part of this comprehensive welfare state. This is the mission for SAS in most of the EHEA countries and serves as a basis for the bundle of different opportunities provided which enable access to HE and contribute to retention and academic success. In this philosophical understanding, SAS in Europe hardly differs from the US or Asian models of customer-service-oriented, professional, tuition-based student programmes and services that pursue a holistic approach of academic and personal development. In Europe, however, this holistic educational approach is absent in student support, because students are viewed as autonomous adults.

From this background, student support in Europe follows different kinds of interventions

- Public, direct financial aid to students, depending on parental income and based on national regulations, enclosing grants, loans, scholarships, and merit-based scholarships.
- Public, direct financial aid in housing subsidies in some countries, such as Italy or the Czech Republic.
- Public, indirect aid through subsidies to providers for restaurants, construction of residential halls, counselling services, childcare facilities, and more, or global subsidies to SAS institutions to enable free or inexpensive professional programmes and services.

Public, direct financial aid varies in the EHEA from needs-based financial aid (e. g. France, Germany, Italy, Spain) to financial support given to most or all students (e. g. Nordic countries) or to little financial aid where all students pay fees (e. g. United Kingdom). In Eastern Europe, few countries charge fees and the system of scholarships is merit based. Thus, students across the EHEA are studying in widely varying social and economic conditions. International mobility within Europe is based on the principle that, in some countries, financial aid in the home country is portable to the country of study. Public, indirect student support is comparable to the US or Asian model of SAS, but in contrast to those they are fully or partly publicly financed.

 Obviously, a diverse landscape exists in how services are being provided, but the underlying principles and values for student services in Europe are often very similar. Different models of providing services to students coexist:

- Services fully provided in all sectors: France, Germany, Italy, Norway
- Central sector institutions of student services providing:
  - Student housing: Finland, Sweden, United Kingdom, Greece, Turkey
  - Financial aid: Austria, Sweden, Switzerland
  - Food services: Austria
- Regional and local institutions responsible for one sector: Belgium, Denmark, Portugal
- University or campus-based services: United Kingdom, Ireland, Poland
- Holistic educational models, including accommodation, personal development, and so on: Spain, Italy, Ireland

All these countries are involved by their student services institutions involved in ECStA, except Poland and Spain.

Independent from universities, most service providers are social-oriented providers–economically effective and efficient–but not business or profit-oriented. However, for-profit services are found in Ireland, the United Kingdom, and Spain, mainly in the housing sector. In most European countries, student services include financial aid, housing, dining services, social and psychological counselling, and sometimes personal training, childcare facilities, cultural and international activities, employment or career services, legal advice, and more.

Current services

Apart from dissemination of information about current developments in student affairs, the ECStA provides member support, organizes staff exchange programs and supports European conferences

such as the French-German colloquia. The ECStA is also involved in European projects under the Erasmus program. Under the leadership of the French Cnous, the ECStA is partnering in the development of a European Student Card. In this last project, the partners have developed a technical platform for smooth access to student services across several institutions and across borders. The European Student Card thus enables wider access to student services such as libraries, dining halls, public transportation, and digital portability of credit points within international mobility programs.

Future goals

Currently, ECStA is focused on the European Student Card project to realize funding after finishing and presenting the feasibility study. This will be an important step to widen and consolidate the ECStA network. Also, after existing nearly 20 years, ECStA is being asked to renew its vision and mission.

Southern African Federation for Student Affairs and Services (SAFSAS)

Saloschini Pillay

History

The formation of a Southern African federation for Student Affairs and Services (SAS) was proposed in September 2007 by the then South African Minister of Education, with the purpose being 'to explore the feasibility of a single higher education student affairs and services practitioner's body and the establishment of a common understanding on quality student development and support'.

The Southern African Federation for Student Affairs and Services (SAFSAS) was officially launched on the 25 October 2012 in Mangaung, South Africa, with the signing of a memorandum of understanding among several affiliate associations, and the hosting of its inaugural conference from 4 to 6 August 2014. For Southern Africa, this was a historic event for SAS, as it was the first time in HE in Southern Africa that the sector brought together under one roof a collection of student affairs associations and societies.

Main purposes

The vision of SAFSAS is to be a 'leading national, regional and global advocate for Student Affairs and Services in Higher Education Southern Africa.'

The main purpose of SAFSAS is to:
- Provide a platform for collaboration and engagement on SAS issues in the developing world.
- Create opportunities for professional development amongst SAS practitioners.
- Increase research within HE SAS sector.
- Provide leadership for establishing a coherent, equitable and professional SAS in Higher Education.
- Be a united voice in responding to critical issues impacting students and SAS.

SAFSAS seeks to be a dynamic and cohesive voice for SAS in HE in Southern Africa and, through its engagements in the sector hopes to move away from the current fragmented response to national imperatives and challenges. The ongoing transformation of the HE landscape in Africa brings with it a multitude of opportunities and challenges that impact on the seamless delivery of SAS and ultimately on the holistic support and development of students.

SAFSAS draws on the mandate and the diversity of its affiliates to become a leading voice for SAS in Southern Africa, with a commitment to the holistic education of students whilst integrating student life and learning communities.

Key challenges currently impacting SAS:
- Professionalization of SAS
- Provisioning of student accommodation in higher education
- Student governance and leadership
- The challenges of student funding

Countries/regions involved/included

The Federation is open to HEIs in Southern Africa and is made up of the following associations:
- South African Association of Senior Student Affairs Professionals (SAASSAP)
- Southern African Association for Counselling and Development in Higher Education (SAACDHE)
- Association of College and University Housing Officers – International – Southern African Chapter (ACUHO-I-SAC)
- Financial Aid Practitioners of South Africa (FAPSA)
- Higher and Further Education Disability Services Association (HEDSA)
- National Association of Student Development Practitioners (NASDEV)
- South African Association of Campus Health Services (SAACHS)

Current services/projects

SAFSAS has collaborated with the national department of HE and training on key projects:
- Developing strategic responses to address national SAS issues – national data on food insecurity amongst university students with a view to submitting a proposal for government intervention in collaboration with universities
- Identify and collaborate on key research areas in SAS-student governance and leadership development and food insecurity has been identified as key research areas
- Develop Good Governance Framework (i. e. structures, processes have been implemented)
- Identify strategic partners in the Department of Higher Education and Training. To this end relationships have been forged with key stakeholders in the sector with plans to work together on key issues such as student governance and student funding issues

Future goals

The establishment of SAFSAS will certainly enhance communication, collaboration and consultation between the various SAS-related associations nationally in South Africa and in the wider region. Whilst SAFSAS will be unified by a common strategic vision and mission, it remains distinguishable from the individual associations, identities and roles. Each of the national or regional affiliate associations operates and impacts at different phases and in different spaces of a student's journey. SAFSAS will serve to enhance the holistic support to students as well as the core business of higher education, i. e. teaching and learning, research and community engagement. Key focus areas include:
- Professionalizing the SAS environment
- Positioning SAFSAS as a critical leader and partner (nationally, internationally and within Southern Africa)
- Research collaboration

The future of student affairs and services in higher education: Trends, directions and predictions

XIV

The future of student affairs and services in higher education: Trends, directions and predictions

Roger B. Ludeman

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Introduction

Roger B. Ludeman

During the process of organizing the effort to edit this edition of the UNESCO-IASAS book on SAS in HE around the world, I decided to use an advisory panel of student affairs practitioners and scholars from around the world. Countries represented included Australia, Spain, China, Bahrain, Kuwait, South Africa, New Zealand, the United Kingdom, Egypt, Jamaica, Trinidad and Tobago, Canada and the United States. Almost to the member, this group wanted to add to the book a major section on the future for SAS within higher education. If you stop and think about it, this is no surprise. There is very little trending, predicting or futuristic thinking in our field. The literature reflects this clearly. I am not sure what this means other than the fact that most practitioners are busy dealing with everyday issues. Two sayings capture this phenomenon. They are as follows: 'It's hard to see the forest for the trees'; and, 'when you are up to your rear end in alligators it's difficult to remember that your initial objective was to drain the swamp!' For scholars in our field it isn't much different because they are busy writing about new research on students and their development or addressing new mandates that are being thrust upon HE by government at the state and federal levels. This seems to be true all over the world. Lots of hand-wringing and frantic responses to one crisis after another. It doesn't leave much time for thinking, especially about the future.

So, it makes a lot of sense to be thoughtful in looking at the future, not only about HE and its changing roles for societies around the world, but also about, more specifically, SAS. What will we look like in 5 or 10 or 25 years? Can we have an impact on our futures or do we just let them just happen to us?

My fellow authors will address the future of HE in the following manner. George Kuh will look at HE in general and offer some possible trends and predictions based on his research and discussions with HE leaders around the world. Hans de Wit, an expert in international higher education, will also provide us with an overview of futuristic thinking in HE and do so with a closer look at the thinking in Europe. Ngaere Blair, Daniel Fusch and Caleb Tegtmeier have considerable experience in the field of student affairs and will focus on the future of that field from their considerably different perspectives.

Through a glass darkly: Apprehending an uncertain future

George Kuh

'May you live in interesting times …' Apocryphal saying sometimes called the Chinese Curse

This essay outlines major near- and longer-term trends that potentially could substantially affect how tertiary institutions pursue their educational missions and allied functions. Such projections are risky, as the present moment is not only 'interesting,' but also a time when world events are increasingly unpredictable, a situation further complicated by an accelerating pace of change in almost every dimension of society.

In addition, accurately approximating the influence of one or more of these trends is delimited because countries around the world differ in many respects, as do their systems of tertiary education. Both countries and their postsecondary institutions are affected by combinations of unrelenting pressures from their external environment, including national and local economic circumstances, myriad political and social forces, and evolving student interests. For example, the benefits of globalism are being questioned by nationalist partisans; anti-intellectualism coupled with the fall-out from the past decade's economic downturn are eroding public confidence in the value of tertiary education; and the academy's traditional inclination toward honouring and protecting free expression has been circumvented by offended students and occasionally faculty members who for various (sometimes competing) reasons seem to want to restrict rather than promote free speech.

Keep in mind, too, that the majority of predictions about what the future holds typically fail to materialize. This may be the case with much of what follows.

Against this backdrop, I posit that policies and practices at most institutions will be shaped to varying degrees by the following ten interrelated factors and conditions. Several of these trends such as the first two have been recognized as challenges for decades. Others have been observed more recently (Kuh, 1990, 2015; Osfield, Perozzi, Moscaritolo, Shea, and Associates, 2016).

Current and future trends affecting higher education worldwide

Changing student characteristics and needs

Students come to their studies with varying academic and personal qualities shaped by their families and cultures of origin and prior educational experiences. In recent years the mental and physical health of students has been a growing concern as more students enrol with severe mental health issues, chronic illnesses, or other debilitating conditions, all of which are obstacles to engagement, learning, and success. Yet, virtually all students want to succeed. They and their family members have been led to expect their institutions will provide advanced services, specialized care, and individual support. However, in many instances, student support services are not structured or resourced to respond adequately to students' needs and expectations.

Unprecedented numbers of increasingly diverse students

For equity-minded, economic, and other reasons, tertiary institutions happily have become more accessible to students from different backgrounds. This trend will almost certainly continue as countries' racial and ethnic composition further diversify due to fluctuations in group birth rates and migration patterns. While the presence of diverse students has been shown to enrich the learning experience, it also can introduce dynamics with the potential to disrupt traditional approaches to

teaching and learning and an institution's established cultural mores. While most institutions publicly attest to their commitment to promote the success of all students, disparities persist in persistence and graduation rates of different groups as well as their levels of student satisfaction and belonging.

Many underprepared students

Although many countries have increased access to tertiary education for under-represented groups, lagging completion rates are often in part a function of large numbers of students being ill prepared academically despite decades of calls to reform and improve pre-tertiary education. There are multiple reasons for this, but they all contribute to the same result – too many students struggle to meet academic standards, become frustrated, and suspend their studies; many do not return to continue their studies. Most institutions now provide academic student support services such as tutoring and reading and study skills personnel in an effort to help students enhance their learning skills. Sadly, many students who report being unprepared for the challenges of tertiary education make use of these services.

Rising university fees

 In certain parts of the world – the US is a prime example – the cost of tertiary education has out-paced inflation by a substantial margin, resulting in substantial accrued student debt. In addition, the perception that a tertiary education is unaffordable (when it may well be manageable) coupled with a depressed job market following the worldwide recession, which began in 2007 and was mentioned earlier, discouraged many low- and middle-income families from accepting that tertiary education will provide a decent return on investment, even though the data supporting the value-added prop-osition is still very compelling. For private as well as public institutions, using tuition and fee increases to manage budget stress is no long a viable option to fill revenue gaps (https://m.moodys.com/mt/www.moodys.com/research/Moodys-New-Survey-Finds-Over-40-of-Universities-Face-Falling--PR_287436).

 All but a select handful of colleges and universities now struggle with business models that func-tioned reasonably well in times past but are now significantly strained. Governmental financial sup-port for tertiary education has been in gradual decline for decades, and in the US, South Africa and Australia, for example, government is no longer seen as a reliable source of substantial support.

Shifting cost of tertiary attendance from government to students

In some parts of the world, such as Scandinavia and Germany, the largest portion of student par-ticipation in tertiary education is borne by the government. But in other parts of the world, such as South Africa, Japan, Australia and the US, students are being asked to contribute an increasing share of the cost. What appears to be public or governmental dis-investment in tertiary education has the greatest negative effect on low-income populations. The combination of rising attendance costs and public disinvestment has spawned proposals in some US states to make public institution attendance tuition free, as in Scandinavia. It remains to be seen whether such efforts can be sustained should another worldwide recession eventuate. In addition, the 'tuition-free public college' movement will likely have a negative impact on enrolments at private institutions which could result in a net de-crease in adults with postsecondary credentials.

Mounting pressure to demonstrate direct links between tertiary study and entry-level employment and subsequent career success

One effect of the combination of rising costs and employability concerns is the expectation that higher learning should be more closely aligned with workforce needs. This has always been the mission of certain kinds of institutions, but this expectation now washes over the vast majority of tertiary schools. Career guidance is receiving renewed attention even though the very notion of what constitutes a career in the traditional sense is questioned, given the dynamism that characterizes many economic sectors resulting in more frequent job changes, more short-term and temporary employment, rapid real-time learning requirements, and being able to acquire new and perhaps not-yet-known workplace skills.

Increased use of technology to provide access to tertiary education at lower cost to more people locally and worldwide

Many undergraduates today are digital natives, having grown up in a flat-screen world in constant contact with and instant access to information. Hundreds of institutions now offer online degree programmes. More and more students enrolled in traditional residential programmes also take one or more courses online. It is unlikely that technology will displace traditional pedagogy at most institutions any time soon, yet hybrids of conventional and technology-driven learning systems are evolving quickly, allowing many educational providers to cast a global net. Harnessed appropriately, technology promises to address inequities in student access and accomplishment, renewing hope that social and individual benefits will be realized by more people. Another key challenge will be to determine whether technology-enhanced education enriches or diminishes student learning. 'Big data' or learning analytics promise to help institutions deploy effective early-alert systems and better understand students' academic behaviours which can then be addressed to support student accomplishment.

Increasing numbers of part-time instructors

Any successful effort at cost containment will require colleges and universities to do things differently including altering approaches to teaching and learning. One way to reduce education expenditures is to trim the number of full-time teaching staff who usually command generous salaries and benefit packages and increase the number of contingent or part-time instructors with substantially lower compensation and whose teaching loads are greater than full-time instructors. This seemingly inexorable trend is difficult to resist, even in those countries where the practice is limited at present. As this experimentation takes place, collecting and using evidence of student learning to inform decisions will be crucial for both students and institutions.

Worries about educational quality

Students are increasingly mobile, not only in terms of often travelling long distances to attend classes, but also with regard to the number of institutions from which they earn credits on the way to completing a certificate or degree. This increased mobility adds an additional layer of complexity in assessing student proficiency and assuring educational quality. For example, if a student attends two or more tertiary institutions – either via a physical campus or online – to pursue a credential, as about two thirds of graduates now do in the US, which institution is responsible for what portions of what a student has learned? As a result, it is difficult to hold any given institution accountable for what a graduate knows and can do (Ewell, 2013). Moreover, coupling student mobility with the increasing interest in competency-based learning makes it imperative that learning outcomes be assessed in ways that are translatable and portable for multiple purposes. Among other things, this means that

students must be able to understand their relative level of performance against reasonable common benchmarks and to demonstrate their personal progress toward higher levels of proficiency.

These circumstances will likely shift the focus of documenting what students know and can do in the direction of the individual student, who will be the prime repository for recording acquired proficiencies and dispositions, rather than remaining with a third party such as a college or university that may or more likely may not have awarded a degree, certificate, transcript, badge, or some other documentation of achievement (Kuh, Ikenberry, Jankowski, Cain, Ewell, Hutchings, and Kinzie, 2015).

In addition, the continued growth of technology-based educational alternatives along with entrepreneurial initiatives emerging from both the for-profit and not-for-profit sectors will almost certainly further increase the number of alternative and sometimes overlapping and competing credentials. Too little of this is well understood by the fragmented networks of educational providers, let alone by prospective and current domestic and international students, employers, and the public. The common challenge facing this bewildering and expanding array of credentials is assuring the quality of a credential in a manner that serves learners, employers, and others (National Institute for Learning Outcomes Assessment, 2016).

Increased global competitiveness

Just as most for-profit business and industries aim to extend their global reach, so it is with universities, especially but not only those that wish to sustain or improve their reputation and secure additional income. In addition, most tertiary institutions have increased their recruitment of international students despite promised and real travel bans and perceived and real threats to individual wellbeing. As institutions depend increasingly on international students as a revenue source, this development creates challenges for many institutional functions, such as enrolment management, international programmes, and student support services.

Last words

One possible, though unlikely, outcome of this challenging confluence of factors and conditions is that student affairs programmes and services will become even more valuable to achieving the aims of higher education. Student affairs has always claimed to help students cultivate citizenship and leadership along with ethical judgment. Today and tomorrow, such a role and its attendant outcomes have never been more important. Students in Accra, Bogota, Chicago, Hamburg, Kyoto, Paris, and every small town and village in between, are our best hope for a shared future of global interdependence and an acceptable quality of life for all. But who will teach the leaders, citizens, and workers of tomorrow how to engage productively with the world and with one another in a civil, inclusive, and morally sound manner?

Across the world, student affairs professionals – those persons whose focus is on the out-of-class experience, whose skills are in community-building – are in a key position to help this generation of learners become engaged, effective citizens. But this cannot happen without resources and courageous institutional leaders who publicly affirm and inspire student affairs to do this work and consistently endorse and support their efforts.

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Student affairs and services in a time of turmoil for European and international higher education

Hans de Wit

Like society around us, HE in Europe and around the globe is in turmoil. On the one hand, we see an ongoing process of massification of HE in many parts of the world: an aspiring middle-class demanding access to higher education, and national governments and HE systems struggling to respond in a qualitative way to this increased demand. Challenges with a growing privatization, differentiation, issues of access and equity, autonomy and academic freedom, quality of education and academic profession, are manifest in the emerging and developing economies of Africa, Asia, Latin America and the Caribbean, the Middle East and certain parts of Europe. In these countries, the demand for and increased access to and graduation from higher education, are facing challenges with labour market opportunities, as those countries not yet have been able to adapt sufficiently to the global knowledge economy.

This tension between aspirations and expectations of access to HE and access to the labour market were at the basis of the Arab Spring but are also manifest in other regions of the world, including Central and Eastern Europe, and within the European Union in countries like Spain, Portugal and Greece. Even in China, seen as the most important growth market in economic as well as HE terms, there is concern about a mismatch between increased supply of graduates, quality and labour market needs.

On the other hand, in Australia, Northern America, Japan, and Western Europe, demographic factors and strong student choices for humanities and social sciences, result in an oversupply of HE on the one hand and a shortage of students, scholars and professionals in the STEM fields, as well as some other disciplines on the other. This results in a different type of mismatch between the demands of the knowledge economy for talented graduates in those disciplines and the shortage of local supply of such talents. International students for these countries need to stay competitive in the global knowledge society. It is for that reason that these countries are recruiting international students more aggressively than in the past, not only for study and related revenue for the institutions and the local economy, but more now as a needed labour force, granting them visa and work permits after successful graduation.

This new environment of increased competition for talented students, scholars and professionals in the global knowledge economy, is faced with a reaction of anti-globalization, anti-immigration, anti-HE and increased nationalism. This is the case in the United Kingdom through Brexit, the election of Donald Trump in the United States, and similar trends in countries like China, India, Indonesia, The Philippines, and in Europe, Hungary, Poland, Russia, as well as the rise of nationalist-populist parties in other countries. Philip Altbach and I described it as follows: 'A spectre is haunting HE internation-

alisation, and it is the dramatic rise of xenophobic nationalism now sweeping across many countries' (2017, 17). That spectre is conflicting with the need for highly skilled immigrants, a tension felt clearly in national and regional immigration policies.

George Kuh, in his contribution to this book, provides relevant perspectives on current and future trends affecting higher education: changes in student characteristics and needs, a diverse student body, challenges with academic standards, rising university fees and a shift in funding from governments to students, employability concerns, the importance of technology, changes in the academic profession, and worries about academic quality; challenges that are taking place in an increased global competitiveness in higher education.

Responding to higher education challenges

How do institutions of HE respond to these trends, and how does it affect the need for SAS including those for international students? Will the rapid increase in numbers of students studying for degrees and/or credits in another country – currently over 5 million, double that of ten years ago, and expected to double again in the coming decade -, be put to a halt or shift from the classical South-North to South-South? Will the increase in transnational education: branch campuses, franchise operations, articulation programmes, and joint and double degree programmes, come to an end, or also shift, like for student mobility? Will the growth in private for-profit higher education, resulting from the massification of HE on the one hand and lack of public funding for HE on the other hand – now already in many countries more than 50 % of HE – continue? Will the divide between a small group of maximum 1000 world-class and regional flagship universities – dominating the international rankings-, and the more than 20 000 other institutions of HE around the world, enlarge even more? And what does that mean for the quality of HE overall, for student affairs and for student services?

Altbach and de Wit (2017, p. 21), acknowledging that it is hard to foresee the future, mention some clear trends:
- The commercial side will benefit from the current wave of nationalism and populism
- Attention to global citizenship and internationalization of the curriculum will encounter more opposition
- Internationalisation in the United Kingdom and the United States, and probably also in the European Union, will see reduction in funding and support
- Other regions in the world will become more active players.

The first three trends are likely to have a negative impact on the quality in HE and in SAS. Are other parts of the world benefiting from the decreased international focus of the UK and USA, and can they provide a qualitative alternative? One has to see, as in the process of massification of their HE systems, the quality of their education and of their services is under challenge. For them to become key players in the international student market there is much better service needed. Hang Gao and de Wit (2017, p. 5) for China state that this country will need to address several challenges: in its too rigid and narrow curriculum, in its tuition fees policies, its student services such as student accommodation, its communication, employment and internship opportunities, and more.

The European context

These are challenges that do not only apply to China and to international students. Many countries and institutions of HE lack adequate student services for their national and international students. In Europe, as a result of the European programmes, in particular Erasmus+, and the Bologna Process, much has been done over the past decades to improve student affairs and student services. The creation of a European Higher Education Area with a three-cycle system of undergraduate, Master's and

PhD, a European credit system ECTS, the development of related quality assurance and qualification systems and mechanisms, and policies to overcome obstacles for mobility during and after study, has provided a positive foundation for qualitative student services. But even in this European Area, there is still substantive dissimilarity between the quality by country and by institution, and the new political climate in combination with limited resources does not provide a solid basis for further enhancement.

A European policy for HE is only a recent phenomenon. It was only in the second half of the 1980s that a regional policy for HE and research emerged, and even then in a limited way as the control stayed primarily at the national level. Internationalisation, now a global action point for higher education, has grown in Europe out of the European programmes, in particular Erasmus+ and its predecessors, and the Bologna Process. As Hunter and de Wit (2016) state, 'Together, Erasmus and the Bologna Process have not only become an expression of successful intra-regional cooperation and mobility within Europe (...) but have also become models for more intra-regional cooperation and mobility in other world regions, even though no similar model has yet emerged.' (p. 52).

Recently the ASEAN region has announced initiatives for a similar model, adapted to its specific context and HE culture. While in Europe itself as a result of Brexit and frustrations elsewhere with the unification process, the accomplishments of these reforms are challenged, one has still to see, if in the ASEAN region but in particular in other parts of the world: Africa, the Middle East and Latin America, there will be a more qualitative regionalisation process emerge, competing adequately with the challenges of commercialisation and privatization in higher education.

Internationalisation

There is an increasing acknowledgement that the concept of internationalisation and its relationship to globalisation and regionalisation is complex, and that the term 'internationalisation' in HE has evolved into a rather broad umbrella term encompassing many different meanings, rationales, components, strategies and activities, in many cases even conflicting with each other. Of its two main components, as described by Jane Knight (2008, p. 22–24): internationalisation abroad, and internationalisation at home, the first one, dealing with all forms of mobility (of students, of faculty, of administrators of programmes, institutions, projects), is still the most dominant one. While it reaches only a small number of students, faculty and administrators – in Europe the target is 20 %, in the United States it is less than 10 % and elsewhere more around 1–2 % -, it has the main attention from national governments and institutions of higher education. The second component that is focused on curriculum, teaching and learning, student and faculty services, is directed to all students, faculty and administrators, but is less easy to define in qualitative terms and targets.

Although increasingly reference is made to the importance of internationalisation at home, for instance, in the policy paper of the European Commission, European Higher Education in the World, of 2013, the use of related terms and concepts such as global citizenship, internationalisation of the curriculum, international and intercultural learning outcomes and competencies, in most cases remains perception and paper, not concrete action.

In a study for the European Parliament, de Wit et al (2015) come to the conclusion that internationalisation needs to be planned and purposeful, inclusive and less elitist, not be a goal in itself and driven solely by economic rationales but a means to enhance quality and, based on these considerations, have presented a revised and extended definition of the generally accepted one by Jane Knight of 2008. It reads as follows: 'The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in

order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society.' (p. 29).

International/domestic student and student services divide

SAS, for both national and international students, are an essential part of the internationalisation process and in particular internationalisation at home. Elspeth Jones (2017) in an interesting article asks the question whether it is appropriate to continue distinguishing between international and domestic student experiences, given the heterogeneity of the two groups. She argues that the traditional distinction between them may be difficult to sustain. It also implies 'an integrated approach of delivering services and support across the international/domestic student divide.' (p. 941–942).

In other words, global and local, international and intercultural, domestic and international SAS are more intertwined than ever. Institutions of higher education, challenged by an increased international and intercultural student and staff population and the need to address global and local learning outcomes, need to look at SAS in a comprehensive and integrated way. The new political climate in Europe and the rest of the world makes that more necessary than ever.

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The Australian evolution: The future of student affairs in the current context

Ngaere Blair

Like much of North America and the United Kingdom, the Australian HE sector has been going through a period of funding and organizational change over the past three to five years. At the heart of this is proposed revision of the legislation governing university funding, which would essentially see students responsible for more upfront contributions, and a lowering of the threshold for repayment of what has been considered internationally as a highly regarded fee-help loan arrangement called the Higher Education Contribution Scheme (HECS). The current conservative government would see a further uncapping of university fees and a shift to regulating and monitoring output rather than input.

At this stage there is no indication of settling on what the ongoing funding arrangements may be, as the proposed legislation continues to go through endless cycles of debate and amendment in a

highly contested Parliament in which no major party has a clear majority. In the absence of certainty, the country's universities are split into two factions – the Group of Eight (Go8) in one camp, and the remaining 31, more or less, in the other. What separates the Go8 institutions from the rest is their strong focus on research and international rankings, in which Australia is traditionally well represented. These tend to be the 'sandstone universities': University of Melbourne, founded in 1853; the University of Sydney, established in 1850; as well as some younger, more progressive institutions such as Monash University and the University of New South Wales. While each of these universities has its unique culture and mission, the emphasis on research over teaching and learning tends to carry through to the way student services are structured, funded and regarded.

The Go8 attracts the lion's share of international students; a multi-billion-dollar export product for Australia overall and a clear revenue stream for universities. Under current funding arrangements most institutions subsidize research activity with teaching income, and international student fees are the most direct source of teaching revenue. By and large, despite more countries competing in the international student market, most Australian institutions are on a steady growth campaign, with record numbers of full-fee paying international students recorded in 2016 (approximately 350,000 in HE alone, spread across 39 universities), the majority of whom are coming from mainland China and India. Outside of the Go8 and particularly in more regional campuses, universities may be targeting more diversity markets such as South America, Europe and the USA, and in smaller numbers.

All universities seem to go through periods of reinvention and renewal every 10 or so years, usually in response to leadership or funding changes. The current wave of renewal across many of our Australian universities appears to be triggered by anticipated funding changes that in turn are triggering workforce rationalization, centralizing or reducing professional services to provide greater consistency and reduce costs. In most cases, these are not small job cuts, with some numbering in the hundreds. Student affairs units are often in the firing line despite the increasing student numbers. Where and how institutions place value on student services can be quite diverse; however, it can be observed that there are several areas where there are strong patterns for change defining student affairs in the sector at the moment.

Student success

Non-Go8 universities will also emphasize research as the product of prestige but tend to also draw a more diverse local student population; first-in family to attend university, lower socio-economic, and non-English speaking backgrounds. With lower entry requirements there may be a greater focus on curriculum and teaching that is geared to student learning, particularly in their first year of studies [1]. By and large, Australian institutions thoroughly embraced transition pedagogy, student engagement theory and first year experience/retention strategies from the mid 2000s. This era could possibly be considered a creative space and golden era for student affairs given the scope for creating student experience that would distinguish the university from its competitors while also improving student retention and engagement. From this, collaboration between academic staff and student affairs professionals led to a great deal of evidence-based practices and scholarly approaches to designing, analyzing, and publishing theoretical and practice led programmes and services that supported student engagement [2].

The current dialogue around student success is the current extension of this and seems to have emerged with the ability to harvest and analyse 'big data' within a university and student-learning context. With all universities trending toward more and more presence in online platforms to support the delivery of courses, it is becoming easier than ever, through learning analytics, to report on students who may be struggling to keep up or disengaged. The emergence and excitement around these massive datasets has seen some new and interesting partnerships and roles formed across student

affairs, faculty and IT/data analysts. Many institutions are using automated system generated interventions to pick up students at risk, while others are using that data for more direct interventions and support programmes.

Employability

As Australia has traditionally held strong educational policies on access and inclusion in higher education, we are now somewhat over-saturated with university educated people in the employment market, particularly in some fields such as law. A Bachelor's degree definitely does not guarantee a job, nor does it necessarily set you apart in the labour market. Graduate employability has always mattered to students, but not necessarily to all universities, until it became a much bigger decision-making factor in the minds of prospective students and their families.

In response, there are many universities revolutionizing how they provide career and employment support for students. Given the massive student numbers, the 1:1 model of career advice and resumé checking just doesn't do the job anymore [3]. Universities are working more closely with industry to develop work-integrated learning opportunities such as internships, drawing on alumni to offer their time as mentors, or developing digital platforms for students to work through identifying, articulating and evidencing their employability skills. There is a greater emphasis on teaching students how to be career-ready for a changing and fluid future, as opposed to being job ready for a traditional graduate-entry level job.

Student wellbeing

One issue student affairs' professionals are grappling with is the sharply increasing prevalence of mental illness among the student population [4]. There are several factors that seem to be contributing to this. There seems to be far less stigma for young people to be open and seek support for mental health issued. International students are often under significant stress in relation to homesickness, language and academic difficulty. University is not the primary focus of students who are often juggling work and other commitments. The sheer volume of students at an average Australian university can create a sense of lost identity and community with many students feeling lonely and isolated [5].

Strategies to foster student wellbeing and mental health are seeing an increase in clinical support such as psychological and health services. Student equity services that traditionally work with students and teaching staff on providing equitable accommodations and adjustments for students with a disability, are struggling to identify ways to provide reasonable academic adjustments for students on the basis of mental health. Encouraging and supporting teaching staff to have appropriate dialogue with students, to understand the signs of poor mental health and to use strategies within curriculum design to support wellbeing are bringing student affairs professionals and educators together.

A recent national survey and campaign, *Respect. Now. Always,* investigated the prevalence and impact of sexual assault on campus. The study was led by the Human Rights Commission resulting in a report and recommendations for more university services to be dedicated to educating students on consent and safety, particularly in college residences, and increasing universities' capacity to investigate and respond to reported incidents.

Final thoughts

HE is still very much a product within the Australian context. This can be seen in the legislative environment and emphasis of drawing revenue from international students. For student affairs professionals, this can be a frustrating observation as economic decisions at times outweigh pedagogical

or evidence-based practices that have been demonstrated to work effectively in improving student engagement, retention and success.

Despite this, the market forces that drive student behaviour and decision-making around institutions that will deliver the outcomes they seek, the changing nature of students' involvement in their university communities, and what students need from their university in terms of support, have created new opportunities for student affairs to evolve and adapt. Within Australia, the sector is tightly knit and interconnected, providing opportunities for student affairs professionals to build a career from university to university. The next wave of change and innovation may bring something yet more challenging, but the response from professional staff will be well grounded in decades of strong practice, theory, research and experience.

Resources

http://fyhe.com.au

https://safeguardingstudentlearning.net

https://graduateemployability.com

http://unistudentwellbeing.edu.au

https://www.humanrights.gov.au/sites/default/files/document/publication/AHRC_2017_ChangeTheCourse_UniversityReport.pdf

This is how we need to rethink the work of student affairs[*]

Daniel Fusch
Caleb Tegtmeier

The challenges facing our students and our institutions are more complex than in the past, and no single, siloed office can address these challenges adequately. That's why some institutions have been forming student affairs innovation hubs to bring together a more diverse crew of creative minds from across campus and put them to work on improving the student experience.

One of these institutions is Seattle University, and we recently interviewed Seattle U's vice president for student development, Michele C. Murray, Ph. D., and Seattle U's assistant vice president for student development, Monica Nixon, Ed. D.

Rethinking our work

Murray and Nixon suggest that the one-stop shop approach to serving specific student demographics (such as transfer students, for instance) has several flaws. When Seattle University set up an office to serve its transfer students, Murray notes, "The great thing was that we had one full-time staff person completely committed to those transfer students. The downside was that the transfer students felt siloed. They weren't introduced to the fullness of the student experience, and that issue was replicated across multiple student populations."

"Another unintended consequence of the siloed way of using one-stop shop areas to serve specific student demographics is that the students feel that we see them in only one way. When do we stop being 'transfer' students and become SU students? the students asked. We were responding to a need, but there were unintended consequences. We need to not just create new functions and new offices, but a new way of approaching our work.'

Monica Nixon, Seattle U

Nixon notes that this takes some humility. The way that most student affairs offices work, she cautions, "is working for some students, and is working extremely well for a small group of students, but there are also students we aren't serving as well as we could be." Seattle University's goal is to flip this equation and effectively deliver a transformative student experience for the vast majority of students.

Having the courage to work differently

Seattle University undertook a restructuring of its student affairs organization, merging offices and eliminating siloed duplication of services. For example, orientation functions were spread across four departments, each serving different populations. What had been the transfer and commuter student life office and the new student and family programmes office became a single office: the Center for Orientation and Transitions. That allows the institution to take a more comprehensive approach to orientation and transition for all students.

Murray and Nixon emphasize that we have to be willing to make tough decisions. And in order to make the right tough decisions, we need to learn to see our programmes and our students' needs with fresh eyes and work together to identify new possibilities.

We need:
- More collaborative work to identify problems and solutions, and
- Willingness to make tough decisions based on what we learn in that collaborative work.

To achieve this, Seattle University:
1. Identified five **domains** for innovation, with the coaching of Albert (Al) Blixt and Laurence (Larry) Smith of New Campus Dynamics.
2. Established an innovation group or **hub** to investigate how each intervention and programme on campus can help pursue these innovation demands.
3. Began holding **thinktanks** to brainstorm, across silos, better ways of addressing student needs.

Defining innovation domains

Defining domains for innovation in student affairs is a way of opening up conversation across offices about what all the work of student affairs needs to achieve, and how work can be organized to do that. For example, Seattle University, with the coaching of New Campus Dynamics, defined **5 domains** needing innovation:
1. Understanding our students' changing demographics and their needs.
2. Use of integrative and adaptive technologies to the advantage of students and student development.
3. Preparing students for a changing world of (a) work and (b) diversity.
4. Providing a high-value student experience.
5. Operationalizing students' search for meaning and purpose.

CREATING A CHARTER Al Blixt and Larry Smith of New Campus Dynamics suggest drafting charters, both for the innovation hub as a whole (identifying the domains for innovation) and for individual teams that will be tasked with investigating various interventions and programmes on campus through the lens of these five domains. Al and Larry suggest that such a charter is best arrived at through a collaborative team workshop setting.

Establishing an Innovation Hub

"What the model of an innovation hub has done," Murray comments, "is help us refocus the work we do on these five domains. We are developing new programmes and reshaping existing ones to meet the needs identified in the five domains." For example, Seattle University's innovation hub took a close look at the institution's learning communities, the major system for helping students connect with other students, with mentors, and with the process of academic inquiry. Participation in learning communities at SU is highly correlated with academic performance, on-time graduation, and undergraduate student satisfaction. "We've used the innovation hub to revamp the learning community, to make it our signature programme," Murray explains. Conversations about the learning community began with questions like:

- How are we setting up our learning communities to meet the changing demographics of students?
- How can we incorporate tech to further the goals of a learning community (is there content delivery that we can do online, and then have in-person processing and mentoring)?
- What are the needs for community-building at the learning community?
- How can we empower students to better navigate diversity and difference?
- How can we make this a high-value and signature experience
- How can the learning community offer specific opportunities for students to identify and clarify purpose and have a transformational experience?

"This whole process has been one of slowly tearing down the silos that exist in our division. And it is working. Light bulbs are turning on for staff; staff are thinking about different ways of approaching their work. That's pretty amazing to witness," Murray concludes.

HOW DO YOU STAFF AN INNOVATION HUB? Al Blixt and Larry Smith of New Campus Dynamics recommend:

- Appointing a full-time executive leader and operations team to ensure the activities of the hub are carried out effectively and efficiently.
- Each innovation domain should also have its own lead and support team. Give these stakeholders clear measures and goals to align workload.
- Integrating innovation hub responsibilities into ongoing workload, not as a voluntary committee assignment. You can also read Al and Larry's full proposal on how to structure and staff an innovation hub at https://www.academicimpressions.com/sites/default/files/InnovationHubArticle.pdf.

Think Tanks

Think tanks are a huge part of making all of this work. At Seattle University, these are ninety-minute sessions that invite student affairs professionals, students, and faculty to identify how student needs are changing and brainstorm approaches to serving students better in both curricular and co-curricular activities. Nixon describes one such session: "We brought in faculty we don't usually get to speak in depth with, to ask what they are seeing, how they are observing students' way of learning change over time. There was a moment in the think tank where several faculty members were discussing how students need more structure now to be successful. After a pause, I added, 'You know, I've seen that play out with our students, too.' The faculty asked, 'How?' I gave an example. The faculty said, 'Wow, so the students are showing up in the classroom and with you in the same way. We should work on this together.' That commenced some conversations about how we can put in place more structure for students across coursework, advising, student life without setting them up badly for life after graduation."

"In the think tank, we hear from people we don't usually do, we learn together and brainstorm and solve problems together. We integrate the way we work." Monica Nixon, Seattle U

*This article initially appeared in Academic Impressions (online newsletter), July 24, 2017 and is reprinted here with permission.

Closing

Roger B. Ludeman

Kuh, de Wit and Blair have presented quite interesting perspectives on thinking about our future in HE and student affairs. Fusch and Tegtmeier discuss the importance of rethinking how we do our work and the importance of a culture of innovation. We all are apparently in for major change in HE over the next 25 years or so including in the field of SAS. As the authors point out, however, by being active participants in planning for change, we position ourselves as not only forecasters but also architects of our futures, or destinies.

In closing, let me present to you the findings from future timeline activity that took place at a 2016 *Academic Impressions* workshop where participants reviewed a list of the most critical trends, events, and issues anticipated in the next 10 years (Kiel, 2016). After following a standard discussion format that works the participants through a process of discussing and refining these concepts into a final list of mid-term and long-term trends, events, and issues, here is the product that resulted from the process:

Mid-term trends for higher education

- Pressures on educators to do more with less continue
- HE less affordable for the typical student
- Technology becomes increasingly a component of HE delivery
- Administrative turnover will increasingly become an issue
- Diversity issues will continue to be on the radar screen
- Faculty will be affected by financial pressures
- HE and industry will move closer
- Constancy of uncertainty continues
- Globalization will still be around
- College preparedness continues to be an issue

Longer-term trends for higher education

- Student-related: value shifts, decline in traditional student populations, generational difference, declining student attendance in lecture halls
- Financial pressures: recessions, legacy costs for retirement, hiring competition from corporations
- Workforce-related: succession planning, gender and promotion, developing future leaders
- Curriculum-related: being flexible, competency-based and use of life experience, meeting industry needs
- Competition for students
- Technology
- Adapting to financial challenges
- Demographic changes
- Last, but not least, preparing students for a changing world

While this exercise involved North American administrators and can't be generalized to other continents, the exercise lends itself to a similar conversation that could and should take place anywhere. We just don't seem to take forecasting seriously or we suggest that we don't have the time to look at our future and what it might bring. Let us hope that SAS practitioners and scholars will follow the lead of this exercise and spend time on a regular basis looking into our future and, as a result, help make it happen. Our authors have given us a headstart in thinking about the future and rethinking how we go about doing just that.

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

XV

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

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HE has seen an immense expansion since the widespread recognition that education underpins national and regional political and economic stability, equality, social justice and human flourishing. The recent emphasis on massification and universification of HE has brought with it a focus on HE performance on graduate success and post graduate research and a recognition that SAS as a field of practice and scholarly research contributes critical and significant services and functions for higher education, thus accelerating student and institutional success.

The section below is a comprehensive and expansive list of functions and services in which SAS practitioners and scholars engage. Due to the variety of country contexts, students' preferences, diverse student profiles and the different university and SAS structures across the world, the services and functions are hugely different and varied.

The accuracy, information, style and details of each report reflect the view of the author/s and readers are encouraged to contact the author/s directly for engagement on the reports.

Academic advising and educational counselling

Damian Medina

Academic advising is an integral part of a student's HE tenure. All students require a version of academic advising, from entrance to university to graduation, all surrounding their studies and connected to their success. For many students, especially those who are not active on campus, academic advising is their only connection to campus.

According to NACADA's Concept of Academic Advising, 'academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes' (NACADA, 2006, p. 10).

Students at institutions of higher learning have always had guidance, or in this case advising, to assist in a variety of ways. According to Gillispie (2003, p. 1), 'the concept of advising students has been present in some shape or form since the inception of HE in America'. While historically advising was not associated as much in academia as it is today, as HE was originally associated with clergymen and religion, advising has formally only been a part of HE for several decades. As the academic cur-

riculum became more rigorous and emphasized more in higher education, advising became a stronger component at institutions.

In today's HEIs, all students require a version of advising. The most common kind is advising students on choosing courses and guidance towards graduation. Depending on the institution's missions, size, and priorities, advising goes beyond the norm such as with various academic programmes, studying abroad, or even a student's involvement and career placement. Considering the nature and size of the institution, advising is structured in different ways or housed under different areas of campus. For many institutions, advising falls under student affairs or student services as its own department or as part of a larger one such as an academic success centre. On campuses with the emphasis more on academia, advising falls under the academic provost (or head of), and is either their own department, or each academic programme or college has its own advisors. For campuses which follow the UK or European model, specific academic staff members are responsible for advising, many with academic backgrounds as well. For a more US holistic model campuses, advising is given by general administrators tasked with advising students, many times as part of other responsibilities.

Framework and purpose

The concept of advising states that a representative sample of learning outcomes for advising indicates that students will:
·   craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values;
·   use complex information from various sources to set goals, reach decisions, and achieve those goals;
·   assume responsibility for meeting academic programme requirements;
·   articulate the meaning of HE and the intent of the institution's curriculum;
·   cultivate the intellectual habits that lead to a lifetime of learning; and
·   behave as citizens who engage in the wider world around them
    (NACADA, 2006, p. 10).

Key skillsets

Key skillsets for advisors include but are not limited to: interpersonal skills; intercultural communication skills; knowledge of student's background, culture, and aspirations/goals; leadership style and management skills; resources and technology used by students, key skills for the holder of these positions include interpersonal skills, knowledge of students and student culture, conflict and stress management skills (Irish Universities Quality Board, 2006).

Functions of an advisor

·   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 affecting their academic success.
·   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 programmes to deliver advising information.
  (Blaney, Nutt and Sæthre 2009, pp. 71–72).

Academic advising practices and approaches change across institutions of higher learning, but even more so across countries and regions of the world. Changes across campuses reflect institutional priorities, missions, and structures. Much will depend on the foundation of the educational approach such as having an US Model or European model of learning, which differ in being more holistic in nature or academic/research-focused respectively. One aspect which also determines the approach to academic advising is staffing. Smaller campuses normally have staff who have academic advising as only part of their role, with other responsibilities in addition. Larger student body campuses allow their students to set up appointments, but at times so not have enough staff to be able to meet every student. Some institutions value personalized attention and put a high value on giving each student individual time and very personalized experiences, which in turn leads to more success and persistence towards graduation.

Challenges and future trends

Advising has strongly been connected to how HE evolves over time, including its challenges. One challenge to advising is the ever-growing diversity in its students with varying backgrounds including culture and age differences. Many campuses are dealing with a growth in international students (all around the world) and non-traditional age students going back to further their education. Another challenge is the emphasis on graduating in the traditional four years, but with graduate degree programmes increasing in credit hours. This puts significant pressure on advising to keep students on track. The biggest obstacle and challenge facing institutions of higher learning are budget challenges and thus changes in curriculum, staffing, etc. For many institutions, when budgets are cut, staffing is a main source of costs savings, thus a higher student to advisor (and faculty) ratio.

In summary, challenges and trends will change higher education, and impact academic advising but it will continue to be an integral part of all institutions of higher learning. Academic advisors are well placed to help students to success through guidance. This in turn leads to better retention rates, persistence through to graduation and a more positive overall educational experience. Lowenstein

(2006) observed and summarized the role of advisors very well in that an excellent advisor does for students' entire education what the excellent teacher does for a course: helps them order the pieces, puts them together to make a coherent whole, so that the student experiences the curriculum not as a checklist of discrete, isolated pieces but instead as a unity, a composition of interrelated parts with multiple connections and relationships' (p. 5).

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Academic support centres

Chinedu Mba

Higher institutions are facing increasing pressure to improve student retention and completion rates. The low rates not only reflect poorly on higher institutions, but also have fiscal implications. Consequently, universities and colleges have set up academic support centres to support other enrolment management and success rates. Academic support centres variations in role and conceptualisation appear to be context-specific, reflecting each institution's educational philosophy and student demographics and understanding of the centre's functions.

Definition and context

Definitions have shown a gradual shift from a deficit paradigm to a resilience paradigm. Contemporary definitions describe a holistic practice that leverages learners' strengths, advocates for learners, and encourages use of best suitable interdisciplinary practices in ensuring that students achieve academic and personal success. The definition by The National College Learning Centre Association (NCLCA) encapsulates a responsive and innovative role based on a resilience paradigm:

History

The development of academic support centres or initiatives goes back to the 1600s when a how-to-study manual titled 'Guidance for a Student at St. John's College, Cambridge, UK Kingdom' was

published (LSCHE-A Learning Centre). Between 1700 and 1900, the greatest activities were in the US in the form of tutoring, college preparation courses, examination preparation classes, and remedial courses for freshmen. Several journals and newsletters were born as were conferences and government-funded reports that focused on developmental education and learning assistance.

Between 1980 and 1990, higher institutions in the UK experienced demographic changes which made retention and completion policy matter. The 2000s have seen continued global growth particularly in the areas of professionalization efforts and improvement of service through integration of technology, influenced by two key influences. Historically, demographics has had the greatest influence on the growth of academic support centres. The growth in the UK was driven mostly by the increased enrolment of students from low-income backgrounds and an increase in the non-completion rates. The other impetus includes competition among institutions and shrinking revenue due to low retention and completion rates compounded by the growing global trend of cutbacks which have compelled institutions to re-evaluate their quality of student experience and student success ratings.

Theoretical framework

The academic support function is a multidisciplinary practice that draws from different bodies of knowledge.

The concept of a student's individual's aptitude for learning and development remains an important consideration in the provision of academic support services and practitioners aim to help students with modifying applicable behaviours' and attitudes in order to improve their learning.

Learning spaces traditionally refer to the physical space where learning occurs, but in recent times, this definition has expanded to include virtual space. The psychology of learning spaces dictates that the learning occurs best in spaces that elicit positive responses from both learners and practitioners (Graetz, 2006).

An understanding of how students grow and develop translates to successfully describing, explaining, predicting and designing strategies that support their academic success. The four main categories of student development theories are psychosocial, cognitive structural, moral, and typology, and the commonly referenced theorists are Chickering, Perry, Kohlberg, and Holland.

The primary theories applied in the design and execution of academic support services are behaviourism, cognitivism, constructivism and humanism. Cognitivism followed behaviourism and focuses on the learner's mental activities such as thinking, memory, knowing/understanding, and problem-solving. A common cognitivist practice in an academic support centres is teaching students metacognitive skills.

Constructivism is another prevalent principle with great influence in academic support. It is premised on the belief that people are active participants in constructing their learning experiences. Some of its key contributors include Vygotsky, Piaget, Dewey, and Bruner. Some features of a constructivist approach that is used in academic support practices include facilitation, use of authentic learning contexts, and small learning groups (David, 2017).

Purpose, services and typical activities

The primary purpose is to help students achieve their academic and personal goals and by extension improve retention and completion rates. This can be achieved in collaboration with other units or departments.

Academic support centres offer various interdisciplinary services and programmes, but the most commonly reported are: tutoring, study skills/learning strategies, workshops, supplemental instructions, services for students on academic probation/warning, services for students with disabilities, computer labs, organized study groups, academic coaching, service for student athletes, peer mentoring programmes, academic advising, assessment/placement testing of students, first year experience programmes, summer bridge programmes, Trio (for the US), personal counselling, financial aid counselling, and career services (Toms, 2016).

Typical activities at an academic support centre include the following: creating and offering study support programmes and events, creatively promoting its services, creating and offering various academic success services, consulting with faculty as appropriate, to support student learning and success, creating and offering various enrichment, supplemental, and remedial learning opportunities.

Future directions

The academic support function in tertiary institutions is affected by global, local, and sectoral developments. The key influences are demographics, technology, and funding.

Demographics

The types of services offered, how they are offered, and where they are offered will be affected by increased enrolment numbers of heterogeneous students due to massification of education, online and distance learning, changes in lifestyle and family dynamics, immigration and student mobility (Altbach, Reisberg, and Rumbley, 2009). A few specific examples of demographics-related changes:

- a global increase in high school graduation rates
- increasing number of second career and mature students
- increasing female enrolments
- increasing number of students taking courses from multiple institutions/high school students taking college courses

One of the keys to the success of academic support is having a good understanding of the population it serves. Institutions will need to ensure that positions are adequately staffed with properly qualified personnel.

Funding

HE funding structures are changing from dependence on government to private sources such as financial markets, philanthropy and households. One of the more obvious implications of this is the likelihood that funding and resource allocation will be tied to an output-based or performance-based form of evaluation. While this approach can have positive results, it presents a challenge for units such as the academic function as it is often tricky determining appropriate key performance indicator(s). With higher enrolment, academic support centres can expect to experience greater pressure on available resources and this is despite the fact that more institutions are reported to be spending more on improving student experience. Academic support centres will have to explore more creative ways of being funded or become bolder in demonstrating their relevance and contribution to the governing boards and the administration so that they no longer depend on soft funding.

Technology

Because technology is such a differentiator, its arrival has changed and promises to continue changing the business of HE extensively. Institutions are beginning to provide technology-based academic support services such as online advising, online tutoring and computerized scheduling systems

in an attempt to meet the needs of the increasingly complex demographics. The future requires the academic support function to develop and implement a nimble, lithe and innovative IT strategy that aligns with the institutions. While technology promises several benefits such as the use of analytics to guide decisions and increased collaboration among all student success stakeholders, a few aspects require serious consideration: privacy; the effect of reduced human interaction; personnel training needs; technical support and costs of the systems; and ensuring that pedagogy and learning paradigms keep pace with IT development.

Professionalization pathways

The benefits of professionalization are immense and range from shared learning, advocacy, advancement, recognition of practice, and enhancing best practice. The CAS Standards document clearly states that personnel have to earn a professional or graduate degree in a relevant field or must have a proper combination of educational qualification and related work experience. In addition, ensuring some form of accreditation or certification for roles would allow academic support centres to leverage the benefits of professionalization.

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Accommodation and residence life

Pieter Kloppers

Student accommodation is conceptualised in terms of housing, student accommodation, residence life, residential colleges and student communities. Different notions allude to the different facets of this function, but also the difference in perspective a particular university or college might have. It also highlights the struggle to have a single integrated understanding of the role of this function in a particular university.

At its least, student housing provides an affordable living arrangement close to the academic environment to enable students in it to be part of the university. At most, the role extends to the full integration of the factors that lead to the holistic development of students as envisaged in the World Declaration and adds to the facilitation of student learning.

The extent to which the different aspects of student accommodation are all made part of the student affairs function at a specific university depends on the organizational model of the university. The different aspects which are all part of student accommodation include the planning and operation of facilities; business and financial operations; the assignment of students and the keeping of records and education of students often collected under the titles 'residence life' and 'residence education'. These different functions may be organized into one management unit at the university or might be spread over many different units or departments within a particular university.

The influence of student accommodation on student success has gained traction as a factor defining the role of student accommodation in higher education. This narrative leads to a view of student accommodation such as the Oxford-Cambridge system of residential colleges and its focus on the education of the student as a whole. In some contexts, accommoatoin is managed by quasi governmental offices (for example Studentenwerke in Germany) or by facilities management organisations either within HE or as private companies.

Access to university, student success, affordable higher education, the speed of improvement in technology, globalization, issues of sustainability, design that promotes student success, integration of the curricular and the co-curricular, promotion of learning, promoting diversity, intentional student development and promotion of student learning are all forces that play an increasingly important role in shaping student accommodation and residence life.

Theoretical framework

Student accommodation evolved through at least four distinct philosophies (Blattner, Cawthon and Bauman, 2013). According to this understanding, interaction with students was defined first by student control (in loco parentis), student services (students as consumers), student development (development of the holistic person) and more recently student learning (support of the academic mission and creating learning environments). In future the formal recognition of the student learning that occurs within student accommodation will become increasingly important.

Various bodies of communities of practice have formed and include the CAS standards, ACUHO-I standards, APPA standards, a comprehensive body of knowledge and the ACUHO-I core competencies that all give guidance on how to incorporate the most current knowledge into practice.

Student accommodation spans a wide area of very diverse functions and thus the theories from a wide variety of fields work together in making this function successful. And while theories on student learning and student development are important, so are the principles of design and the influence of spaces on student learning as well as theories in the construction industry and sustainable practices.

Future directions

The conversations about affordable higher education, decolonisation of education, a living wage for campus workers, gender violence and investment in companies with ethical business practices are themes that are present in student communities around the globe and will impact the way student accommodation is provided.

Navigating the tension between budgetary and operational impertives with student development and learning will push student accommodation staff to become fully fledged educators of a different kind. For example, in dining services education will include the production, nutritional value and management of waste. The buildings students live in will educate on sustainable practices, utility use, design and the wise use of water. The cleaning staff, the maintenance staff and the residence educa-

tion staff will all be educators in the co-curricular space and their education will be planned, assessed and recognised.

The challenges facing student accommodation depends to a large extent on the local context. In some countries the challenge is enough affordable student accommodation that promotes student success. In others it is the competition to provide a product that competes with private student accommodation and manifests as occupation rates. Within a particular college or university it will be the challenge to integrate student accommodation as an educational space that supports the academic mission as opposed to a place to live close to campus.

Purpose and functions

According to Dunkel and Bauman (2013) the role, purposes and function of student accommodation is about the relationship between students, the administration, academic departments and co-curricular educators, the relationship with the town, communities both outside and inside the university and also the alumni, the current and future students. Accommodation is about more than construction, maintenance and cleaning of buildings, guiding student behaviour, managing a budget and aligning finance and construction with the building code and financial regulations, staff supervision and training, student development and student learning, the effect on affordable higher education, the ethos of the university and wider community as well as providing an exceptional student experience.

Student accommodation is critical for institutional and student success. Student accommodation aids the transition into higher education, moulds campus culture, recruitment, retention and success of students, and gives students opportunity to gain valuable experience in leadership, mentorship and management.

Student accommodation:
· aligns the campus residential experience with the academic mission, goals and objectives of the institution
· supports the personal development of students and the development of respectful, inclusive residential communities
· provides students with opportunities for shared governance of residences and residential communities
· provides residential facilities that are designed to support the residential programme
· provides residential facilities and grounds that are reasonably safe and secure
· protects the institution's financial investment in its residential facilities
· demonstrates commitment to sustainability and environmentally appropriate practices
· manages financial and human resources in an effective and efficient manner
· selects and train staff members and student leaders able to implement the residential model
· provides effective response to emergency and crisis situations
· provides and utilises technologies and applications that support student needs and business operations
· communicates important information to affected parties in a timely and effective manner
· evaluates the degree to which the residential programme is achieving its goals and objectives
· seeks cooperation with the academic departments in order to bring student learning to students in their residences
· develops a co-curricular curriculum for students in residences
· negotiates service agreements with other departments in the university
· seeks to make the assets of student accommodation a factor in the success of students not in residence

Typical activities

The typical activities linked to accommodation include planning residential life and education, facilities planning and operations, business and financial operations, housing assignments and records management, communications and marketing, human resources, emergency and crisis management, conference management, dining services, information technology, student behaviour, co-curricular education and assessment. From the list of the typical activities mentioned above it is clear that detailing the typical output in each of those areas is more than space provides here.

There are a wide variety of practices around the world worth learning from. The most suitable practice for staff involved in student accommodation is to join some of the associations specialising in student accommodation such as ACUHO-I or equivalent. It is through this shared and common interest that staff members will be able to mine the practices best suited to adapt to the needs of an university.

Other practices worth pursuing are managing the campus experience of resident and commuter students together and recognising the co-curricular learning of students in student accommodation in a formal way on the academic transcript or diploma supplement.

When resident and commuter students are accommodated in student communities that include both resident and commuter students it is possible to extend the factors that make students in residences successful to more students on campus and to effectively increase the overall success of students on campus.

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Adult, mature, returning, non-traditional and commuter students in higher education

Rob Shea

This report discusses the support for HE students who occupy the various categories of adult learner (North America), mature learner (United Kingdom), returning, non-traditional and commuter students. It is difficult to generalize about all five categories of students in any post-secondary institution in North America let alone around the world. However, for purposes of this report we will utilize the conceptual overview of the adult learner as the theory and underpinning of all the above noted groups.

The population demographics of HE students in many parts of the world are changing from the traditional student who is traditionally between the ages of 17–25 to include greater representation of students that are 25 years of age and older. This age delineation is often cited in the North American literature but is not conclusive as we travel the globe. With declining birth rates in some parts of the world the focus on the adult learner is gaining greater attention in the literature. Moreover, there is an increased attention to adult learners within universities and colleges' student services professionals that requires a greater focus on how they lead and administer services to this population. First, let us explore the characteristics of the adult learner.

There is often a similarity in how adult learner characteristics are identified (Knowles, 1990). They often include students who are usually 25 or older and are generally commuting students. These students may have delayed entering HE for at least one year following high school and are usually employed full-time and have a family and often children. Adult learners are generally more career focused than traditional students and are looking to enhance their careers or transition to another and are often more mature with real lived experiences.

Many theories exist that focus on the adult learner but probably the most often cited is that of the American adult educator Malcom Knowles (1990). Knowles focused on andragogy as the art and science of adult learning. (Kearsley, 2010).

The impetus that currently exists with the discussion of the document *Learning Reconsidered* is bringing together the academic and student services pillars of the academy to focus on how and where students learn. As such, the current focus on the art and science of teaching or pedagogy is now focused on the art and science of teaching adults. This could have significant implications for how student services functions are organized and administered.

In 1980, Knowles made four assumptions about the characteristics of adult learners that are different from the assumptions about pedagogy. In 1984, Knowles added a fifth assumption that has implications for student services in higher education. His five assumptions included that as a person matures, they have increased experience; their readiness to learn becomes oriented to practical application of their learning; they change their learning focus from subject-centred to problem-centred; their motivation to learn is internal and self-directed (Knowles, 1984).

Knowles (1984) also provided some guiding principles to be applied to the creation of learning opportunities for adult learners which have direct relevance to the creation and design of co-curricular learning experiences within the provision of student services of universities and colleges. There is a need to explain the reasons specific things are being taught; instruction should be task-oriented; instruction should take into account the wide range of different backgrounds of learners; and learning materials and activities should allow for different levels/types of previous experience; and finally, since adults are self-directed, instruction should allow learners to discover things and knowledge for themselves without depending on people.

Future directions for SAS functions

An analysis of your university of college demographics should be examined. Working with your registrar's office and, if they are available, the institutional analysis units should be employed to review a 10-year or 5-year trend in demographics to ascertain whether the learner age on your campus has changed significantly and whether more students are computing to your campus. If there is a change in demographics, the next stage should be an analysis of the current suite of student service functions. Those functions might be leadership workshops, career workshops, opening hours of counselling and health services and other units within the student services portfolio.

Once this analysis is complete a review of student services should be encouraged. This review could be conducted within your university in partnership with faculty members who have an expertise in adult education and or graduate students from related disciplines. An opportunity for adult learners attending your campus to be a part of the study is critical. This could be a quantitative or qualitative assessment conducted through interviews or survey methodology. Once this is complete a thorough review of whether your current service provision is reflective of the need of your adult learners and commuter students is critical. Since this is a system-wide review of student services functions it should include everything from student recruitment to convocation. The creation of new services and policies that respond to the needs of adult learners include but are not limited to:

- Increased hours of service centre opening
- Creation of a specific student club or student society that supports the student to become connected to the campus
- Inclusion of more daycare spaces for children of adult learners
- Redefined workshops that include the principles of adult education
- Partnership with various faculties and schools that may have a greater number of adult learners
- A greater focus of career services to the adult learner population who are more focused on career development and career transition
- Orientation for adult learners
- A greater online presence for adult students who have multiple roles of parent, employee, and student and may not have the time to drop into campus
- Provision of online services available through distance education courses

While each of the suggestions above gives a cursory analysis of potential opportunities for enhanced service delivery they will often require the support of the leadership team of any university or college. Where more work needs to occur is research around student retention and persistence of adult learners around the world. If student success is one of the key attributes of what student services function is within the HE community, then more work needs to occur with our adult learner population.

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Alumni relations in student affairs

Vianna Renaud

One of the primary functions of a university alumni relations department is to help create and develop a lifelong relationship with students who graduate to becoming alumni. As the proximity to future alumni will no longer exist after graduation, it is vital to begin the relationship during their time on campus. This mutually beneficial relationship of current students, alumni and institution shows a dedicated commitment to the cycle of taking and giving back, from being a student engaging with alumni to then becoming an alumnus engaging with students.

Another key function, which is more prevalent in the US, is to seek fundraising opportunities from alumni. The fundraising initiatives are very important to core university aims and strategy and strong

relationships with the alumni can greatly support them. While it is not yet common practice in the UK and other countries, this trend is starting to develop.

Something which has grown recently is the interest in having more and more international students. This is an area where international alumni can greatly make an impact. As the importance of having an alum presence in the student's home country is growing, by instilling a sense of university brand and pride in international students before they return home, this can help spread the message of their student experience. By establishing strong links to the university, alumni can network amongst other former students and share their experience to potential students.

Having a strong alumni department and association can significantly contribute to the sense of community on campus. It also plays a big part in university culture.

Purpose and 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
  (UNESCO, 2009)

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-campusinterviews 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 though alumni magazines and the web
· Alumni association can offer membership schemes to include local discounts
· Serve as a spokesperson for their institution in their home countries
· Offer internship or employment opportunities for the university graduates
· Sponsor university projects and schemes

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Bookstore, academic materials and e-technologies

Tony Ellis

Over the years, the primary role of the campus bookstore has remained the same; delivering course materials on a timely basis in the right quantities through exceptional customer service. While this purpose has remained constant, changes in course materials, retail practices and expectations,

and challenges facing HE in recent years, have had a dramatic influence on the campus store industry, individual bookstores, and the variety of, and ways in which, they deliver products and services to their customers.

The price of textbooks and other course materials has increased dramatically over the past decade. In the past few years 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, HE is looking for ways to reduce or minimize this educational expense. Used books, textbook rentals, and e-texts (static digital copies of print textbooks) are among the most economical and straightforward ways for campus stores to provide course materials to students.

Course materials continue to shift from print to digital, however, shrinking the used textbook market and replacing more affordable e-texts with higher priced, access code materials that include on-line course content, assignments/homework, assessments, and other teaching/learning support for students and faculty. This shift in products and the impact on traditional forms of affordable course materials has given rise to two new phenomena – inclusive access programmes and Open Educational Resources (OERs).

Inclusive or instant access programmes are a primary way that traditional textbook publishers can offer more affordable materials through arrangements with the campus/campus store. Lower prices are offered based on anticipated increased overall sales per course as students pay for course materials automatically upon registering (with an opt out or, more rarely, opt in condition). OERs, on the other hand, are largely a result of charitable foundation support to organizations that create learning content to be shared freely for adaptation by faculty for their courses. In most cases, OER course materials are available at no cost to students in a digital format and are much less expensive than traditional textbooks they may replace when purchased in print.

Systemically, the most effective campus strategy for providing affordable course materials is for faculty, administrators, and the campus bookstore to maintain a reasonable course materials cycle – including timely submission of adoptions by faculty, support for new initiatives by the administration, and effective operations by the bookstore offering all content format options. Late adoptions are a top contributor to higher course material prices due to increased marketplace costs and shipping/other expenses as the first day of class approaches or passes. A reasonable course materials cycle also includes an effective textbook buyback by the store to bolster the used textbook inventory for the following term.

Overall, students are increasingly savvy and informed consumers for both course materials and other products and conveniences offered by campus bookstores. And while most campuses continue to rely on their campus store for revenue to benefit the institution's bottom line or offset losses in other functional areas on campus, students continually are expecting more from their campus bookstore. Each new crop of freshmen brings to campus consumer expectations established by mainstream retailers and brands. They expect robust online/mobile shopping capabilities, longer store hours and knowledgeable staff, and lower prices with free shipping and other conveniences.

Bookstores, more appropriately referred to as campus stores, continue to evolve to meet the expectations of their student consumers, while striving to provide the financial outcomes asked of them by the campus administration. The reality for campus stores is a shift to lower margins (or net revenue) on course materials as they increasingly provide services and the lowest possible prices on these products for students. Some margin may be retained or recovered through the sale of apparel and other merchandise. Accordingly, campus stores have become the source for all materials and supplements for a fruitful university experience – serving as a guide, resource, and source for students, faculty and staff, and campus guests for 'everything college.'

Purpose and functions

- To provide course materials and supplies for courses taught at the institution
- To sell instructional supplies such as paper, binders, writing utensils, lab kits, etc.
- To be a source for reference materials such as dictionaries, thesauruses, and speciality titles
- To provide personal supplies, convenience products, food and beverage 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 required and recommended course materials
- Championing campus affordability initiatives, inclusive access programmes, and course materials and other retail transaction capabilities (such as allowing students to use financial aid)
- Communication and marketing activities to promote bookstore products and services, and to position the bookstore as the primary and trusted retailer for the campus
- Buyback of textbooks at the end of each term or year-round
- Stocking and selling logoed apparel and gifts, food and convenience items, and personal supplies for students

Campus activities and student organizations

Henry D. Mason

HE offers unique opportunities for students to interact through, among other things, student organizations (Anderson, 2016). Through engaging with student organizations, students have opportunity to learn and develop skills and competencies that are not typically acquired in the classroom. Students have opportunity to experience persons from different cultures and who hold different beliefs. Thus, students are challenged to engage with diverse worldviews and to find amicable ways of dealing with conflict; therefore, they can develop holistically (Schreiber, 2014). Additionally, engagement with others affords students the opportunity to develop interpersonal literacy competencies such as communication skills, problem-solving strategies and empathy (Chickering and Reisser, 1993). Astin (1993) also indicates that participation in student organizations allows for the development of leadership skills.

In view of their close relationship with students and their intimate knowledge of their experiences and challenges, student affairs professionals engage actively with student organizations in advising on campus activities (Astin, 1993). Even though functions and activities may vary between institutions and countries, a generic set of functions and activities can be identified.

Purpose and functions

The functions of student organizations and participation in campus activities include the following:
- Opportunities to engage critically with peers on matters of interest. These include, for example, discussions on political discourse, national and international events and matters affecting the well-being of students

· Opportunities to engage in activities that foster leadership skills
· Developing a more empathic understanding of diverse cultures
· A better understanding of the self in the context of interpersonal relationships and how to engage effectively with others

Typical activities

The following are examples of activities that could foster students' participation in student organizations:
· Developing and offering enrichment programmes to students that are not included in the core curriculum
· Offering leadership development training to members that sit on student representative councils
· Assisting students in community outreach programmes
· Hosting national conferences of interest for specific student organizations
· Promoting sport and cultural clubs to enhance students' experiences in higher education

Conclusion

Student affairs services assist student organizations in playing a proactive role and influencing the organization and content of education within the HE context. Through participation in student organizations, students' experiences in HE can be enriched beyond the curriculum.

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Campus safety and security

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 dependent, 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 US, 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.

The United Kingdom also has a campus security professional association known as the Association of University Chief Security Officers. (AUCSO, n. d.) Security officers in the UK are not sworn officers with arrest powers and thus rely on local law enforcement agencies for dealing with criminal behaviour. This organization has members in all of the UK countries, The Republic of Ireland, Poland, Switzerland, Belgium, Australia, Singapore, Qatar, South Africa and Canada.

Both IACLEA and AUCSO provide professional training for campus police and security agencies, do research, support the research of scholars and provide other services to these agencies. CAS, which is a consortium of over 40 professional associations, has developed and promulgated a set of professional standards for campus police and security agencies. These standards are used by many universities in the US and Canada to provide self-assessment of police and security agencies and both South Africa and China are using these standards to develop standards that fit the cultures there.

With the upsurge of terrorism, campus security/police and protective services agencies increasingly are faced with working with local and national agencies on terrorism prevention and response. These agencies must also be concerned about active shooter incidents, serious weather emergencies, fire safety and other concerns. For more information on this topic please refer to the Safety, security, risk management and legal issues in student affairs chapter in this volume.

Purpose and functions

Campus security/police and protection services may:
· 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
· Oversee fire protection services
· Keep records related to criminal acts on campus

SAS functions in higher education: professional services and programmes delivered for enhancement of student learning and success may include:
· Enforcement of local, state/province/regional and national laws
· Coordination with other campus agencies on educational and other programmes
· Enforcement of student conduct codes and participation as witnesses in student conduct hearings
· Provide basic fire and emergency medical interventions
· Serve as the communications conduit about safety concerns on campus

Typical activities

Campus security/police and protection services may:
· Provide safety programmes
· Assist in student development around safety and security
· Contribute towards student safety initiatives and programmes
· 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
- 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
- Assist SAS with orientation programmes
- Provide crowd control during speaker engagements, commencements and athletic events
- Complete reports on the status of campus facilities to minimize liability and damage

Conclusion

Campus security and protection services are a vital part of most college and university operations. Universities and colleges are a microcosm of their local environments, and therefore all of the challenges of societies may come to raise concerns on campuses. These agencies and their employees provide vital services and are critical to the success of HE and SAS.

Career services and employment

Mirela Mazula
Faten Nabih Ramadan

The career service offices within SAS at HE appeared early in the 20th century. However, the aspiration of combining a liberal education with a professional one aiming at the wold of work has been present in HE since its early inception; the first medieval universities in Salerno, known for medicine, in Bologna, known for law, or in Paris, known for theology and philosophy, valued and sought knowledge for its own sake, while preparing professionals to succeed in their fields of practice and thus preparing students for the world of work.

Definition, theories and guiding principles

Consistent with the mission of the institution it serves, the career services office assists students, alumni, faculty and staff, to develop, evaluate and implement career, education and employment plans (CAS, 2015), also in collaboration with employers. Thus, their services, programmes and initiatives enrich students' curriculum and co-curriculum, while supporting their career exploration and skills development. The approach is holistic: the aim is to include career development early on into the wider development of the student.

The evolution of the career services function can be seen in its name and paradigm changes: from vocational guidance; placement; career planning, counselling and advising; professional networking; and connected communities (Cruzvergara and Dey, 2014). Given the complexity of the career decision-making process, as seen in the personal background and choices of individuals and the external factors that influence them in the course of their lifetime, CAS lists the major career development theories in their 2015 standards: Trait and Factor Theory (Holland), Developmental Theory (Super,

Gottfredson), Learning Theory (Krumboltz), Social Cognitive Theory (Bandura, Lent), Values-Based Theory (Brown), Career Information Processing Theory (Peterson, Sampson, and Reardon), Transition Theory (Schlossburg), Contextualist Theory (Young, Valach, and Collins), Narrative (Savickas) and Planned Happenstance Theory (Mitchell).

Career service professionals' work is also informed by employment trends and practices, national and regional policy priorities, but also international practices, trends and challenges, for example skills-based job searches, micro-credentials, the future of work etc. When designing their programmes, career services start from the student learning and development outcomes related to their university mission. The most common services offered are: advising and counselling; maintaining partnerships with employers to offer part-time or full-time internships; designing experiential learning programmes; helping students develop job searching and soft skills; organizing career fares, student-employers meet-ups, networking events or job interviews; and sharing employment data and career information (including graduate and professional academic programmes at national and international level).

Student learning outcomes

There are regular updates to the list of graduate skills employers are looking for, and while the sequence and position may change, the skills remain mostly the same. The names might be different across sectors or regions, but one look across labels and it's clear there is a general consensus on what learning outcomes students need to demonstrate to enter the job market: the 4C skills (critical thinking, communication, creativity and cultural fluency), soft skills or employability skills (teamwork, emotional intelligence, service orientation) are just a few examples.

Future directions: Trends and challenges

In the present international context, with graduate employability an important indicator for institutional and student success, both in the short and long term, the transformation of university career services is imminent. New trends in institutional positioning, programming, and partnerships are already visible.

Dey and Cruzvergara (2014) described the evolution of career services into career communities, a model of innovative connections and partnerships between faculty, student affairs, students, alumni, employers and communities of reference. Between all these actors, there is a shared responsibility of students' employability and a joint effort to put in place programmes and initiatives, hence the career communities of learners and networks that last in time. Data collection, analytics and visual presentation adapted to different demographics and stakeholders will also become a larger part of everyday work with the aim to sustain these career communities.

While staff continue in advising, counselling, and advising roles, in supporting students with job searching services and managing data, successful career service staff will integrate into their work networking and relationship-building skills with students, families, faculty and university leadership, employers, policy-makers and other stakeholders.

Service economies, mass HE systems and graduate employment rates after the 2007 economic crisis, brought governments and institutions to demand that HEIs better prepare students for a fast entry into the labour market. In Europe, 2016 data from the Education and Training Monitor 2017 of the European Commission, show different regional employment rates of students who have graduated in the previous 3 years: while the European average is 78.2 % graduate employment, best performing countries reach rates of 84.4 % in UK, 86.7 % in Sweden or Czech Republic, 90.1 % in Germany or Netherlands, while Spain with 68 %, Italy with 52.9 %, Greece with 49.2 % are suffering from

low graduate employment rates. An array of national and civic programmes was initiated in order to experiment with different solutions: skills forecast, graduate tracking, recognition of skills and qualifications, and university-business cooperation fora not only for research projects, but also for collaborations that expand the university curricula to learning outcomes related to soft skills and entrepreneurship.

Student employees: An opportunity for integration and success

Student employment programmes in the university play an important role in personal refinement for the students and gives great opportunities for career development and becoming equipped with different required skills during study period; it is similar to the practical application of future work mechanism and gives an idea about the work space environment essentials. To monitor important results and effects around this theme, a study was conducted at the Student Services Department, Qatar University (Ramadan, 2017). The goal of the study was to explore benefits of being a student employee within the university.

The results showed that 90 % of those students believed that their part-time job developed their skills and work methods. They mentioned a positive effect of being employed on their personal life, although only 38 % thought that the job's work environment ought to be similar to that they would pursue after graduation.

Some of the most important skills that should be focused on are: time management, attaining balance, customer service, problem-solving, effective communication, supervision and principles of leadership.

Despite the importance of employing students, there are challenges. Most notably is coordinating the working hours according to students' timetables especially with regard to services that are fully operated by student (for instance photocopying centres).

Overall, the results show that employing students internally at the university provides opportunity for skills development which benefit students beyond their graduation and advantages them in the world of work.

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Chaplaincy and multi-faith services

Vianna Renaud
Sue Eccles

Chaplaincy services have long been established in western universities. Whilst the original purpose of western universities was in the education of clergy, a shift occurred in the nineteenth century as universities became more secular with a focus on educating and researching across the range of disciplines. Since this time HE worldwide has become more accessible with a greater diversity among students and staff.

Institutions now pride themselves in having a student population with a variety of faiths and cultures. Therefore, there is a need to provide these students and staff with a designated space and appropriate resources to help support them in their overall wellbeing. While the academic programme is there to support students with their academic and educational development, there is also a need to have a space to support students 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 nonreligious association (CAS, 2006). In the UK it is common practice to have a chaplaincy service on campus which is open to all cultures and religions. While not as prevalent as in the US and the UK, HEIs in Australia and Africa also have similar services on campus.

By comparison, in other countries, such as those in the Middle East and in South America, where religion is often in the constitution, political and religious principles will often dictate the range of available services. Another factor is that within these (and similar) regions, more students are likely to attend their local university and therefore have established access to their own places of worship. In addition, as there may be lower numbers of international students studying in these areas, there may not be a demand for broader chaplaincy and multi-faith services.

When looking at the global picture, 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 Centre and Griffith University, 2005). How institutions approach the services and goals range depends on the institution and country. In the general, the following are typical functions and activities of a chaplaincy/multi-faith office.

Purpose and functions

· To identify and engage with 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, academic and professional support staff) in their quest for spiritual life
- To provide advice and assistance to the education community at times of celebration and crisis
- 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 HE community and of the varied personal paths to spiritual enlightenment
- To create a safe space and 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
- Create a space for students and staff to meet on an informal basis to develop friendships, share ideas and engage in collaborative activities
- Design and implement a range of spiritual and religious-based seminars, workshops and lectures to meet the needs of all
- 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 or other 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 multi-faith 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 inter-faith 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 for helping students find appropriate rooms if no such centre exists

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Child and family services

Eva-Marie Seeto
Raywen Ford

Centres providing child care and early childhood education services for babies through to pre-school aged children are available at many university campuses and are often involved with teaching and research activities across a range of disciplines. The services may be owned and operated by the institution, or independently owned and operated but located on a university campus; and while families of students, staff and alumni comprise most service users, many centres also provide places for local community.

Child care services – nurseries, kindergarten, pre-school, vacation care – play an important role in enabling access to higher education. As increasing numbers of students are returning to university after having families, accessibility and affordability of child care becomes a significant factor in student retention and success. It is also an essential component of the targeted bridging programmes that some institutions offer for teenage mothers, as an alternative entry pathway for young women who did not complete secondary school and aspire to higher education. The University of Gottingen has a special goal to be a family-friendly university, and therefore delivers a broad range of child care services including emergency child care, flexible afterhours care for the children of students, and fee subsidies.

Where formal child care services are not available on campus, child care centres near a university may offer discounted rates for students. The University Child Care Centre in Missouri is a community-based non-profit centre offering services for children (aged 2 to 12 years) of students and staff of Missouri State University, and families in the local area. In some countries, university student associations will also run a parent support group or network, and similarly may facilitate parent-led day care activities or play groups on campuses (subject to legislative obligations and university policies). Across the globe there are also independent providers of temporary 'pop-up' services, which may be contracted for afterhours or weekend crèches, for example to provide childminding for university conferences or short courses.

Child care centres are also important learning environments for new professionals, and practicum placements at many child care services are offered for students in disciplines across education and allied health, including: early childhood and primary teaching, psychology, physiotherapy, speech language pathology and occupational therapy. Some university child care centres also provide specialist early intervention and research programmes for children with developmental delay conditions and can facilitate transition when those children are ready to commence primary school. The AEIOU

Foundation established in Australia in 2005, is co-located on several university campuses across the country, and offers traditional childcare in addition to best practice therapy and care for children with autism. They are a founding partner of the Griffith University Autism Centre of Excellence.

Child care options vary widely, and university child care centres are regulated under the same quality standards and legislation that applies to any child education and care service in a locality or country. This can include: staffing requirements, health department and food safety requirements, child protection laws, urban planning controls, indoor and outdoor space regulations, and record keeping.

Purpose and functions

· To provide a safe, stimulating, nurturing and educative environment for children of students, staff, and local community
· To support the recruitment and retention of staff and students through provision of child care and early childhood education
· To offer associated services 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 any matters of concern relating to their child, and to assist parents to develop positive parenting skills
· To ensure contemporary practice in child care and early childhood education and demonstrate excellence in service delivery
· To ensure the university's compliance with all legislation relevant to child care services
· To contribute to the university's student support information, including advice about financial assistance that may be available to parents
· As an engagement service of the university, that contributes to positioning a campus centrally in community life

Typical activities

· Providing, both 'on demand' and scheduled services across infant and pre-school care and education
· Ensuring constant care and attention to children, in a secure, welcoming and inclusive environment
· 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 the university's child care activities meet all local and national standards
· Overseeing budgets; making every effort to maintain reasonable fees and advising parents on sources of funding to meet the costs of child care
· 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
· Supervision of students undertaking work-place learning courses or internships

Management

· Both internally-managed and independently operated child care services should maintain a reporting line to the university; for visibility of profile, and to ensure that systems and practices of the service are known and supported.

·   The policies and procedures of a child care service should harmonise with university rules and regulations wherever possible.
·   The service must provide a quality inclusive environment that meets the needs of all children, including children with disability, indigenous children, children from culturally and linguistically diverse backgrounds, and children from a refugee background.
·   The service is accountable to the university, parents, and regulatory authorities.
·   The service must comply with all legislative obligations, particularly in relation to child safety and protection.
·   The service should be an authority on child care opportunities beyond the university, recognizing that it may not have capacity to meet all service requests due to high demand.
·   As an exemplar service, and to contribute to the development of new knowledge in early learning and related programmes, the university child care service should actively participate in professional networks, research, and communities of practice.

College unions, university centres and student centres

Brett Perozzi

The basic aims of college unions are to serve students, by providing programmes, services, and opportunities for students to engage and grow as individuals. The term 'union' implies a coming together of individuals, and many of these organizations are variously named. Given the different terms, such as university centre or student centre, in this report, the term college union will be used to encompass various organizations. That is not to say, however, that college union is the correct term for each institution, especially in a cross-border environment, where cultural nuance of the country or region may impact the appropriate term for that particular HEI.

The role of a contemporary college union is defined by the US-based Association of College Unions International (ACUI, 2018) as:

The community centre of the college, serving students, faculty, staff, alumni, and guests. By whatever form or name, a college union is an organization offering a variety of programmes, activities, services, and facilities that, when taken together, represent a well-considered plan for the community life of the college. (p. 1)

The beginnings of college unions can be tracked back to the early 1800s, with informal gatherings of students, or 'unions,' which served as discussion groups and debate societies. Oxford University's Attic Society, founded in 1812 (Hollis, 1965 in Butts, 1971) was the precursor to the establishment of the Oxford Union in 1815. Unions have had a long history in the European Higher Education Area (EHEA) and continue to support students and HE functions to this day.

The college union idea came to the United States several years later, with the establishment of the Harvard Union in 1932, an organization that supported students but did not have a physical location or building. This tradition has lived on, in terms of college unions being a set of ideas, programmes, and services, which do not necessarily need to be housed in a particular space or facility. However, college unions throughout the world are often identified by their physical structures. The first union in the US with a physical structure was Houston Hall, in 1896, at the University of Pennsylvania (Milani, Eakin and Brattain, 1992).

Overall structure

College unions often resemble a student representative government concept, with elected leaders, where in many cases student-majority boards hold decision-making and financial responsibility which may include responsibility for the college union facility and other auxiliary operations, such as bookstores and basic student services.

Unions often act as the community centre of the educational institution, bringing together diverse individuals and constituents. In this role, unions seek to build communities that are supportive of positive educational environments for learning.

Theoretical framework

The theoretical underpinning of the work varies globally. For example, the US approach to SAS work generally is from a student development and learning perspective, and organizational leadership, whereas, an Australian approach more typically emerges from management literature and a service orientation (Perozzi and O'Brien, 2011).

In cross-border environments it is important to embrace global concepts that can be enacted in local contexts (Roberts and Komives, 2016). Culturally relevant programmes and services are required for authentic support of the college union idea and 'it is important for college union professionals to be globally competent by serving international students and learning from global colleagues' (Yakabowski and Perozzi, 2014, p. 80).

Purpose and functions

College unions are typically multifaceted organizations, with multiple functional areas. A primary area is student development, through provision of opportunities for students to gain leadership experience, to be involved with and experience events and activities, and learn employability and life skills. This can be through the operation of auxiliary services, elected leadership roles, oversight of programmes and services for other students, etc.

College unions in their community centre role typically provide spaces for members of the university community to gather, meet, and conference. Union facilities often provide office and activity space for units and departments across the institution. The purposes and function of today's college unions globally, are similar to what Perozzi and O'Brien (2009, pp. 95–96) presented almost a decade ago:

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

Functions vary substantially, from student programming in a nightclub atmosphere to volunteer services in the local community. In 2009, Perozzi and O'Brien (p. 96) suggest the following typical activities of college unions globally:
· Produce and host major events for the campus community
· Schedule space for use by members of the community (meeting rooms, 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.
· Some college unions may also include fitness and recreation facilities such as gymnasiums and group exercise classes

Future directions

Globalization and internationalization will continue to impact the tertiary education sector, consequently affecting college union organizations (Albach, 2007).

Changing technology is one key element of these global trends impacting unions. For example, changes in instructional and audio/visual technologies in meeting rooms, online textbook sales and rental, and automated systems such as heating, ventilation, and air conditioning, security access and surveillance, to name just a few, will all impact union operations. E-commerce has impacted some college unions by fundamentally altering the retail environment that is frequently a part of college union operations (Taylor, 2016).

Macro and local influences

Demographic shifts are taking place worldwide, from refugee relocations to burgeoning college student mobility. Unions must respond to these macro changes as well as the impacts of massification (education for all) in their local area. Providing access to groups of citizens who may not have attended college in the past will change the face of student bodies globally. This, combined with the explosion of cross-border education, will require those doing college union work to pay close attention to cultural components, which necessitate a level of cultural competence not necessarily required in the past.

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Communication and social media

Birgit Schreiber
JC Landman

Online media use by students and staff in HE has become a standard medium for learning, teaching, student development and support (Gregory, 2015; Schreiber and Aartun, 2011). Broad use of smart phones, computer and lap/desktop engagement, online social media, blended learning and support services using online technology, and engaging seamlessly across face-to-face and online mechanisms, has become the standard for SAS practitioners in HE across the globe.

For student affairs the extension of services, engagements, support and communication channels onto the online platform has become a critical function, not only as learning and teaching has embraced online technology, but also as students engage fluidly in this medium.

Offering services and support via online media is aligned to the principles of social justice, in that it enables broad reach and wider access to students. Students who study after hours, at home, have a diverse set of preferences for accessing support, are difficult to reach or who experience other barriers, can engage in online services at their preferred time and place.

Online support has been utilised broadly in a variety of student affairs settings and contexts. For instance, online chat support and advice was successfully provided in a South African University (see Schreiber and Aartun, 2011) where students could access a chat facility to ask a range of questions.

Benefits of broad use of online technology:
· Broad access by students, beyond traditional 'office hours'
· Student-centred
· Recognition of diverse preferences of media for students
· Aligned to current trends in learning and teaching methods
· Affordable
· Augmentation of face-to-face services
· Text messages, phone and computer for direct support
· Facebook and websites for information sharing and in-time communication

· Flexible provision and increased modality for staff who may prefer to work at range of hours and from range of locations
· Can augment face-to-face services when capacity is challenges
· Reach students 'where they are at'
· Right in time information sharing

The push and pull of communication

Student affairs needs to have an online footprint to reflect student culture, to contribute towards student and institutional culture and to share key messages that influence student climate. The online student affairs site, including Facebook and a current website should pull information from key sites within and beyond the institution and also push information into the institution and student life so as to share the many events and messages that are valuable for student success.

Close relations with the institutional communications department, national education department, key academic departments and faculties and student governance councils are critical in order to assist student affairs to shape online environments so as to ensure these are conducive for student development and student success.

Future directions

Essential for student affairs is that it needs to join students in their current conversations and in their preferred medium. To that end, it is essential that student affairs stays ahead of and fully in touch with the many facets of communication technology that students use. It is likely, that with increase mobility, broader ranges of diversity, flexible learning and increased use of online technology in all facets of life, student affairs will employ online media more fully to service and reach all students, right where they are.

Community service and service learning

Faten Nabih Ramadan
Mirela Mazula

Identified as a high-impact educational practice (Kuh, 2008), service learning or community-based learning is a type of field-based experiential learning that combines students' learning and development with serving the needs of the community of reference. Students apply the knowledge gained in classrooms to real world challenges and develop both their civic and soft skills while earning academic credit. Institutionally, service learning allows universities and communities to build partnerships that answer societal needs. In his 1979 article 'Service-Learning: Three Principles', Robert Sigmon is one of the first to define what at that time was already shaping up to be a new type of experiential learning that 'focuses on those being served and those serving' and where there is 'reciprocal learning'. He distinguishes it from other types of popular experiential programmes that emphasise individual development like simulations, outdoor activities, career education, etc.

Diverse practices and their global application have today expanded the scope of the term 'service learning' to include volunteering, field education, service projects or internship programmes, making it difficult to have one definition and extensive research to measure its learning impact. Sigmon himself reviewed his first attempt of defining the concept, concluding that service learning takes place

when there is a balance between service and learning, that is, between learning outcomes for students and results of their service in favour of the community of reference (Sigmon, 1994).

This definition helps distinguish between different types of service programmes. Volunteering is intended to benefit service recipients and normally requires contained organizational efforts. Community service also favours recipients, but it requires a bigger commitment from students in terms of time and effort, and since it is generally more structured than a volunteering programme, its learning impact is bigger for students. Internships on the other hand can engage students in service activities, but for the experience and learning opportunities they provide, the focus is on the students as they acquire skills, knowledge and experiences that advance their learning and careers.

Across the world, HEIs might also use different terms for service learning initiatives, like community service, civic engagement, volunteering, active citizenship etc. There are regional differences also in institutions' outreach to local, national, regional or international engagement opportunities. Institutions in the Global South, for example, focus on local development challenges, or in other cases on the role of universities in political transition and democratisation (Watson, Hollister, Stroud and Babcock, 2011).

The theory of service learning, where comprehensive research and consensus is still needed, is informed by the work of John Dewey on learning as a transaction between a person and the environment (Shumer, 1993b), or otherwise stated, learning as 'situational learning' (Giles, 1991); subsequently, David Kolb's cycle of experience, reflective observation, abstract conceptualisation, and active experimentation further develops Dewey's work on the role of experience in learning.

Student learning outcomes

The learning outcomes of service learning have been the object of numerous studies and even though further regional research is needed, studies have shown that it improves students' civic responsibility, soft skills, as well as academic development, and contributes to learning and cognitive development in social issues (Astin and Sax, 1998; Parker-Gwin, 1996; Raskoff and Sundeen, 1999). However, it is worth mentioning that when related to civic engagement outcomes, literature reviews show that research relies on self-reported date and short-term outcomes measured while students are in college and without considering their values before starting university, making it difficult to measure the impact of a service learning programme in college (Kerrigan, 2005).

Trends and challenges

As the concept of 'civic universities' starts to surface, expanding thus the role of HEIs stakeholders of their local, national or regional communities, institutions acquire a broader sense of place and purpose that make them accountable to the wider public. Furthermore, many universities are broadening their missions and reach to include among their priorities educating future 'global citizens' or strengthening their civic and social responsibilities in international contexts. This can only lead to an increase in service learning programmes and research.

However, at the moment, it is common to have individual faculty members include service learning as part of their courses, sometimes with the help of student affairs staff, without a holistic institutional effort or direction. Common barriers to a wider use and to the institutionalisation of service learning across different countries and HE cultures are: time commitment to establish community partnerships and the required logistics of programmes, lack of funding, national and institutional educational priorities like graduate employability can overshadow service initiatives in the short term, lack of a coordinating office or unit, as it is exceptional to envisage an ad-hoc team dedicated

solely to its implementation, insufficient knowledge and expertise on the subject of service learning and its possible integration into academic courses.

Since service learning was born and developed in a Western, Anglo-American context and socio-political culture, its global reach and implementation around the world can be limited by the different national and regional traditions and customs. Terms and practices associated with service learning like civic engagement and participation, democracy, civic values, etc. have different nuances and priorities globally. Comparative research across cultures and regions can diversify the present dominance of Western evidence of service learning and broaden discussions to international models of civic and service learning.

Resources

Michigan Journal of Community Service Learning

Journal of Higher Education Outreach and Engagement

International Research Conference of Service-learning and Community Engagement

Higher Education Network for Community Engagement (HENCE)

Talloires International Network of civic universities

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Counseling Services

Annette Andrews
Jonathan Munro

Introduction: Historical and current context

For more than a century, university counseling services have responded to student need, paid close attention to student development, addressed transition challenges across the student life cycle and provided counseling and psychological interventions (Quintrell and Robertson, 1995; Kraft, 2011). Internationally, collegiate conversations during the 2000's, have highlighted wide spread concern about the adequacy of services for students with more serious mental health, 'at risk' behaviours and/or drug and alcohol issues (CACUSS and CMHA, 2013; AMSA, 2013). Universities are responding to these concerns with campus mental health plans.

Professional associations underscore the need for counseling services and for preventative mental health initiates (APA, 2019). Contemporary research exploring anxiety, depression and psychological distress adds to the understanding of collegiate mental health. There are also examples of national responses:

· The *CampusMHAP: A Guide to Campus Mental Health Action Planning* (The Jed Foundation and Education Development Center Inc.**,** 2011).
· *Respect. Now. Always.* Campaign (Universities Australia, 2016).
· *Post-Secondary Student Mental Health: Guide to a Systemic Approach* (CACUSS/ASEUCC, 2016).
· *A UK national framework (#stepchange)* (Universities UK, n.d circa 2017/2018).
· *Guidance for universities on preventing student suicides* (Universities UK and PAPYRUS, 2018)*.*
· Universities Australia (2018) committed to develop a national university mental health framework.
· *Threat Assessment, Prevention, and Safety Act of 2018 (H. R. Bill 6664)* provides a national strategy to keep communities safe from targeted violence in the USA.

Theoretical framework and contemporary practice

University counseling services map service delivery and operational strategy to the vision, strategic intent and operational plans of the institution. Service planning identifies: a statement of intent, service values; and a service delivery model suited to the institutional context and student cohorts. Service activities have direct relevance to the goals, desires, and needs of all stakeholders and the culture and educational focus of the institution. Being 'student focused' university counseling services actively:

· Promote mental and physical health and general wellbeing;
· Consult with university/college staff as they undertake the very important work of helping students make the most of their university experience;
· Engage with strategies and initiatives that encourage students to participate fully in campus life and to competently prepare for life beyond the university.

University counseling services utilize a variety of service delivery models and frameworks. Each service manager makes adjustments to achieve the most effective model for their context with reference to culture, language, organizational structure, cohort enrolments, learning and teaching pedagogy, staff to student ratio and the external services available to students. University counseling service delivery models usually include both remedial and preventative interventions inclusive of:

individual brief counseling; urgent and crisis presentations; psycho-educational, therapy and wellbeing groups; referral pathways; support for university staff encountering students 'at risk'; specific accommodations for the needs of diverse students; delivery of mental health literacy programs; and support for student lead initiatives. Service delivery initiatives are informed by mainstream psychological intervention research and influenced by approaches to mental health applied within the broader context. A 'stepped care' (prevention, treatment and referral) approach has impacted policy, strategy and service delivery in many countries. Managers are also interested in: e-mental health; crisis management; threat assessment; behavioral interventions; specific treatment modalities most suited to diverse, multicultural, academic communities; brief, short term and solution focused therapeutic models; single session approaches; collaborative care; treatment efficacy; mental health literacy and interventions at scale for all, and specific, cohorts.

There is commonality in the issues presented by students across the globe. Service managers follow research on prevalent student concerns such as: anxiety, depression, relationships, academic performance anxiety, perfectionism and procrastination, cultural adjustment, motivation and time and task management.

A growing international movement has evolved since, advocating a whole of university approach and 'healthy university' programs, suicide prevention strategies and mental health plans developed for specific institutional contexts.

Universities/colleges plan together with 'students as partners' for service delivery and employ students and staff to deliver 'wellbeing services' and make effective use of student volunteers and student associations for the delivery of student wellbeing strategies. The anticipated benefits of this shift in approach include: improved focus on prevention strategies, increased access for students to wellbeing services, more effective triage of those most in need, reduced pressure on counseling services, reduced socio-economic cost, enhanced academic outcome, improved quality of life for students and an increase in coping skills relevant to the student population.

Universities/colleges are exploring partnerships with specialist organizations external to the higher education setting. Outsourcing and private/institutional partnerships are gaining momentum as a way of establishing additional services (e. g. 24/7 helpline). There is also consideration of financial and other incentives to encourage private psychiatrists, psychologists, and other mental health professionals to provide affordable mental health services 'on campus' alongside traditional university/college funded counseling and health services.

Student use of information technology (IT) informs how and when students engage with both the service and the university. IT is used to support and extend service delivery and is highly relevant to the provision of timely information, appointment bookings, pre and post counseling surveys/assessments, and provision of low to moderate symptom treatment options etc.

There is a strong and growing need for 24/7 counseling and support services. There is no internationally agreed benchmark for best practice or a counsellor to student ratio that ensures safe and ethical service delivery and the ratio of counsellors to students within university counseling services varies considerably.

Future Directions

Going forward in the 21st Century, university/college counseling services can expect to experience continued demands. Services managers will need to proactively address service delivery expectations and to do so within challenging constraints, such as, service resources not keeping pace with student enrolment. Even if internationalization of education does plateau within the next ten years, student

mobility is unlikely to markedly decrease. The demand for counseling, and other support, required by students on visas, will likely persist creating additional challenges for counseling and mental health services at the host universities. University counseling service managers will come under pressure to: address the variety of student need; accommodate demand; explore capacity to 'up-scale' intervention to a 'whole of institution' response and to demonstrate outcome effectiveness. Policy and frameworks, while progressing, are not keeping up with institutional change, restructures, service expansion, or retraction, and are part of the contemporary challenge likely to remain into the future. Policies such as those managing risk and "Fitness to Study" that mandate a student to take academic leave when there are legitimate concerns held about a student's health or wellbeing or when concerns extend to behaviours that are assessed as unsafe to that student or to others.

There are many implications for counseling service managers and the 'fit' of the chosen service delivery model for their institution and context. The concern about student mental health and debate about the role of counseling services within universities/colleges is not as yet resolved. There is sympathy for the sentiment that universities are not in the business of providing primary mental health care and there is expectation that students with serious mental health concerns are referred in the first instance to emergency mental health or community based treatment services. Consequently, university counseling services will need to continue to be adept at being the campus centre for assessment, crisis response and timely and appropriate referral.

There is an increasing variety of additional student support services available to the enrolled cohort. The type and number of additional programs and services impacts on the 'counselor to student ratio' considered appropriate for the campus context. Diverse, cohesive and collaborative student support services will likely influence the counseling service delivery model toward a narrower and more specialized provision of individual services providing only psychological assessment, brief remedial treatment and referral. If few additional student support services are provided the counseling service will likely experience pressure to respond to the multitude of needs experienced by students. This trajectory is likely to be impacted by enrolment size and the financial health of the university/college.

Professionalization pathways

Professionals employed within university counseling services usually hold a postgraduate qualification in psychology, social work, mental health, community health, student affairs, general medicine or psychiatry. Professional registration/license requirements may apply depending on country legislation and professional association requirements.

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Dining and catering services

Rudolf Poertner

Dining and catering services are found at almost all colleges and universities. The students normally spend some hours on campus and need places where they can eat and drink during breaks. 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 even students who live on campus will have more time to concentrate on their studies.

Dining facilities have been included in the educational experience and are utilised to offer an education: information about diet, how food is sourced, employment conditions of dining hall workers, dining halls for community building, etc. These are all examples of how the dining experience is more than food provision but is focussed on offering a learning experience to students.

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. Quite often the students think that the food and drink offered should be impeccable in nutritional terms – with regard both to age and lifestyle of students. Equally, distribution of food and drink should be organized optimally and well adapted to students' time schedules and food should be reasonably priced. Frequently, by means of indirect student support, 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 (called 'outsourcing') to* private companies. Campus catering centres also provide an opportunity for student employment, thus giving the opportunity to contribute to financing their studies.

Purpose and functions

· 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 a 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.
  (Ludeman et al., 2009)

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Disability services

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It has been estimated that there are one billion people (15 % of the world's population) who experience some form of disability, and between 110 million and 190 million people with significant disabilities. It was not until the Declaration of the International Year of the Disabled in 1981 that recognition was given 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. In 2006, the Convention on the Rights of Persons with Disabilities was adopted by the United Nations and received over 80 signatories from countries across the world within the first year.

The Convention aims to change attitudes and approaches to people with disabilities from 'viewing persons with disabilities as "objects" of charity, medical treatment and social protection towards viewing persons with disabilities as "subjects" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society' (United Nations, 2018).

Students with disabilities comprise the largest minority population in the United States (Paul, 2000). Such students have additional needs and complexities including physical, attitudinal, and emotional barriers in the HE environment while in pursuit of their degree. As a result, it is imperative for student affairs professionals to educate themselves about these critical facets that come along with this integral responsibility in service to students with disabilities. College and university campuses are required and committed to ensuring that people with disabilities are treated equitably and actively just as their non-disabled peers.

The passing of the Americans with Disabilities Act of 1990 (ADA) 'serves as truly a landmark legislation for individuals with disabilities because it reflects the first time that the federal government has imposed rules on the private sector that it has generally applied to the publicly financed sector for nearly thirty years. It is the culmination of more than two decades of law-reform efforts by the disability community' (Colker, 2015).

Disability studies can be described as 'an interdisciplinary field of scholarship that unites critical inquiry with political advocacy by using approaches from the arts and humanities and humanistic and post-humanistic social sciences to improve the lives of disabled people on the basis of their self-expressed needs and desires' (Gabel, 2005 as cited in Reid and Knight, 2006, p. 18). A number of different theoretical models are identified, including moral model, medical model, functional limitations model, social model, and minority group models (Evans, Broido, Brown, Wilke, 2017).

Disability services are a relatively new department to many college and university campuses. Several studies of groups with physical, learning, or mental disabilities have shown that the number of students with disabilities self-identifying has increased.

According to the ADA, the term disability is defined as having a 'physical or mental impairment that substantially limits one or more major life activities of such individual' (Colbridge, 2000, p. 28). The most common of these disabilities fall in the categories of physical, learning, attention, and psychological disabilities worldwide. In recent years, there has been an increased number of students seen disclosing as either being along the spectrum or students returning to school after service to their country and having a Traumatic Brain Injury (TBI). Given the complex profiles of students and the overall increase seen in students having multiple diagnoses (as seen with mental health issues), they often require a great deal more additional processes and layers of support to meet their needs in a timely, appropriate and effective manner. In the UK, for example, it is estimated that one in four students suffer from mental health issues, with depression and anxiety being the most commonly reported mental health ailments (YouGovUK, 2016). In summary, colleges and universities have both a legal and social responsibility to support students with existing disabilities and those who enter college or university with yet undisclosed or undiagnosed disabilities.

The procedures for which a student with a disability is determined to be eligible for academic accommodation, adjustments, and services can vary from campus to campus and country to country. Overall, the following functions and activities are typically seen today on many campuses around the globe.

Purpose and functions

· To provide direct one-to-one assistance to every student with a disability.
· To 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 accommodation 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 accommodation for students.
· To 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.
· To 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.
· To act as the central liaison between university and college administration, and faculty.

Typical activities

· Serving as the official institutional agency office and/or as a mediator that assists students in acquiring classroom and other accommodation, 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 spaces.
· 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 accommodation for test-taking (such as extended time for testing).
· Assisting students in acquiring alternative formats of classroom materials (Braille, audio text-books 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 accommodation 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.

In summary, colleges and universities need not only to acknowledge, but to educate themselves of myriad of barriers and challenges which exist for both the students with disabilities as well as those who work in Disability services in order to provide them the equitable access, academic accommodations, services, and campus wide supports necessary. With the number of students steadily increasing as having one of more diagnosed disabilities, attention needs to be paid to finding more innovate ways of instilling a heightened sense of institutional awareness, responsibility, and positive shifts in the campus climate for these students; in attitudes, programmes, and the services and resources available across the globe. Becoming well versed in disability services and the critical issues which are faced from a global prospective is vital. Adopting an attitude of continuous improvement as a hallmark for success in disability services and for the students being served is the first step to ensuring that equitable access for all students continues.

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Financial aid

Rudolf Poertner

Financial aid in the context of HE means that students get resources to finance their study including fees and the costs of daily life. In order to enable all students to pursue their studies in accordance with their interests and abilities, in many countries a system of financing is guaranteed by the state or country. The aim is to enable all students to finance their studies, regardless of their means or those of their parents or guardians. The amount of expenses of a student varies from country to country, from city to city, and from university to university, depending upon the standard of living, the level of prices, the personal demands and also in part upon whether the institution is state supported or private. The overall mission of student affairs is to guarantee the equality of chance for all students and hence aligns itself naturally with the goals of financial aid.

Financial aid quite often is part of the scope of functions in student affairs. On the other hand, because of the specific administrative requirements, it sometimes belongs to the division of business

administration. Most frequently in the US, financial aid is part of the recruitment enterprise and hence operates under the aegis of the Office of Enrolment Planning. Under that umbrella falls the admission office and financial aid. Financial aid is seen by US universities as a valuable recruitment tool. Students usually make their financial decision about which university to attend based upon the financial aid package offered. Depending upon the resources of the institution and how much they desire a particular student, the percentage allocated to work study, grant and loan varies enormously.

Recently, financial aid has come under the spotlight in some of the African countries, notably South Africa, where the #FeesMustFall movement challenged the status quo around funding and costing of higher education. While financial aid benefits the neediest, the 'missing middle' is a bracket of students who are just marginally above the means of qualifying for financial aid, but don't have sufficient wealth to fund costly education from own resources. Even in the USA, the cost of HE is prohibitive and students and civil society have challenged the model of funding.

Theoretical framework

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 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. Often students get financial aid so long as they study successfully. There are exams every year or at least once during their study-time.

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.

Challenges

In the US financial aid at less selective institutions serves increasingly as a recruiting tool more than a means to bridge the gap between incomes. The challenge for financial aid is to have enormous amounts of financial aid available to assist more students.

Purpose and 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.
- Aiding 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 careers service.
- Providing job listings for part-time and summer student employment, in cooperation with careers service.
- Developing information and conducting workshops on financial management.

Resources

NASFAA.org (US)

CASFAA.org (Canada)

First-year experience (FYE)

Annsilla Nyar

The concept of the 'First-Year Experience' or 'FYE' is defined principally by the idea of the first year of study as a landmark stage in the HE journey and one which involves issues of transition, integration and change in ways which powerfully influence the students' likelihood of success or failure throughout the rest of his/her studies. The first year of study is distinguished by the correlation to retention, as numerous studies have demonstrated that the first year tends to be the time of greatest student attrition.

While FYE scholars and practitioners argue that the first year of study is of special significance, it is also recognized that the support interventions for students should not be limited to the first year. The first year should not be seen as a discrete stage, but rather as the beginning of a series of transitions which take place throughout the HE journey, with the emphasis on movement and cyclical transition

into other stages. In fact, as cautioned by Scott (2013), focusing exclusively on support for the first year 'can have the unintended and highly undesirable consequence of just deferring failure, if articulation with the senior years is not smooth and if the educational process in these years is not effective' (p. 25).

Popular culture tends to portray the first year of study in a HE environment in a romanticised light, typically conveyed through notions of new intellectual discoveries, the broadening of social relationships and an overall growth in confidence as well as character. Traditionally such ideas of personal transformation are accompanied by images of induction, initiation, enhanced social lives as well as the concomitant challenges of achieving a balance between socialising and academic demands. However, such ideas about the first year of study are not accurate nor are they representative of the experience of the totality of the student body, particularly so as student demographics continue to grow and diversify. Toward this end great strides have been made in the past four decades by HE professionals to broaden knowledge about the first year, its significance for students and all that the first year of study involves.

This deepening of knowledge about the first year of study is generally subsumed under the body of research and scholarship popularly known as the FYE. Due to influential international conference circuits in Europe, Australia and the United States, and particularly the pioneering work of the National Resource Center based at the University of Carolina in the United States, the concept of the FYE has taken on global connotations and is often described as a 'movement' incorporating the FYE aspirations of different HEIs around the world. Accordingly, a large body of research and scholarship about how best to support students has taken shape in line with the development and growth of the concept of FYE.

Theoretical framework

The field of FYE literature is formatively shaped by student development theories which view student retention through the lens of institutional action and actively asks what institutions can do to increase persistence and retention amongst students. Influential theorists in the field include John Dewey (1938), Vincent Tinto (1993, 2004), Alexander Astin (1977, 1984), Ernest Boyer (1987) and Pascarella and Terenzini (1991, 2005). In 1975 Vincent Tinto's seminal work on the importance of student integration and the alignment of student needs and priorities with that of the institution, provided a useful starting point for sustained discussions about the reasons for student success or failure and how institutions may be contributing to such reasons. According to Tinto's student integration model, students who integrate successfully into the life of the campus and develop established social networks within the institution, are more likely to experience success with their studies than others who remain disconnected from their institutions. Furthermore, Tinto proposed later through his theory of student departure that the reasons students do not graduate is located in three specific areas: academic problems, failure to integrate with the culture of the institution, and/or a low level of commitment to the institution. Although Tinto's theory has been the subject of much debate and discussion over the past four decades, it provided a framework for many other student development theories which address the multi-faceted complexity of the student experience and the relationship to student retention and success.

Astin's theory of student involvement (1977, 1984) also argued for greater student integration and postulated that the extent of student involvement on campus should be seen as a key indicator of the likelihood of student success. Astin believed that students are more likely to be involved in the institution if they have access to intentionally designed programmes, resources and services which complement their studies and learning and are relatable to their goals and personal lives. Similarly, Barefoot and Fidler (1992) have emphasised the three key factors which continue to serve as predictors

of first-year student success '(a) a felt sense of community, (b) involvement of students in the total life of the institution, and (c) academic/social integration during the (first) year' (p. 7).

Purpose and functions

The FYE is not purely academic. It has served an instrumental purpose in helping institutions understand why students do or do not succeed in the HE environment and how institutions help or hinder the goals of student success and thus influence the shape and design of pedagogical and support strategies for students. As such the FYE has helped boost the professions of student affairs and student development as well as the career aspirations of professionals in those fields. From an institutional perspective, the term has also become associated with the advent of formal offices and programmes to support institutional priorities in the field of teaching and learning and the student experience more generally, and the improvement and enhancement of FYE.

Typical activities

It is through this significant deepening of knowledge and understanding about the first year of study that HEIs are (ostensibly) endowed with an enhanced sense of responsibility and accountability for their respective student populations. Institutional discussions about throughput, retention and success are often animated by issues such as (a) prior educational experience, and the way in which the secondary schooling system determines preparedness and overall success in the HE system; (b) the complex academic and social transitions experienced by students and how this plays a critical role in influencing persistence, retention and student success; (c) the corresponding implications for institutions, in terms of how they receive, treat, teach and support their students, as well as the pedagogical and support interventions implemented in order to help students transition successfully throughout the HE system. It is through the FYE that the fundamental importance of that year as the steepest part of the learning curve for students in their HE journey and the critical point at which most students tend to drop out, is now common knowledge. The FYE presents HEIs with the rationale to position themselves as supportive and welcoming environments which would ensure student success in the form of successful throughput and an overall improved student experience. In short, the case for the change in institutional culture toward supportive and welcoming environments for students is now generally established. However, the extent to which HEIs around the world have embraced the need to provide such supportive and welcoming environments for students, is highly variable and continues to shape HE debates about how best to change and improve institutional culture, structures and priorities toward better support for students. Such debates take place against a global backdrop of increased student numbers, greater student diversity, funding uncertainties and increased demands for a high-quality student experience and learning environment. Within such a challenging global context, the case for a strengthened FYE remains compelling.

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Foundational, extended and entry programme provision

Taryn Bernard

'Foundational provision' is an umbrella term for academic support programmes that aim to widen access and participation in HE to 'non-traditional students', which typically includes first-generational students, non-English (second language) speaking students, indigenous students, migrant and refugee students as well as students from lower socio-economic status (LSES) backgrounds. These students all enter the HE system with different levels of preparedness and are often identified as 'at risk' because of a global statistical trend which indicates that there is a higher attrition rate amongst these categories of students. As a result of this, the practice of student affairs support for foundational provision includes mechanisms aimed at improving the retention and graduation rates of these students as well as improving their experience at university.

The structure of these programmes takes many forms across the globe and is dependent on the historical, political and social context in which the institution is situated. For example, some programmes offer support prior to registration for a selected degree (these are usually termed "bridging programmes" as they offer a bridge between secondary and tertiary school knowledge and discourses), while some extend the student's duration of enrolment by one academic year and offer additional, often credit-bearing modules during the student's first year of registration and/or beyond their first year.

In the broadest sense, foundational provision can be understood as a mechanism to support and develop students, as well as achieve inclusivity, diversity and social justice within HE contexts and to support a particular segment of the student population with their transition into university. Since the practice of foundational provision often includes credit-bearing modules there has been a strong pedagogical and disciplinary focus on this aspect of student support, but research and practice are also marked by a strong focus on student support services and themes prominent within student affairs, including student engagement practices, peer-to-peer support and other mechanisms of co-curricular support.

Purpose and functions

In Europe, the USA and the UK, foundational provision is a result of processes of globalization and migration and often caters for foreign students entering the local HE system. In the UK, for example, foundational courses are offered to students who come from countries where there is less than 13 years of secondary school. In countries such as Australia and South Africa, foundational provision developed in order to widen access and participation to students from indigenous social groups that

were previously excluded from HE contexts for multiple reasons, most significant of which relate to culture, race and the educational background.

In South Africa, foundational programmes have existed in one form or another since the 1980s. They were originally developed within historically English-speaking universities as an effort to go against the apartheid government's policy of disallowing black students' entry into the HE system (Leibowitz and Bozalek, 2015, p. 8). Black students were enabled to enter into university via these alternative access programmes and were offered academic literacy, critical thinking and numeracy skills in order to support their transition into a new cultural and linguistic environment.

Like South Africa, the Australian HE landscape is also marked by historical practices of exclusivity and elitism, as well as low graduation rates amongst students from LSES backgrounds in more recent years (Zammit 2014). Foundational Units have been formed in response to increased migration to Australia as well as to this historical background, and as a way to ease the transition of indigenous cultures and foreign students into the Australian HE system.

Trends and challenges

Non-traditional students have typically been characterized as 'at-risk' of failure and dropping out, and the dominant approaches used to address this phenomenon can be characterized as 'divide-and-support' approaches, where non-traditional students are separated from mainstream students and offered additional academic and socio-psychological support. What has recently emerged in the work of many scholars is a problematic account of the act of dividing and segregating already marginalized groups and positioning them in contrast to the norm or 'mainstream' (Gale, 2009; Smit, 2012; Bernard, 2015; Leibowitz and Bozalek, 2015). Over time, these practices have led to the emergence of a dominant deficit discourse of foundational programme students as fundamentally lacking the educational and cultural resources that are needed to succeed in HE. Such discursive frames typically include the construction of students being 'underprepared', as having 'gaps' in their education, frequently refers to them in terms of their 'failure', 'needs' and 'difficulties' and may also frame the students' linguistic and cultural backgrounds as something undesirable and disadvantageous within the HE system. These constructions may then also work to impede systemic transformation and social justice, and they pose a significant challenge both within and outside the classroom.

Such criticisms have led to a growing number of scholars actively resisting the deficit construction of foundational programme students by acknowledging the alternative cultural knowledge and linguistic repertoires that these students bring to the HE landscape (Marshall and Case, 2010). This represents a movement away from making presumptions about the scholarly orientations, knowledge and literacies of the students, and a movement towards multidisciplinary and multilingual curricula that are culturally inclusive. On an institutional level, a greater focus on inclusivity and difference has led to more sophisticated approaches to transition and retention, marked by a movement away from piecemeal approaches to a more holistic approach that includes co-curricular support and a greater partnership between academic, support and professional staff (Zammit, 2014).

Theoretical framework

Since HE is conceptualised as a 'public good', foundational provision is often guided by government principles of inclusivity and transformation, as well as principles related to equity, ethics and social justice. Since many foundation modules aim to equip students with academic literacy skills, the design of the curricula is also based on the principles of skill-embedded curricula and critical thinking.

The principles relating to the design of the curricula of foundational modules are those that are typically related to the design of *transition pedagogies*, since these modules aim to ease the transi-

tion from secondary to tertiary educational contexts. These principles relate to issues of design, engagement, diversity, assessment and evaluation and aim to intentionally foster a sense of belonging amongst non-traditional students. However, it is important to note that the principles informing foundational provision may shift depending on the context and the institution, which may place more or less importance on diversity and plurality. Those that are critical of homogeneity and wish to embrace difference often result in the adoption of models of critical literacy in the classroom, resulting in a stronger focus on the principles of critique and ethnographic research in the classroom in an effort to equip students with the discourses and styles needed to succeed in an academic context along with the skills needed to critique these discourses and styles (Arend, Humna, Hutchings and Nomdo, 2017).

In many ways and in many forms, foundational pedagogies are informed by Bernstein's notion of *explicit pedagogy* as they aim to avoid implicit expectations and tacit understandings of the curricula and assessments. In more recent years, foundational provision in the global south has been informed by theories of postcolonialism and decolonization in an effort to achieve a more 'African' or 'Southern' (Gale, 2009) perspective of HE. These foci are closely aligned to notions of the role and function of the university in society, as cultural and linguistic diversity, citizenship, and, ultimately, social theoretical understandings of agency and power.

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Gender and equity

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'All countries have committed to achieve equitable quality education by the year 2030' according to the Global Education Monitoring (GEM) Report (2017). This is a daunting task given that numerous educational systems may struggle to accomplish this goal due to limited funds, poor governmental support, and a lack of stakeholders who are engaged in the educational process, just to name a few challenges. Moreover, in the transformational world we live in today, the traditional definition of gender has been expanded to include the diverse voices matriculating on our college campuses today.

College campuses are comprised of individuals from various cultural, racial, as well as ethnic backgrounds. Concomitantly, gender is complex as well as layered and we no longer have a binary perspective on how individuals are identified. Stating that an individual is male, female, or intersex is one's biological sex and is often incorrectly used or interchanged with gender (Robbins and McGowan, 2016). Furthermore, the following definitions are used by most institutions and educational organizations to 'dismantle rather than reinforce the gender binary' (Robbins and McGowan, 2016, p. 73):

Gender – The culturally specific social construction and presentation of masculinity or femininity involves the intersections of:

- Gender Identity: a person's internal sense of masculinity, femininity, both or neither, which may or may not be expressed outwardly and may or may not correspond to one's physical sex characteristics and/or sex assignment at birth (di Bartolo, 2015, p. 1).
- People of all/no genders: acknowledges that gender-based oppression exists and affects all people socialized under the male and female binary (Robbins and McGowan, 2016, p. 73).
- Trans*: a term used instead of transgender because it encompasses 'a wide array of identities, expressions, and embodiments that continues to grow and expand' (Nicolazzo, 2015, p.13).
- Cisgender: a term for individuals whose gender identity aligns with their sex assigned at birth (di Bartolo, 2015, p. 1).

Overall, Robbins and McGowan (2016, p. 72) state that we should frame gender as a social phenomenon using three lenses: (a) gender cannot be understood in isolation from other social identities; (b) gender is inextricable from sexism, genderism, and their intersections with other social structural conditions; and (c) gender is a socially constructed interactive process. The process of reframing and understanding gender from the perspective of intersectionality is imperative for HE faculty, students, and staff if equity is the goal for all persons within the institution.

Theoretical framework

Collins and Bilge (2016) noted that the term 'intersectionality' has been used universally in the twenty-first century 'by scholars, policy advocates, practitioners, and activists (p. 1). The specific definition used most widely is that. "intersectionalityis a way of understanding and analysing the complexity of the world. When it comes to social inequality, people's lives and the organization of power in a given society are better understood as being shaped not by a single axis of social division, be it race or gender or class, but by many axes that work together and influence each other," (Collins and Bilge, 2016, p. 2). The watershed moment in which intersectionality was introduced to the world was at the 2001 United Nations World Conference Against Racism (WCAR) in Durban, South Africa. A

declaration was presented to the group in which there was an acknowledgment that man or woman exists in a framework of multiple identities and that an intersectional approach highlights the way in which there is a simultaneous interaction of discrimination as a result of multiple identities (Collins & Bilge, 2016, p. 92). Overall, the theoretical framework provides a lens on how to openly view the complexities of human beings and then there are structured policies and antidiscrimination laws that can be applied when inequities are revealed.

Antidiscrimination and equity laws

Since 1964, there have been numerous antidiscrimination laws adopted in the United States (Lowery, 2016, p. 548):

- Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, colour, and national origin;
- Title IX of the Education Amendments of 1972 which prohibits discrimination on the basis of sex; and
- Section 504 of the Rehabilitation Act of 1973 as amended which prohibits discrimination against qualified individuals with a disability.
- The Americans with Disability Act of 1990 also prohibits discrimination against qualified individuals with a disability but is not directly tied to the receipt of the federal funding and instead applies to state and local governments, including public colleges (Title II) and public accommodations, including private colleges (Title III).
- Enforcement of Title VI, Title IX, and Section 504 rests with the US Department of Education's Office for Civil Rights (OCR). OCR establishes regulations and guidelines for these laws and investigates allegations of non-compliance.

Title IX is the law that has a direct correlation to gender equity because it "prohibits discrimination on the basis of sex in admissions and access to programmes, including discrimination against pregnant and parenting students" (Lowery, 2016, p. 549). Many campuses have launched sexual harassment webinars and training programmes for students, faculty, and staff to increase awareness and give a clear signal that this behaviour will not be tolerated. In addition, Bank (2011, p. 356) proffered:

For many years now, most policies concerned with higher education and gender have focused primarily on moving women into more powerful positions, a strategy that takes structure for granted, Not surprisingly, the women who have most benefitted from these policies have often been the best educated, most credentialed White women. Perhaps it is time to enact more policies directed at changing the existing structure in ways that decrease power differentials or create new positions of power for those types of women and men who are currently most disadvantaged.

Typical activities

Institutional practices that could address issues of gender inequity and discrimination or establish 'gender-just environments' (di Bartolo, 2015, p. 1) are (1) providing health coverage for students, faculty, and staff for medical transitioning as well as counselling support with specialists who have expertise in this area (2) applications and other official materials that are not restricted to the gender binary of male or female and have other options presented (3) creation of classroom spaces that allow for students to be addressed by their preferred pronoun and (4) housing spaces and restrooms that allow for students who are transitioning. Ongoing campus assessments allows for continuous feedback regarding equity issues on campus. A process that has been rigorously tested and implemented on several campuses is The Equity Scorecard (Bensimon, 2012).

The Equity Scorecard was developed to assess racial disparities on college campuses. However, the assessment could be adapted to collect data related to gender and the information would provide 'four concurrent perspectives on institutional performance in terms of equity in educational outcomes' (Bensimon and Hanson, 2012, p. 64). The perspectives are access, retention, institutional receptivity, and excellence. Moreover, the data collection process helps those involved because they are engaged in listening to others who are marginalized thus creating a sense of care and empathy for others. The enhanced knowledge of other also helps them become more self-efficacious to 'produce equity outcomes within their classrooms, departments, and institutions' (Bensimon, 2012, p, 17).

Conclusion

Gender equity can be accomplished with focused and diligent efforts that focus on proactive opportunities that help shift the traditional views about 'males and females' to a more enlightened and broad perspective that empowers and elevates the dignity of everyone. The aforementioned perspectives described are needed more than ever for all persons globally. The task may seem daunting, but the transformation of institutions can be successful when critical thinking and knowledge enhancement are the primary tools used to deconstruct an oppressive mindset.

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Health and wellness services

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Health and wellness are not new concepts. As early as the 1930s, personality theorists began to highlight the importance of optimal human functioning. Within this corpus of literature, Maslow's (1954) conception of self-actualisation emerged as a principal focus of discourse. In this context, health and wellness is a state of optimal physical, mental and social well-being and not merely as the

absence of illness. Around the year 2000, numerous theories about optimal human functioning became grounded in the field of positive psychology (Seligman, 2011).

Positive psychology is the scientific study of human strengths, virtues, experiences, and optimal functioning (Peterson, 2006). At the epicentre of the positive psychology field is the notion that people want to lead meaningful and fulfilling lives and aim to cultivate what is best within them and to enhance their experiences of love, work and play (Peterson, 2006). Thus, positive psychology focuses on health and wellness.

The promotion of health and wellness among student populations is a significant priority within HE and often falls within the realm of SAS (Anderson, 2016; Schreiber, 2014). However, when comparing HEIs across the world, one is struck by the variance in health and wellness services on offer. Modern institutions in developed countries tend to offer comprehensive and highly sophisticated services (Center for Collegiate Mental Health, 2016). In contrast, institutions in developing countries are often viewed as under-resourced and may, therefore, offer limited and underdeveloped services (Schreiber, 2014). Notwithstanding these disparities between the services on offer, SAS ought to take proactive steps towards offering services that would enhance the health and wellness of all students.

Trends and challenges

The academic development of students is closely related to their levels of health and wellness (Shaw, Gomes, Polotskaia and Jankowska, 2015). Thus, for student affairs staff who work daily with students, the idea of addressing health and wellness issues is consistent with their highest professional duties.

Seligman (2011) argues that health and wellness comprise five interrelated dimensions, namely positive emotions, engagement, relationships, meaning, and achievement. Anderson (2016) identifies five critical dimensions of wellness, namely emotional, social, intellectual, physical and spiritual. Notwithstanding subtle differences in conceptualisation, the authors agree that health and wellness should be viewed holistically. Moreover, they indicate that right decisions in any of the dimensions mentioned above could contribute to students' success, whereas rash decisions could negatively impinge on health and wellness (Anderson, 2016; Seligman, 2011).

Cilliers (2014) supports the notion of adopting a holistic focus on students' well-being. He proposes that focusing on students' holistic well-being could foster their development as well-rounded person with the capacity to engage critically and contribute positively in addressing the demands posed within and beyond the university context (Cilliers, 2014).

In addition to the intrapersonal benefits for students, a focus on holistic health and wellness could be beneficial to universities themselves. Amongst other things, healthy and well students could display more significant levels of academic engagement that could translate into higher levels of academic success (Van Zyl and Rothman, 2012). Furthermore, students who display flourishing behaviour are more likely to graduate and display better levels of satisfaction with life (Makola, 2014). in addition, higher levels of health and wellness could serve as an essential buffer against stressors (Cooper and Quick, 2017).

HIV/Aids pandemic is particularly rife within the African continent, and more specifically in southern Africa. The epidemic is posing a severe threat to the stability of university life (Van Dyk, 2011). In assisting students, student affairs professionals should provide HIV information and offer other appropriate services, such as testing and pre- and post-test counselling. More than that, comprehensive services are needed to assist students in managing their academic studies in the face of the HIV/Aids threat (Van Dyk, 2011).

However, while HIV/Aids remains a pertinent threat to the health and wellness of students, student affairs practitioners should also pay attention to lifestyle-related illnesses (Bergh and Geldenhuys, 2013) such as Type 2 diabetes, hypertension, chronic stress, obesity, and some forms of cancers. Behavioural activities that could prevent lifestyle illness comprise proper nutrition, exercise, life-work balance, meditation, regular medical check-ups and self-regulation (Bergh and Geldenhuys, 2013).

Purpose and functions

The purpose of promoting student health and wellness includes enhancing the quality of life of individual students, student organizations or groups, universities and overall campus life. This purpose can be achieved through a variety of activities explained in the next section.

Typical activities

· Providing information on health and wellness via information leaflets and awareness campaigns;
· Offering psychoeducational services that could assist students in building skills and competencies regarding health and wellness;
· Arranging for holistic services, such as health clinics, counselling, crisis intervention services and academic support units that are focused on the promotion of health and wellness;
· Offering cultural-specific services as per a university's student profile, for example alternative healthcare services;
· Offering relevant services to students with special needs, for example specialised equipment for students with disabilities;
· Research based on assessing health and wellness levels among students, developing and implementing pertinent intervention services, and evaluating the impact of intervention programmes;
· Endorsing community engagement, for example by offering outreach programmes.

Conclusion

HEIs should support students in developing an optimal state of health and wellness. In this regard, student affairs practitioners have essential roles to play. Amongst other things, they should promote a holistic and integrated approach to student wellness. Notwithstanding disparities between developed and developing nations, all SAS should regard and promote the health and wellness of their students as an ethical imperative. Promoting health and wellness is an investment in students and universities. More than that, it is an investment in the biopsychosocial well-being of present and future generations and nations.

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HIV and AIDS services

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According to Saint (2004), 'University campuses constitute a potentially fertile environment for the spread of HIV/AIDS. They bring together, in close physical proximity devoid of systematic supervision, a large number of young adults at their peak years of sexual activity and experimentation. Combined with the ready availability of alcohol and perhaps drugs, together with divergent levels of economic resources, these circumstances create a very high-risk environment from an HIV/AIDS perspective'. In 2016, UNICEF reported that almost 610,000 young people, aged 15 to 24 years old, got infected with HIV. This translated into more than a third of all new infections in 2016. In the year 2010, the International Labour Organization (ILO) made a prediction that by the year 2020, countries with an HIV prevalence rate of more than 10 %, will have 24 million fewer workers due to the HIV/AIDS pandemic. As a result of this, the labour force of these hard-hit countries will shrink between 10–22 %.

Tertiary institutions house a vulnerable group of young people living in close proximity and might be slow in responding to provision of mitigation activities against HIV and AIDS. Therefore, the International Labour Organization and Higher Education HIV/AIDS Programme (HEAIDS) have campaigned for the need for institutions, including those of higher and tertiary education, to put together a response to the pandemic. HE centres or campuses offer unique sites that can act as service centres in the implementation of HIV and AIDS student services because of the infrastructure in place and the opportunity to serve an otherwise difficult to reach target group.

In the case of Zimbabwe, the University of Zimbabwe's HIV and AIDS Policy was originally developed in 2002 through the assistance of UNESCO. The policy was meant to guide the institutional contributions to the national HIV response. The framework of this policy was guided by the Human Rights Provision contained in the Constitution of the Republic of Zimbabwe and by the Statutory

Instrument 202 of 1998 and Labour Relations (HIV/AIDS) Regulation of 2002. Five main components were included:

1. The rights and responsibilities of students and staff infected and affected by HIV/AIDS
2. The integration of HIV/AIDS issues into all teaching, research and service activities at university faculties and institutes
3. Provision of HIV prevention, care, treatment and support services on the university campus
4. Implementation, monitoring and review of the Policy
5. Creation and maintenance of an enabling environment within the university that supports positive behaviour change regarding HIV prevention, treatment, care and support

The University of Zimbabwe Education and HIV and AIDS (UZEHA) Centre whose main mandate is mainstreaming HIV and AIDS issues through institutionalization of its HIV and AIDS awareness, prevention, treatment, care and support services was set up in September 2007. This centre is dedicated to providing pre and post-test counselling, adherence, retention, psychosocial and nutritional counselling as well as rapid HIV testing, CD4 cell count testing and antiretroviral therapy on site. HIV awareness is provided through outreach services conducted via the various UZ departments. This coordinating centre was originally set up as a UNESCO Chair on Education, HIV and AIDS with seed funding from the Harare UNESCO office under the auspices of UN Global Initiative on Education and HIV & AIDS (EDUCAIDS). It was later renamed the University of Zimbabwe Education and HIV and AIDS (UZEHA) Centre.

Theoretical framework

Through mainstreaming HIV and AIDS into the higher educational sector, the UZEHA Centre hypothesized that it had the potential to influence the norms and expectations of young people and thus shape their attitudes towards gender issues and, in the long run, reduce the gender inequalities that contribute to the epidemic as well as reducing HIV infections. The University of Zimbabwe had also envisaged the setting up of HIV and AIDS teaching programmes within its various departmental curricula outside of the medical school setting which has been seen as 'medicalising' HIV and AIDS issues. Thus, the UZEHA Centre chose what it believed to be a feasible, relatively less costly and sustainable option i. e. to use education in raising HIV awareness and providing other HIV-related services to reduce new HIV infections in young people within our tertiary institution.

Purpose and functions

The initial vision of the UZ-UNESCO Chair on Education and HIV and AIDS, now known as the UZEHA Centre, at the University of Zimbabwe was to act as the coordinating centre for universities in Zimbabwe, and regionally, so that, according to its mission statement, 'by 2010 Universities shall have established robust, efficient, effective HIV/AIDS/STI responses for their communities which will result in University staff and students having longer healthier lives'. Thus, the aim of the UZEHA Centre on Education and HIV and AIDS programme was and still is to contribute to the reduction of HIV infection especially in the most vulnerable group of youths who are just embarking on their tertiary education. This goal was to be achieved through the provision of prevention, treatment, care and support services as well integration of teaching and training of students and staff on HIV and AIDS issues. Strategic information-gathering and sharing was to be used to allow for evidence-based data to inform and guide policy decisions at this and similar institutions.

Typical activities

The UZEHA Centre has created an enabling environment for HIV and AIDS service delivery giving preventive services for both students and staff via the HIV and AIDS Prevention and Support Centre

(HAPS) and treatment, care and support services delivered via the Staff Clinic and the Student Health Services Centre. Together with behavioural changes nationally, our mainstreaming of HIV and AIDS which included disseminating information to raise the awareness of HIV and AIDS via all teaching activities through the various departments, is believed to have made a difference as evidenced by the relatively low HIV prevalence which at worst was found to be at 9 % in 2009, i. e. lower than the national prevalence, said to have been at 15 % since 2007.

Challenges

UZEHA Centre services have been hampered by health system challenges affecting the nation and also the lack and limited capacity-building of health workers. Sometimes supplies of HIV/AIDS testing and treatments are not irregular and this has affected the implementation of comprehensive HIV/AIDS services in the mainstream educational system.

Best practices

Student Welfare Services: Most campuses across the globe offer student welfare services, which promote sharing and exchange of ideas, facilitate knowledge and awareness of HIV and AIDS as well as promote peer support within and outside the universities. Most universities are encouraging and support their students to carry out and be part of research around HIV/AIDS and information dissemination.

HIV/AIDS awareness campaigns: Most campuses are promoting HIV/AIDS awareness among their students and staff through its integration into academic programmes and educational sessions in various departments, open day HIV testing and counselling services and materials such as posters, dramas and sporting events.

HIV testing and treatment services: Universities have created an enabling and conducive environment to offer free HIV and AIDS services such as preventive services for both students and staff via condom distribution, treatment, care and support services to those living with HIV/AIDS.

Counselling and psychological services: Most campuses offer counselling and psychological services to students to enable them to cope with different HIV/AIDS related issues as well as facilitate daily life adjustments.

HIV/AIDS resource centres: Most universities have a lot of HIV/AIDS related materials (books and publications) available in their libraries and resource centres to give students easy access to HIV/AIDS information. Information is also available through electronic databases that students can access within and outside the campuses as well as during vacation periods.

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Information centres

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Sue Eccles

In recent years, the implementation of 'One Stop Student Shops', or central information centres has risen in popularity in HEIs across the globe as students complained about the complexity of a system where they had to visit multiple locations to find information on various aspects of university life. An example of this could be a student needing to ask enrolment questions, get a student ID card, inquire about their student finance, purchase a parking permit, or just find out where the library was. This could result in the student having to spend a whole day searching for information which he or she might still not access, particularly during busy times on campus, such as enrolment and induction weeks. To better meet students' needs and expectations, institutions began to revise their service agreements. As a result, the first central information centres were introduced in the early 2000s and now almost 20 years later, this model of providing information and services to students from one central point has become the norm.

A central point of information can be accessed by students, staff, parents, and the public. It may be within a physical space, via a telephone helpline, online or, as is now more usual, a combination of all three. A physical space on campus provides students with the opportunity to speak to someone face-to-face, receive immediate answers or be signposted elsewhere if necessary. These spaces can be signed and branded so that the support and information available to students is clear, can provide flexible opening hours to meet peak access times and a safe and supportive environment for those seeking advice and guidance. Research has shown that students appreciate having a face-to-face contact with university staff, particularly in the early stages of their university life and at periods of stress or uncertainty. Such a provision therefore has the potential to contribute to student's sense of belonging and help with issues of welfare, student retention and satisfaction.

The advantage of telephone access to information is that it is possible to direct callers to the most appropriate university staff member or service, wherever the student is (i. e. on or off campus). The use of recorded messages can provide (limited) information out-of-hours, whilst voicemail facilities mean that students can leave a message and be contacted by the relevant member of staff. This allows students to contact a member of university staff quickly and cut down the time spent accessing information. Most institutions now provide a range of online information to a range of information and support services available 24 hours a day, on- and off-campus, and indeed this provision is increasingly expected by 'tech savvy' students. While not offering the benefit of a face-to-face exchange, online information centres can use a range of technologies (apps, podcasts, social media, 'chat' sessions etc.) to provide students with advice and guidance in an approachable and supportive way thus increasing their confidence.

Increasingly, central information centres – whether physical, telephone and/or online are the first point of contact for many students. As such, they may be designed and developed by a range of university departments – marketing or communication departments ensure consistency of messages, brands and access, Student Affairs directorates (or equivalent) have responsibility for ensuring that all services offered align with student needs and expectations, and there may be clear links between academic departments and faculties. Whatever form they take it is clear that these central information points have a key role in triaging and signposting students to the appropriate service.

Easily accessible centres have been successful in improving the student experience. A 'connected' student is one who is confident in their ability to get the information they need in the way that they

understand and at the time that they need it. As such, they are likely to settle into university more easily, feel a part of the community and thrive. For universities, this 'one stop shop' model not only contributes to an enhanced student experience, but also provides a resource- and staff-efficient means of providing an effective service.

Resources

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International student services

Wincy Li

Although the terms 'international students' and 'foreign students' are often used interchangeably, and the two groups share many characteristics, UNESCO and OECD define international students as those who cross national borders specifically to study. They are also defined by their lack of permanent residence in their host country, as well as their prior education in and academic qualifications from another country.

In 2015, there were 4.6 million foreign students (or 3.3 million international students by the definition above) enrolled in tertiary-level programmes worldwide (OECD, 2017). The top three host countries of international students are all English-speaking: the United States, the United Kingdom, and Australia. They are followed by three European countries: France, Germany, and the Russian Federation. With 1.56 million students enrolled in foreign countries worldwide, Asia is the top sending region of international students, and 39 % of this group is from China.

There are many reasons why HEIs and countries strategically recruit international students. Some institutions recruit internationally to bring diversity onto the campus and into the classroom, enriching the learning experience for all (Gürüz, 2011; Hser, 2005). Others, particularly in North America and Asia-Pacific, are motivated by the revenue generated by fee-paying international students (OECD, 2017). Opening the borders to international students can also be a powerful form of cultural diplomacy for some countries.

In recent years, major international economic and political developments have created much uncertainty in the field of international education. For example, we witnessed how volatility in the financial markets made studying abroad unaffordable or even impossible for international students from Nigeria and Venezuela, as currency exchange rates and rules fluctuated (ICEF, 2015; Marklein, 2015). Events such as the impending exit of the United Kingdom from the European Union, or immigration restrictions and travel bans proposed by the Trump administration in the United States, can also have short- and long-term implications on the mobility of international students (Dennis, 2016; Orazbayev, 2017).

Meanwhile, some countries are setting ambitious international student recruitment targets, implementing targeted economic policies to attract and retain talent, and emerging as new destinations for international students. China and Malaysia are two such examples (IDP Education, 2017).

Theoretical framework

When working with international students, SAS practitioners need to remember that each individual's experience is situated within macro political, economic, and social trends. To fully understand and holistically support international students' academic, professional, and personal goals, we can start by examining their motivations to study abroad in the first place.

The push-pull model is a useful construct with which to understand international student mobility. Push factors are those that discourage students from pursuing education in certain countries, while pull factors are those that attract international students to particular locations.

On the systemic/institutional level, international students are often pushed to consider study abroad if they lack access to HE in their home countries, particularly in specific disciplines (e. g. STEM). They may also be pulled towards countries where they perceive the education to be of higher quality or more prestige, as world rankings of universities become more publicised. In addition, international students are often concerned with the financing of their education, such as tuition fees and living costs, as well as availability of scholarships and financial aid, in their host institutions.

The availability of social support networks (e. g. family, friends) in a host country can be a powerful pull factor on the personal level. Many international students also find it personally enriching to experience different cultures through studying abroad, so some may seek out academic programmes in countries where they can develop their language skills and establish their independence.

Given how diverse international students' goals and motivations are, the transition theory (Schlossberg, Waters and Goodman, 1995) is an excellent framework with which to understand the experience of this heterogeneous group, since it takes into account the subjective nature of international students' experience with transitions during their study-abroad period. The 4 Ss central to Schlossberg's transition theory are Situation, Self, Support, and Strategies.

To help international students navigate the ever-changing circumstances in which they find themselves, support services for this group must be agile and adaptive. By regularly assessing the 4 Ss with individual international students, SAS practitioners can help students untangle interconnected factors and variables so they can fully explore, understand, and cope with the academic, emotional, social, and/or cultural challenges associated with their transition from one educational system or country to another.

Future directions

As the number of international students and their mobility increase worldwide, more individuals are considering study abroad as a gateway to permanent migration, especially from conflict-prone regions to countries with stable political and economic environments (Kirkegaard and Nat-George, 2016). In response, a number of host countries (e. g. Canada, New Zealand) have implemented two-step immigration programmes that incentivise post-graduation, permanent retention of international students as immigrants in order to fill skilled labour shortages (Li, 2014; Shachar, 2006).

One of the implications is that when HEIs recruit internationally, they are increasingly acting as representatives of the host countries as well. International student services can even be enlisted to serve a more bureaucratic, administrative function for the government: helping to monitor and

report on international students' academic progress and status as temporary residents to ensure compliance of immigration laws.

In Canada, HEIs have in recent years started requiring international student services staff to possess qualifications as regulated immigration advisers or consultants. This is primarily done to satisfy provisions in the country's immigration legislations, but it is also born out of international students' need for immigration advising, the same way they come to expect career- or learning-related coaching through other areas of SAS. Such expectation can expand the scope of the mandate of international student services.

Providing holistic support to international students is a task that requires the involvement of the whole campus. With its expertise in this student population, international student services units are well-positioned as hubs for information exchange and leaders of cross-campus, collaborative initiatives that contribute to the academic, personal, and professional success of international students.

Purpose, functions, activities

For students:

Facilitate international students' relocation to and settlement in the host country and institution	Providing support documentation required for visa/permit applications Updating communication channels (e. g. website, social media, information packages) to disseminate crucial pre-departure information pertaining to topics such as housing search, orientation, course registration, etc. Helping students navigate support services off campus based on their needs (e. g. tax filing, banking)
Support academic, social, and cultural integration of international students	Creating co-curricular programming that promotes mutual learning and connections between international students and domestic students or others in the local community Hosting workshops that promote the academic, personal, and professional development of international students on topics such as learning strategies, academic integrity, health and well-being, job search, etc.
Manage emergencies and crisis situations	Connecting students to emergency financial aids and other relevant support services in the community Liaise with students' families and/or authorities to make special arrangements in crisis situations

For higher education institutions:

Support host institution's vision and strategic plan, particularly in areas pertaining to international students and international education	Championing the value of diversity and inclusion on campus Consulting with faculty members and administrative colleagues on wide-ranging topics Developing and streamlining administrative processes and protocols, particularly for crisis situations Collaborating with other units on campus to deliver programming for international students
Assess and evaluate programmes targeting international students	Collecting information and conducting research to assess the efficacy of different academic and co-curricular programmes for international students Reporting quantitative and qualitative data to internal and external stakeholders to inform programming
International alumni engagement	Maintaining a database of international alumni for various events and purposes

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Leadership and education

Tonia Overmeyer

Student leadership has an important part to play in addressing challenges across various communities at campus, local, national and global levels. The university environment has a unique opportunity to shape leadership identity formation and develop student leaders to address challenges effectively. What happens on our campuses matters and has implications for either exacerbating or remedying what is widely acknowledged to be a leadership crisis.

Articulated definition of leadership as a basis for aligned understanding

Not only is leadership a young and evolving discipline, it is a concept of such complexity that is does not lend well to a common definition. As definition underpins understanding, a lack of common understanding can create ambiguity, confusion and dissonance. The leadership practitioner needs to articulate and shape a shared understanding of leadership which informs practice.

The articulated understanding of leadership needs to be aligned with the institutional context and vision. This creates clear parameters for how leadership development contributes to the goals and vision of the institution, which can then find expression in the assessment and evaluation process. The practitioner can intentionally develop outcomes where skill clusters and competencies directly translate back to the institution's vision.

Models and approach

Leadership models reflect the evolution in paradigm from leader-centric to collaboration-centric. Traditionally, leadership development concentrated on formal and positional leadership. Current

leadership development models emphasise the role of the leader as a change agent that harnesses their ongoing development of self and commitment to others towards common purpose and positive change.

An integration of Transformational, Relational and Social Change elements are key in framing this approach to leadership development. Broadening of understanding marks a move from elite to democratic, exclusive to inclusive, directive to service. The Social Change Model of Leadership Development is the most researched and used model and reflects the non-hierarchical stance where leadership occurs through process and not exclusively through position. This has implications for a wider targeting to form the participant base for leadership programming.

Leadership as collaborative and process based, where individual and collective learning occurs through connection, is better suited to succeeding in complexity that is fuelled by high levels of diversity and interconnectedness and a fast pace of change. This demands not only a particular leadership skill set, but also the awareness and agility to configure differently to effect broader applicability. Context calls for critical thinking, adaptive leadership and global perspective.

There is a positive correlation between transformational leadership practices and global social responsibility. Leadership development offerings informed by transformational leadership methodology can develop capacity to empower the collective, listen and help communities to become self-sustaining.

Leadership learning models

More focus is placed on formulating programming than on understanding the process of learning. The learning process is complex and a critical capacity of transformation is central to leadership development. Learning and development are inextricably linked. The process of learning broadens capabilities; this results in more complex and sophisticated cognitive processes and perceptions; this in turn further broadens capabilities.

When designing programming, the leadership practitioner needs to incorporate insight into how students learn, and more specifically, how students learn leadership. This insight allows the facilitator to best leverage opportunities to maximize learning potential, focus resources efficiently and to better reach targeted outcomes.

Leadership learning does not happen in a vacuum. When the practitioner understands the factors that facilitates the student's understanding, namely other participants, peers, environment, culture and context, activities and approach to programming, these inputs can be channelled effectively. Integration of transformational learning, cognitive development and developmental sequencing must be embedded in the development of programming.

Transformational learning takes place when individuals confront dynamic and evolving situations that cause them to re-examine and move from paradigms that no longer fit the context. Each transformative insight impacts cognitive evolution, allowing the leader to engage in deeper and more complex forms of learning. Cognitive evolution is both a process and outcome of the learning cycle. It catalyses new insights but also transforms the individual for a new and more complex way of knowing, being and doing.

Metacognition is the process of thinking about our thinking and includes critical self-reflection. Self-reflection facilitates the confrontation of previously held assumptions and distortions associated with leadership and features prominently in the social change model.

The leadership identity development model highlights a progression through stages in understanding and engaging leadership, from seeing it as external to self and position based; to identifying self as a leader, to understanding multiple perspectives and group leadership; to complex and advanced interdependence with others in a relational process. This process is not linear and may cycle back through previous stages. Knowledge of underlying cognitive development and learning processes inform practice.

Developmental sequencing cautions against a one-size-fits-all approach and highlights the need for programme scaffolding. The leader needs to be provided with the appropriate amount of challenge for their particular level of leadership. It is recommended that differentiated scaffolding happens within a single programme as well as across programmes. The facilitator needs to guide and mediate the amount of exposure, responsibility and support so that the opportunity matches the stage the leader is at.

Purpose and functions

As a student affairs professional:
- Contribute to the emerging body of research on leadership programming.
- Participate in your learning communities of practice.
- Provide opportunities for the professional development and support for staff, so that they can continue to offer a high quality of appropriate service and support.

Within your institution:
- Align leadership development to the vision of the institution.
- Develop high quality leadership programmes that enhance the student's learning and engagement in addition to leadership development.
- Understand and clearly scope your role and how it fits into the student affairs ecosystem of support.
- Create spaces that contribute to the creation of a campus climate where individuals can freely express their thoughts, particularly within areas of deep difference.
- Consider the role that leadership programming plays in the creation of a welcoming and supportive campus environment.
- Position programmes for co-curricular recognition, where appropriate.

Leadership development:
- Harness the power of engaging students as full participatory agents in their own leadership development. Understand what you bring into the process of student leadership development, based on who you are and where you are in your own leadership journey.
- Design transformational and impactful learning opportunities that facilitate lasting development. Include elements that students identify as triggering leadership learning:
- Challenging experiences including unfamiliar and increased responsibilities, leading a group that differs, crossing boundaries.
- Learning from the advice and example of others – modelling, mentoring.
- Feedback, being challenged by role models, by peers.
- Ensure that programming is multidimensional and incorporates a combination of different instructional strategies, such as class discussion, group work and games, as is appropriate for different content and learning styles.
- Help students to synthesise leadership learning that happens across both formal and informal experiences by:
  - surfacing the tacit learning that occurs.

- sharing a language of leadership development that helps the student leader to recognize, make sense of and communicate learning.
- Support the momentum, post-learning, when appetite increases to take initiative, engage and seek out opportunities for further leadership participation and development.
- Effectively leverage the leadership development opportunities and mitigate threats presented by a changed context where students live, learn and develop in constantly connected virtual as well as physical contexts.
- Understand and apply digital tools strategically for leadership development.
- Focus on the potential for learning where students develop content, publish, form identities, network and build communities.
- Provide tools such as a digital checklist, for leaders to apply reflection, gain increased awareness of digital identity, set personal virtual boundaries and use digital media more strategically.
- Nurture and guide the creation of multiple collaborative networks between student leaders, student organizations and institutional support, to extend learning, social capital and resources.
- Practice continuous learning within your offerings.
- Subject your offerings to evaluation, reflection, internal and external quality management processes.
- Solicit and address feedback from participants.
- Incorporate learning and strive towards innovation and excellence.

Typical activities

- Offer leadership development programmes and provide support to positional leaders and student structures from induction to handover.
- Offer formal and informal leadership development programmes and opportunities targeting the wider student community.
- Support and guide student-driven leadership initiatives, particularly in:
  - navigating complex systems and situations.
  - developing appropriate strategies in their quest for change.
  - raising consciousness to their cause in a way that fosters greater understanding and support for it.
- Facilitate opportunities for international exposure and Internationalisation at home through:
  - Partnerships.
  - Leadership exchanges.
  - Benchmarking.
  - Conferences.
  - Programming with international participants.
- Provision of, or referral to, resource guides for leadership development, practice and growth, such as:
  - Templates.
  - Literature: books and articles.
  - Multimedia resources such as podcasts, Ted talks, vlogs.
  - Self-assessments.
- Represent a student leadership perspective within student affairs and the broader university community.

LGBTI work in student affairs

Jaco Brink

On a global level, student affairs practitioners have limited knowledge and understanding of the wellbeing needs of lesbian, gay, bisexual, transgender, and intersex (LGBTI) people. Various studies suggest that LGBTI people's wellbeing is regularly inferior to the general population. Discrimination, violence, criminalisation, and social exclusion are major social determinants for poor health outcomes (Agenda 2030 for LGBTI Health and Well-being. (n. d.). LGBTI students share everyday experiences of disregard based on sexual orientation, gender identity and expression. Many LGBTI communities face intersecting forms of unfair discrimination and harassment based on gender, age, race, ethnicity, ability, class, socioeconomic status, migration status, and other factors that drive exclusion. Referring to these students as marginalised based on sexual orientation and gender identity, highlights the role of societal heterosexism, which privileges heterosexuals, and cisgenderism, which privileges people whose gender identity aligns as society expects with the sex they were assigned at birth. Sexual orientation and gender identity must be understood as different concept.

The vulnerability and marginalisation LGBTI students face are partly defined by a set of interrelated human rights violations, stigma and forms of social inequality, which affect student throughput and success. Prejudice, stigma and discrimination may have consequences regarding mental health, social support, behavioural outcomes, and accessing health care.

HE student affairs practitioners need to be aware of three key issues around LGBTI students, these problems are:

- Identity development
- Campus climate
- National social and policy contexts

Student affairs have the opportunity and responsibility to act to maintain HE as a location for LGBTI student development and learning, as well as to improve campus climate and increase inclusion.

Trends and challenges

Although in many countries, university life has generally improved for LGBTI students , they still face ongoing and direct or indirect forms of harassment, discrimination and victimisation. Simultaneously, students explore and develop LGBTI identities through leadership, participation, curriculum, co-curriculum and activism.

Other challenges include:
· An unaccepting campus environment;
· Unfair discrimination based on sexual preference or gender identity;
· Threat of abuse or violence;
· Lower levels of self-esteem; and
· Higher levels of alcohol and drug use.

Theoretical framework

The central guiding principle for LGBTI work in student affairs is grounded in the Universal Declaration of Human Rights and international human rights treaties. This principle seeks 'to realise the human rights of all and to achieve gender equality and the empowerment of all women and girls.'

SDG targets, which provide a more general framework, include 10.2, 10.3 and 10.4 (United Nations, 2015).

In the past two decades, student affairs professionals have adopted psychosocial models of sexual orientation identity development (Cass, 1984), and a few researchers (D'Augelli, 1994; Evans and Broido, 1999; Rhoads, 1994) have described LGBTI identity in HE settings.

Useful theoretical approaches include:
· Stage models of sexual orientation identity development;
· Theories specific to LGBTI people of colour;
· Lesbian identity development;
· Transgender emergence model; and
· A lifespan approach to LGBTI identity development.

Trends and challenges

HE institutions and student affairs practitioners should continue to expand anti-oppressive, critical, and intersectional approaches to scrutinize, deconstruct and challenge the lack of LGBTI support services. A more expansive and inclusive student affairs discourse is emerging that can accommodate populations currently left in the margins or excluded (Mulé, Ross, Deeprose, Jackson et al., 2009).

Main challenges remain including the lack of uniform commitment to LGBTI work in student affairs across global HEIs as well as the variance of local laws, which hinder or support LGBTI work in countries.

Purpose and functions

Work for LGBTI in student affairs seeks:
· to realise the human rights of all;
· to achieve gender equality and the empowerment of all women and girls;
· to empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status;
· to ensure equal opportunity and reduce inequalities of outcome;
· to adopt policies, primarily fiscal, wage and social protection policies, and progressively achieve greater equality;
· to achieve higher student success;
· to enhance graduate attributes; and
· to maximise HE throughput rates.

Work collaboratively within student affairs to provide services for LGBTI students.
· Provide support to environments that work for LGBTI students with funding and staffing.
· Provide advocacy for LGBTI students both on and off campus.
· Provide training and education regarding LGBTI issues throughout campus but preferably through the co-curriculum.
· Provide safe-spaces for LGBTI information, dialogues, referral and support.
· Provide counselling regarding sexual orientation and gender identity.
· Help students develop generic graduate attributes to become active citizens.
· Serve as educational resources to inform the institution regarding issues for and about the LGBTI community.
· Serve as mentors and coaches for students and staff throughout the HE system.

Typical activities

- Coordinate relationships and networks between LGBTI campus organizations and external LGBTI academic, religious, social, political and cultural organizations.
- Initiate research and climate surveys regarding the campus environment.
- Provide collaborative programming and outreach through:
  - educational training, workshops, seminars, panels, etc.
  - ally or safe-zone programme
  - peer education and gay-straight alliance programmes
  - mentoring programme
  - social and professional networking
- Offer support and advocacy for students and other campus constituents. Such services include:
  - counselling services (if no full-time counsellor-in-residence, then referrals to sensitised/allied healthcare providers)
  - support for student movements and student unions
  - leadership development for LGBTI student leaders
  - conference opportunities
  - scholarship resources
  - advocacy, mediation, negotiation and conflict resolution skills
  - professional staff and funding
  - discussion or engagement groups for a variety of LGBTI groups
- Recognize and celebrate the achievements of the LGBT campus community through showcasing international, national and local days of remembrance and celebration.
- Providing current and accurate information and resources is paramount to the safety and overall well-being of LGBTI students and the general campus community.

What 'best' and 'most suitable' practices can we find across the globe

- Include sexual orientation and gender identity in institutional policy on unfair discrimination and harassment, whether required by law or not.
- Ensure that non-discrimination policies include admissions, employment, educational programmes, sport codes, student health insurance, gender-inclusive facilities.
- Conduct an audit of gender inclusion in policies and practices, especially on possible obstacles to transgender inclusion.
- Establish a campus-wide monitoring mechanism to manage LGBTI issues within student and staff policies. Engaging stakeholders from multiple environments in the HE system increases the likelihood that the institution will stay ahead of emergent matters of equity and inclusion.
- Lead the administrative obligation for providing support, programmes and learning opportunities within the institution.
- Design, oversee and fund co-curricular programming, such as new student orientation, diversity education and ongoing student activities to support and educate around LGBTI inclusion.
- Include LGBTI topics among other multicultural diversity and equity efforts on campus and offer stand-alone learning opportunities for more in-depth assessment (Higher Education Today, n. d.).
- Make LGBTI topics visible in the curriculum. Inclusive instruction and curriculum offer LGBTI students and others the opportunity to engage intellectually across academic fields with issues related to their identities.
- Support faculties as allies to provide information around LGBTI communities.
- Advocate for the inclusion of gender and LGBTI on performance areas of all faculties on improving classroom climate for a broad variety marginalised students.

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Men's centres

Randall B. Ludeman

It is often reported that females outnumber males on college campuses around the world. In addition to lower numbers of males enrolled, some suggest that females are both enrolling and graduating at higher rates (UNESCO, 2009). The National Center for Education Statistics (2017) projects that female enrolment in the US will increase by 16 % through 2021 as compared to an increase in male students of only 7 %. They project that 57 % of college students will be female in the year 2026.

This shift, surprising to many, has presented challenges to colleges and universities, both in terms of enrolment and retention, and student programming and support. Adding to these challenges is the focused attention in the media of questionable hegemonic masculine behaviours on nearly a daily basis. Issues such as sexual violence and harassment have rightfully received renewed attention and scrutiny (Vendituoli, 2013). Other consequences of hegemonic masculinity for male college students include substance abuse, increasing psychopathology, and likelihood of being the victim of violence (Ludeman, 2004), as well as significant impacts on health (Courtenay, 2011). HE is being called on as never before to provide learning opportunities, accountability, social justice and inclusive environments, and emotionally and physically safe campuses.

Women's centres have been present on many college campuses in the USA since the 1960s. The mission and goals of these centres varies, but commonly they exist to support gender equity, feminist

activism, educational and personal support, and empowerment. More recently, these centres have become more gender inclusive with their missions, goals, and programming (Marine, 2017).

So, what about men's centres? Some may argue that a men's centre is unnecessary, as the privilege that comes with being male affords opportunities for safe and supportive spaces in most areas of campus. What types of services and programming would such a centre provide and how could it positively contribute to student life, learning, and development?

Feminist scholar bell hooks (1984) described men who are active in the movement to end sexism as 'comrades in struggle' (p. 68). 'Feminism defined as a movement to end sexist oppression enables women and men, girls and boys, to participate equally in the revolutionary struggle' (hooks, 1984, p. 68). Since men have been characterized as the primary agents that maintain and support sexism and oppression, hooks (1994) argued that men need to be a part of transforming the consciousness of society.

At the University of Oregon, the ASUO Men's Centre 'strives to create spaces and events where people of all genders and identities can work collectively towards reconstructing masculinity in a social justice-oriented manner. We aim to raise awareness about the intersections of men's health issues and social justice issues, and ways that men can play a more active role in ending oppression' (University of Oregon, 2017). Through the centre and their MOST (men of strength) Club, services and programming such as 'discussion hours' and sexual violence prevention meetings are held to help rethink and construct a more positive masculinity.

At Bemidji State University, several staff members and student leaders created the Men's Centre Without Walls in 2005. As suggested by its name, this centre was not a physical space. Instead, the group of male and female faculty, staff and students provided support and programming on gender issues such as sexual violence prevention, health, and academic success, often in collaboration with the Women's Centre and the Phoenix (LGBTQA ally group). With the departure of several key student and staff leaders, this centre unfortunately is no longer in existence.

The Centre for the Study of Men and Masculinities at Stony Brook University 'is dedicated to engaged interdisciplinary research on boys, men, masculinities, and gender. Our mission is to bring together researchers, practitioners, and activists in conversation and collaboration to develop and enhance projects focusing on boys and men. This collaboration will generate and disseminate research that redefines gender relations to foster greater social justice' (Stony Brook University, 2017). Established in 2013, this centre sponsors events, and conducts research aimed at furthering 'the development of boys and men in the service of healthy masculinities and greater gender equality. We seek to build bridges among a new generation of researchers, practitioners, and activists who work toward these ends. This unique collaboration will enhance the quality and impact of research and enable a more informed policy and practice.'

Men's centres, in collaboration with women's or gender centres and other social justice and student support services, may contribute to student enrolment and retention, and student learning and development. Given the issues highlighted above, focus on the issues males in college face may provide sustained positive outcomes while promoting a campus climate of inclusion and civility.

Purpose and functions

· To provide a space that is safe and available for men (and all genders in support of equity and social justice, learning, and success).
· To address and promote sexual violence prevention.
· To promote gender equity.

- To provide counselling and personal/emotional support for college men.
- To invite collaboration from all campus community members in social justice, promoting equity, and establishing an inclusive community.
- To conduct research in the area of masculinities.
- To sponsor and conduct programming and activities designed to develop and promote the healthy construction of gender identities.
- To provide academic and personal support, skill-building, and services.

Typical activities

- Provide confidential support for male students and make appropriate referrals for services such as financial, legal, disability, health, or academic skills.
- Provide and sponsor campus-wide programming in areas such as sexual violence, bystander intervention, health and wellness, gender equity, gender identity, and social justice.
- Advocate for gender inclusive policies and procedures, campus facilities, and use of resources through consultation with campus leadership.
- Be active with service learning and engagement opportunities to promote positive relations.
- Promote positive gender roles through a strong presence in the media (social media, publications, campus newspaper, etc.)
- Build a collection of books, articles, publications, films, etc. on masculinity and gender.
- Develop a dynamic website that promotes the centre's mission and services and provide resources for men.
- Attend campus activities and be supportive as an ally for gender inclusivity and equity.
- Promote the development and offering of college courses on men and masculinity, and gender equity.

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Refugee and immigrant student services

Gary Rhodes
Laurie Cox

Universities around the world accept students who are not citizens of that home country. The types and numbers of these students enrolled in universities varies significantly from country to country. While many international students study outside their home country as a temporary opportunity, others study outside their home country with an intent to eventually emigrate there. International students can provide important learning about the world so students from the home country who may not have had the opportunity to travel much or to the countries of the international students.

In some cases, the campus international student service office will provide support to all students who are not from the home country. In other cases, the students who are refugees or intend to emigrate may be supported by a separate office for those students or integrated into the support offices for students who are already citizens of that country. In other countries, there may not be a separate administrative support office whose focus is specifically to support international, immigrant or refugee students.

In 2013, there were an estimated 4.1 million globally mobile HE students (UNESCO, 2016). The United States, United Kingdom, China, France, and Australia rank as top host destinations of international students worldwide and collectively host an estimated two-thirds of all international students. In the UK and Australia, international students comprise over 20 per cent of their total HE populations, while in the US they comprise just over 5 per cent.

From the US perspective alone, over 1 million international students study at US colleges and universities from countries outside the US and over 360,000 US students at US colleges and universities study outside of the US as a part of their degree programme or for a full degree (Farrugia and Bhandari, 2017).

Although the majority of students who study outside their home countries do so by choice, there are other students who are involuntary migrants who have been displaced and must study outside of their home country, if they are to study at all. 'The issue of Syrian refugees in particular has crystallized international concerns about what happens when an entire generation of a nation's young people is denied access to higher education.' (Luo and Craddock, 2016).

Often, students who are international, immigrant, refugee or under another special status may have significant financial needs. Local country laws may not provide them with sufficient funding or the possibility of working part-time or full-time to earn additional funds. Funding to support appropriate living conditions along with covering campus tuition and fee costs are critical to supporting these students.

In 2015, 21.3 million refugees were registered with the United Nations, with over half under the age of 18 who most likely have yet to enter tertiary education or have experienced a disruption of their HE studies (UNHCR, 2016a). The 1948 Universal Declaration of Human Rights states that everyone has a right to access HE (United Nations, 2016). Yet, only 1 per cent of all college-age refugees are enrolled in HE in comparison with 34 per cent of tertiary-level age youth worldwide (UNHCR, 2016b). Syria is the largest source country of refugees worldwide due to continued conflict (nearly 5 million), but there are also millions of other displaced refugees worldwide, with the majority coming from Afghanistan, Somalia, and South Sudan in 2015 (UNHCR, 2016).

There are students who don't fall under the classification of citizens, international, immigrant or refugee. In the US, the term 'undocumented students' applies to an additional group of students who are not citizens. There are between 7,000 – 13,000 undocumented students enrolled in universities throughout the US (An overview of college-bound, 2017). Each country may have other non-citizen students who fall under a unique classification.

Purpose and functions

Offices on university campuses that support international students vary from campus to campus. Some serve a small population of international students while others support campuses with thousands of international students. Some universities may not even have a designated office to support international students but may fit it into the duties of administrators in other departments. Some of these offices only provide support to international students on limited term visas, while others also serve students who are immigrants, refugees, or under another special status in the country where the university is located.

Best practices and CAS standards for international students and programmes

'International student and scholar advising is a robust profession with a specialized body of knowledge and any number of necessary key skill sets, including those listed below.' (Council for the Advancement of Standards in Higher Education, 2008, p. 2). CAS promotes intra-campus collaboration and reflects good practices agreed upon by the profession-at-large through the CAS Standards. Comprised of 42 collaborating professional associations representing over 115,000 professionals in higher education, (CAS Website, 2018), programs should offer:
· Assess the needs of the international student population and set priorities among those needs
· Offer or provide access to professional services for students in the areas of immigration and other government regulations, financial matters, employment, obtaining health care insurance, navigating the health care system, host-country language needs, and personal and cultural concerns
· Assure institutional compliance with government regulations and procedures, including record-keeping and reporting responsibilities
· Interpret immigration policies to the campus and local communities
· Develop and offer education programmes to the campus community to enhance positive interaction between domestic and international students, to develop sensitivity regarding cultural differences and international student needs, and to assist in the understanding of adjustment to a host country's educational system and culture
· Orient international students to the expectations, policies, and culture of the institution and to the educational system and culture of the host country
· Facilitate the enrolment and retention of international students
· Prepare students for re-entry and cultural re-adjustment related to the student's return home
· Provide appropriate referrals for students whose individual needs may be in conflict with the home culture
· Provide appropriate and timely referral service services to other relevant agencies
· Determine the educational goals; developmental levels; and social, emotional, and cultural needs of individual international students and specific populations
· Collaborate effectively with other services areas, student organizations, and academic departments to meet international students' needs
· Facilitate international students' participation in campus life
· Advocate to all areas of the institution the needs of international students

· Facilitate sensitivity within the institution and the community at large to the cultural needs of international students

For the purposes of supporting international students who remain in the country where they study, whether immigrants, refugees, or under some other special status, we would add:

Prepare students for the transition from current educational programme to other educational programme, career, and life in the country where they have studied and will now become a more permanent resident or citizen. (Council for the Advancement of Standards in Higher Education, revised 2008).

Rights of international students: The international student mobility charter

With the continuing increase in the numbers of international students studying at universities around the world, the issue of minimum levels of support and international student rights is important. In 2012, the European Association of International Education (EAIE), in cooperation with other organizations, drafted the International Student Mobility Charter.

While respecting the integrity of education institutions, taking account of their diverse strategies and academic and national cultures and their roles in their communities, we call on governments and education institutions, as well as international agencies and associations of international education, to endorse, support and promote the following (EAIE, 2012, p. 1):
· Equity of treatment
· Intercultural competencies
· Integration of international students
· Opportunity to complete studies
· Portability and continuity of funding
· Student status
· Visas and formal requirements
· Information
· Student rights support
· Quality assurance

Conclusion

International, immigrant, refugee, and other non-citizen students have become a larger percentage of the HE population around the world. Although the home country national students remain the largest population served in higher education, there are some majors where international student numbers may be larger than enrolments of students from the home country. It is critical that HEIs provide professional staffing and support to ensure that international, immigrant, refugee, and other non-citizen students are effectively supported and served to support the completion of their studies while making the most of their curricular, co-curricular and extra-curricular experiences. These students can also significantly enhance the international learning that takes place at universities around the world.

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Research and scholarship

Magda Fourie-Malherbe

Definitions and conceptualizations

This function is well established in the US and to a lesser extent in the UK, Australia and South Africa in terms of research and scholarly disciplinary work. Research and scholarship in SAS need to be carefully distinguished from assessment and evaluation. Whereas the primary purpose of assessment and evaluation is to measure the effectiveness of services, interventions or programmes in order to provide proof of their value or to improve them, scholarly research is primarily about advancing understanding, building knowledge and informing theory.

Similarly, it is also necessary to distinguish between institutional research and scholarly research. Institutional research is a standard practice in most HEIs to inform institutional planning, policy development and decision-making; hence, the products of institutional research are usually not shared in the public domain (except for reporting purposes) but remain primarily for the consumption of institutional decision-makers. Student affairs scholarly research needs to satisfy different criteria. Departing from Boyer's notion of four forms of scholarship, Schön (1995) argues that all forms of scholarship require that scholars 'produce knowledge that is measurably valid, according to criteria of appropriate rigor' and that their knowledge claims 'lend themselves to intellectual debate within academic (among other) communities of inquiry'. Thus, research and scholarship in SAS is about conducting rigorous research to generate truthful knowledge that would build theory and practice and communicating that knowledge within the epistemic community.

Contextualization

Student affairs is increasingly being recognized in HE as a specialized core function, and with it the need to enter the discourse of academic and disciplinary thinking and writing. Student affairs professionals often have a deep understanding of their 'discipline' (student affairs) and an extensive knowledge of the wider field of student development and higher education. However, as Schön (1995) points out: 'Most of the knowledge essential to professional practice is not what the research university calls fundamental knowledge, and practitioners are not, as a rule, either scientists or scholars'. Gaining credibility as scholarly researchers poses a number of challenges for student affairs professionals.

Challenges

The first challenge would be, as Schön (1995) proposes, to develop a new institutional epistemology. This would require the academic community to broaden its notion of scholarship, traditionally limited to basic disciplinary research, to include Boyer's scholarship of application, which is rooted in practice and where practice is seen 'as a setting not only for the application of knowledge but of its generation' (Schön 1995).

A second challenge concerns researcher positionality. Much scholarly research carried out by student affairs professionals will of necessity be 'insider research', i. e. research conducted within the university where they are employed. Trowler (2016) highlights the benefits of insider research: better access to naturalistic data and to respondents, a better understanding of the research context, and practical advantages such as that it may be cheaper and easier. Also, being an insider, the researcher may be in a stronger position to influence change in the institution on account of the research findings.

On the other hand, the insider researcher has to be particularly cautious of retaining his/her 'objectivity' as a researcher – not only in the interest of truthful inquiry, but also because of what Delamont (2002) calls the difficulty for insiders 'of rendering the normal strange' (cited by Trowler 2016). In addition, there may be conflict between the role of researcher and the role of student services professional. How does one, for example, present research results that would not find favour with institutional authorities? Also, issues of power differentials between the research and his/her research subjects/participants come into play.

Another, very real challenge experienced by student affairs professionals undertaking scholarly research, usually for higher degree studies or for the advancement of the work and understanding, is simply finding the time to devote to literature review, data collection and analysis, interpreting findings and writing up the publication, thesis or dissertation. For instance, in South African universities, at least, study leave for non-academic staff in universities is not common, and for student affairs professionals engaging in scholarly research, this often comes at a price: family time, personal time, annual leave, all have to be sacrificed in order to meet the stringent requirements of a higher degree by research and when conducting research as part of the engagement in SAS.

Development of research function of student affairs

The research and scholarship function of student affairs can effectively be advanced by means of higher degree programmes and scholarly journals focused on the student services profession as publication outlets.

Higher degree programmes

This contribution of the student services profession to research and scholarship is evidenced by the large number of Master's and doctoral degree programmes in the US, and an increase in similar postgraduate programmes beyond the US. The Association for Student Affairs Administrators in Higher Education, also known as NASPA, publishes an online international directory of graduate programmes in student development and SAS. This directory lists almost 300 programmes, most of which are in the US.

In the United Kingdom Kingston University offers an MA in Research and Practice in Higher Education. Although not explicit in the programme name, the content covers a lot of relevant student affairs topics. The MA in Student Affairs in Higher Education offered by Anglia Ruskin University has an

explicit focus on student affairs and aims to address the scholar-practitioner needs of student affairs professionals in the UK.

Even though graduate studies in student affairs is a relatively young discipline in Canadian higher education, the University of Toronto's Ontario Institute for Studies in Education has introduced an MEd specializing in Student Development and Student Services in Higher Education. Other examples include Master's programmes offered by Simon Fraser University, Memorial University Newfoundland, University of Calgary and University of British Columbia.

In South Africa a small number of Master's programmes focus on Higher Education Studies. One of these, the MPhil (Higher Education) at Stellenbosch University, includes an elective in student learning and development and attracts a sizeable number of student service professionals.

Publication outlets

To embed research and scholarship as standard practice in student affairs and to share lessons and good practices requires appropriate publication outlets. Academic journals can create platforms for epistemological groupings to share and exchange knowledge, while also satisfying at least one of the criteria for scholarship, namely to share research results with a broader scholarly community. Some examples of publication outlets include the *Journal of Student Affairs Research and Practice* which is published by NASPA, with 13,000 members in 25 countries. Other journal examples are *New Directions for Student Services,* and *College Student Affairs Journal,* both in the US. More recently the *Journal of Student Affairs in Africa* and the *Asia-Pacific Journal of Student Affairs* have been established and accredited, particularly catering for researchers in other parts of the world.

Research and scholarly practice have become a critical part of SAS and as an emerging discipline, related but distinct from cognate disciplines such as HE leadership and management, and teaching and learning in higher education; to strengthen this budding field of study, it is essential that SAS practitioners intently and consistently engage with knowledge generation and relevant, indigenous theory development.

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Senior student affairs practitioner

Teboho Moja

Since the mid twentieth century, the rapid expansion of HE and the diversification of the student population has resulted in the timely need to augment student learning outcomes. This need has prompted a focus on the development of high-quality SAS to support the academic mission of the institutions and to engage students in the classroom and across campus. The Senior Student Affairs Practitioner or Officer is the administrative leader of the division of SAS (MacKinnon, 2004). The senior practitioner spearheads the student affairs administrative division, which is responsible for establishing the vision, assessing, and directing comprehensive non-academic student services for the support and development of students (Culp, 2012).

The division of student affairs typically, provides programmes, services and activities in (but not limited to) academic advising, admissions, alumni relations, athletics, campus security, career services, commuter student services, conduct, counselling, dining, disability services, employment, financial aid, student life, health and wellness, housing and residence life, international student services, leadership development, LGBTA student services, multicultural affairs, non-traditional students, orientation, parent programmes, service learning, student activities, and study abroad (Culp, 2012; UNESCO, 2009). These services address the day-to-day, cognitive, and emotional needs of students within and outside the classroom, allowing students to maximize their academic performance, personal growth, and professional development.

In the past, these services were minimal and mainly coordinated by faculty members and some administrative staff. However, as the role of teaching faculty has evolved to include teaching, research, publication, and service, specialist student services staff members have stepped up to take on the responsibility of SAS. Student services provide support for the needs of students, which is crucial for their development, engagement, and success.

In 2006, *Learning Reconsidered 2* highlighted that the construction of meaning in a college setting no longer occurs only in the academic context, but that academic learning and undergraduate student development processes come together in a format that requires all the resources of the college to function together in an integrated manner (Keeling, 2006). Moreover, the Student Learning Imperative developed by the American College Personnel Association (ACPA) stressed the importance of linking undergraduate students' academic and co-curricular experiences to create seamless learning environments focused on academic success and learning (Pike, 1999). These learning environments motivate students to devote more time to 'educationally purposeful activities, both in and outside the classroom' (ACPA, 1994, p. 1).

It is important to note that student affairs programmes and services vary greatly based on an institution's type, mission, values, and environment. Regardless, the senior practitioner is a part of the senior leadership of the institution, responsible for developing, leading, and assessing the work done by various offices for diverse student services.

The three principal functions of the Senior Student Affairs Practitioner or Officer are: (a) educator, (b) leader, and (c) manager. A senior practitioner must possess the following behavioural characteristics to be successful in the role: planning and organizing, problem solving, clarifying roles and objectives, informing, monitoring, motivating and inspiring, consulting, delegating, supporting, developing and mentoring, managing conflict and team building, networking, recognizing, and rewarding. Moreover, the senior practitioner must emphasize the importance of SAS staff being teaching-oriented when working with students and faculty (Winston, Creamer and Miller, 2001).

Purpose and 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 SAS programmes.
· To provide leadership in identifying, interpreting and serving student needs.
· To develop and articulate to the institution, a philosophical framework and mission for SAS.
· To develop and maintain an appropriate organizational structure for the delivery of SAS.
· 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 SAS.
- To develop a SAS 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 SAS 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. SAS functions in higher education: professional services and programmes delivered for enhancement of student learning and success.

Typical activities

- To carry out all SAS functions within the ethical framework of the profession and HE 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 SAS 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 SAS.
- Providing appropriate staff supervision and professional development.
- Coordinating a comprehensive student activities and organizations programme.
- Administering essential SAS programme 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 (UNESCO, 2009).

Research has confirmed that HE is a key factor in social mobility and skill development that supports the progress of a country. Additionally, it is imperative to support the major global effort to improve HE in every country in the world. This effort will be bolstered by the development of intentional and purposeful student services programmes, under the leadership and supervision of expert senior practitioners.

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Shipboard education

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Using a ship to transport ideas and learning was thought of as early as 1877. However, it took until 18 September 1926 when the first voyage of the S. S. Ryndam sailed from the Hoboken, New Jersey pier for the idea to be put into practice. The first voyage took seven and a half months to travel around the world visiting 35 countries which included some of the following ports: China, Hong Kong, India, Italy, Norway, and Spain. There were approximately 504 students and 62 faculty and administration staff aboard the S. S. Ryndam. The 1926 voyage was a monumental moment for shipboard education, which continues today as an alternative to land-based campuses.

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 2006. The University of Virginia served as the next academic sponsor until the Institute for Shipboard education entered a partnership in 2016 with Colorado State University, the current academic partner. 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 now receive transferable academic credit from Colorado State University.

Over time, the name of the ship has changed. The newest ship, the M. V. World Odyssey is a 24,300-ton motor vessel equipped with classrooms, library, student union, wireless internet, campus store, fitness centre, and two dining rooms. 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 and the MV Explorer.

To date there are over 65,000 alums of Semester at Sea. Students pay between $ 23,950 – $ 29,950 for the fall and spring voyage, that includes not only tuition but meals and shared cabin with one other student. The Institute for Shipboard Education offers more than $ 4 million in need-based student aid each year. Donations to Semester at Sea make it possible to offer annual financial grants to those who apply for financial aid – that is 60 per cent of all participants. Students also get assistance from federal aid and loans.

There are some contrasts with land-based campus life. As you would expect, space onboard is tight. For example, there is a single, shared recreation space on the outside deck, which alternates as a volleyball and basketball court. 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 75 per cent of the students attend and want to get involved. Many of the students establish similar organizations each voyage (term) including many affinity groups and those based on special interests like a photography club or improve group. New organizations based on interests are created and organized each semester 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 a shipboard drive and auction to benefit the ISE scholarship fund for future voyagers. 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 a laboratory and provide students with academic credit for participating. Some other programmes include Sea|mester, S. E. A. Semester, and the ScholarShip (programme closed June 2008).

The men and women who fought for shipboard education would be pleased with how it has positively affected the lives of 65,000 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 hopefully develop an appreciation of what it means to be a global citizen. By embarking on this educational experience, students increase their academic knowledge and expand their horizons to an extent they may never have dreamed possible.

Purpose and functions

·   Education for a comparative view of the world.
·   Cross-cultural understanding.
·   Knowledge/understanding of the social, political, cultural, economic, 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 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 student life staff: advancement, recreation and sport, wellness and spirituality, student organizations and evening scheduling, diversity and inclusion, and outreach for international and gap year students.
· Support the academic mission by working collaboratively with executive dean, academic dean, registrar/academic advisor, 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 is high. The daily contact with students is one of the advantages to shipboard life in comparison to 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 in the morning. The chief student affairs officer, dean for student life is part of the Administrative Team. Other members include the academic dean, registrar/academic advisor, field office coordinator and assistant executive dean and assistant dean of student life. This meeting is led by the executive dean.
· The residence directors hold daily office hours in the Student Life Office to answer questions and check out sports equipment and DVDs.
· The student life team meets once a day while at sea. It includes the assistant dean of student life, residence directors, lifelong learner coordinator, dependent children coordinator, and mental health professionals. Information from the administrative team meeting is shared when appropriate.
· The residence directors monitor/enforcealcohol regulations when alcohol is served to students each night from 9 to 11.
· All resident directors participate in in-port on-call service, as does the dean of student life, assistant dean of student life, assistant executive dean and executive dean.
· The dean of student life, with the executive dean, may contact parents when there is conduct or emergency situations.
· Resident directors hold three to four meetings per voyage and host ice cream and cookie socials during the semester.
· Only the dean of student life can authorize cabin changes after the first two weeks of the voyage. She/he works closely with the assistant executive dean and the ship's 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 assistant dean of student life will be the main hearing officer for student conduct on the ship. The resident directors, and assistant dean of student life and ship security are responsible for documenting students whose conduct is in violation of the Semester at Sea standards of conduct. Student conduct will be reported back to the student's home institution and parents if while on the ship the student was placed on probation or something more severe.
· Mail was delivered at the end of each port and the distribution to each cabin by the cabin stewards.
· On each voyage the crew usually entertains the community with a crew talent show.
· Student life works closely with the lifelong learner coordinator and the extended family 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.
- Facilitate a post port small group reflection with a faculty partner.
- Ensure there are no formal activities planned the night before a global comparative education test.
- Assist with the planning of pre-port briefings.
- Assist in hosting important dignitaries and other visitors to the ship while in port.
  Work closely with the counselling professionals on various groups offered on the ship.

Sports and recreation

William Young Hansen
Jorge Silva Bórquez
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The offices of student affairs (OSA) in HEIs have a number of goals all focused on the overall well-being of the students including putting them at the heart of their own development; making them part of the institution's academic mission; and developing collaborative work in search of lifelong learning (UNESCO, 2002). Although each OSA in a HEI develops its own way to reach these goals (Osfield, Perozzi, Bardill Moscaritolo and Shea, 2016), it is possible to find these core goals are not only developed at HEIs around the world but also within the mission of what OSAs do (Ludeman, 2009). Differences in reaching these core goals can also be found in the development of sport and recreation programmes within universities. How sport and recreation programmes develop and how closely they relate to the tasks conducted by OSAs varies widely among institutions.

A NASPA report published in 2014 indicates that recreation and sport programmes and services are linked to the major and more traditional functions found in HEI OSAs. In many Latin American countries, both recreational and competitive sport (intramural and inter university athletic programmes) are generally found under the umbrella of OSA. Moreover, in some universities across Latin America it is even possible to find that the OSA offers sport courses included in the undergraduate programme in general education (Young, Zuzulich and Cruz, 2018).

To understand the role and impact physical activity and sport occupies in higher education, it is important to consider their presence within the national sport system in each country in terms of promotion, level of participation, and high-performance sport. Similarly, it is also critical to weigh the number of students who participate in the HE system of a given country. In many instances, the age group of the university students is between 18 and 40 years old (Ministerio de Educación, 2017), an age group affected by the same lifestyle problems that affects the rest of the society: sedentary life, consumption of alcohol and drugs, and difficult access to sport and recreation programmes.

On the other hand, the availability of sport and recreation programmes and access to sport facilities becomes a powerful tool for student recruitment. That is the case in a number of HEIs in the US, Colombia, Chile and Spain where recruitment strategies to attract students offer all types of programmes related to physical activity, competitive sport and outdoor and adventure experiences (Garzón, 2016; Muñoz, 2013).

In this analysis, it is also important to consider each country's sport system and the preferred model used for its development of sport. From the private model common in the US; the public central-

ized model common in China; to the mixed public-private model common in most countries across the world, the presence of both public and private stakeholders in a country's sport system plays a significant role in stimulating the role sport plays inside the HE community (Garzón, 2016; Muñoz, 2013).

All of the above confirms the importance played by sport and recreation inside HEIs as they contribute to healthy habits, recreation, university life, campus climate and, in some cases, to develop high performance athletes who will represent the country in international competitions.

Students' involvement in sport activities has been part of the university experience since colonial times (Council for the Advancement of Standards in Higher Education, 2015), first through initiatives that were developed by the students themselves and later with a more formal structure. A 2014 study by the National Intramural-Recreational Sports Association indicates that HEIs that host sport programmes develop students who are healthier and who have better soft skills such as time management, respect for others, academic improvements, and a sense of belonging. Moreover, sport participation facilitates diverse groups of students to meet and learn to value each other. Thus, activities that offer students having similar status and common goals (e. g. participate in a sport team) tend to enhance and develop cooperation within the group. Thus, facilitating social integration could improve student success (Tinto, 1975). These and other educational experiences that are part of the OSA can be orchestrated through the offering of sport and recreation programmes.

Purpose and functions

At the national level
· Actively influence the inclusion of physical activity, sport and recreation into the country's public policies and higher education.
· Promote laws for all HEIs to develop programmes of physical activity, sport and recreation among its students, teachers and staff.
· Promote policies that encourage public and private efforts in the promotion of physical activity, sport and recreation.

At the institutional level
· Develop programmes and activities that contribute to improve the physical, psycho-affective, spiritual and social conditions of the entire educational community, while considering the diversity of interest and needs of the community.
· Develop sport infrastructure for both competition and recreation.
· Create recreational sport settings that encourage the practice of physical activity, sport and recreation.
· Encourage healthy living within the institution.
· Develop, through sport, a sense of belonging with the institution.
· Develop more inclusive communities, fostering the interaction of faculty, staff and students.
· Promote best practices of sport management and the development of sport professionals.
· Promote and market the institution through sports.
· Promote philanthropic spirit and social responsibility.
· Contribute to scientific research in the sport sciences.

Student development
· Facilitate social integration.
· Encourage the value of diversity.
· Promote physical fitness and sport practice.

- Contribute to the development of leaders in different areas.
- Develop cognitive skills in student communities.
- Develop intrapersonal skills in student communities.
- Develop interpersonal skills in student communities.
- Promote values, fair play and ethical standards.
- Support the interaction of sport and academic life so that athletes study and finish their academic career.

Typical activities

- Carry out recreational programmes with activities and events that attract high participation.
- Implement evaluation systems for different programmes and activities.
- Create a healthy environment offering access to healthy foods and smoke-free spaces.
- Develop grants for student initiatives that promote programmes in physical activity, sport and recreation.
- Develop programmes for the community (students, faculty, staff, alumni and neighbours) during different times of the year (regular semester and intensive summer season).
- Organize sport and recreational events for the student community (inter-school athletic contest, 5K, 10K, walkathon, sport festivals, etc.).
- Develop sport courses that contribute to the institution's educational mission.
- Create opportunities for service and learning.
- Train faculty with methodologies that emphasize the delivery of moral values, ethical standards and the development of skills in the courses they teach.
- Collaborate with scientific research developed in different academic units related to physical activity, sport, recreation and health.
- Prepare athletic teams that represent the institution at the different regional, national and international sport tournaments.
- Identify, recruit, support and monitor the academic and athletic development of elite athletes.
- Provide athletic scholarships.
- Promote and implement flexible curriculum and academic conditions for elite athletes.
- Create physical spaces inside academic buildings to promote sport achievements of the athletes (e. g., banners, videos, photos, display of trophies).
- Build a sport hall of fame.
- Develop a plan for the usage of the different sport facilities.
- Develop outdoor and indoor training circuits.

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Student administration, registration and records

Darbi Roberts

Registration and records departments within HEIs are often referred to as 'Registrars.' While there are many terms used to describe this function around the world, this report will use the term Registrar to refer to any office which processes student academic registration and records. As will be explored, the modern Registrar goes well beyond this narrow function. To understand the role of the Registrar, it is important to understand its history. Registrar offices are often referred to as the first truly administrative roles at universities aside from the President, dating back to as early as the 12th century (CAS, 2012). Oxford University had the first titled position of Registrar in 1446 which encompassed a wide variety of administrative tasks from managing classroom procedures and student records to financial transactions within a university and even keeping notes at faculty meetings (Lanier, 2006).

The Registrar is responsible for maintaining accurate and complete academic records of current and past students. Lanier (2006) defines 3 primary roles: 1) lead the development of campus systems that bridge administrative and academic functions of the university; 2) validate data flowing into and out of a system meant to maintain student records; and 3) act as a resource to users of this records system. Academic records are often tracked electronically through an institution's Student Information System (SIS). When students register for courses, the enrolment is typically recorded on the institution's SIS and becomes a part of students' records along with biographical information and other relevant student information collected over the lifecycle of students. 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.

Registrars can be housed in a number of different organizational areas depending on the structure of the university. Traditionally, because of their close connection to the academic function of the university, they are often housed within the academic affairs branch. However, they can sometimes sit under the student affairs function if the majority of student services are housed there as well. They can also be housed under a broader 'operations' arm that could include financial services and financial aid, facilities, and other operational aspects of the university. The location of the Registrar often depends on where other support services are located as these are often housed under the same organizational structure.

Theoretical framework

Much of the framework and guiding principles for the work of the Registrar can be found in two places: government regulations and academic preparation. Because the Registrar is principally concerned with the protection of student records, individuals in this area are under constant pressure to remain abreast to changes in regulation, especially as these adapt to changes in technology. In the US, for example, the Family Educational Rights and Privacy Act (FERPA) is the primary law governing a university's ability to release information about students.

The registrar function within a university has been heavily shaped by trends in technology that has not only allowed the role of the Registrar to grow expansively over the last 30 years but has also presented many challenges and forces shaping the growth of this function. The rise of the SIS and the ability to keep records digitally has been the single most influential technological advancement on the Registrar, allowing for significant increases in accuracy and time-savings as a result of automation. Instead of simply managing student records, registrars now engage in university-wide database management through the use of the SIS. In order to manage complex processes that arise out of the use of a database, Registrars are also business process managers for an array of complex processes now available to them through advances in technology. This has given rise to a growing relationship between IT departments and Registrar offices, sometimes calling for the need for IT staff to be embedded within the Registrar in order to maintain systems to manage data and processes (Lanier, 2006). As a result of growing technologies, Registrars have become ever growing leaders in the procurement of these technologies for universities, more involved in university-wide policy and have taken on a greater concern for records protection (Lanier, 2006). As cloud computing becomes more agile and more accessible to universities, records protection has become an even more essential function of the registrar.

Along with exciting growth in technology comes many challenges to managing that technology. Local, state, and federal regulations around the globe calling for accountability and assessment of universities has put pressure on Registrars' human resources to respond to reporting requirements, a common function of these offices (CAS, 2012). Faculty and staff, but especially students, are demanding more integrated services and an increasingly 'customer'-like approach when it comes to technology and processes (CAS, 2012). Registrars face increasing campus reliance on technology that they alone control, while also having to balance the need for 'real time' service and decision-making abilities that are not always possible due to limitations in technology (Lanier, 2006).

Purpose and functions

As stated previously, the primary role of the Registrar is to develop and manage systems which bridge the academic and administrative functions of a university, maintain the system of student records and support all those who may use that system. It is the primary administrative arm which supports the academic mission of the university by providing services to the broader community, including but not limited to: Coordinating the processes associated with the registration of students in programmes and courses (class assignments); Establishing/enforcing academic policies; and keeping academic records (providing on-line registration and records-related services and resources to students); Assuring and reporting compliance with state and federal regulations; Protecting student record privacy; Grade processing; Transcripts; Degree progress and completion monitoring; Graduation and diploma processing; Data management – although only since the advent of the computer; Supporting students, faculty, and staff in all of these functions, including case management as well as training; Reviewing current processes and identify areas of improvement based on feedback from the university community, including academic units and students. These many functions are achieved both in person at and through centralized physical service centres at the heart of the campus where

students regularly visit, as well as online through web systems, especially functions like registration procedures and daily management of records.

Typical activities

Registrars perform a vast array of daily activities in pursuit of its support of the university's academic mission including to:

· 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.

While there is little global dialogue or agreement on 'best' and 'most suitable' practices for the role of the Registrar in student registration and records on campuses around the world, Lauren's (2011) *The registrar's guide: Evolving best practices in records and registration* is an excellent guide to the role of the Registrar. In addition, although somewhat US-centric, CAS has a robust section in its latest edition on the function of the Registrar, in which it provides guidance on functions and programmes essential to the success of this and many other functions within a university.

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Student affairs assessment and evaluation

Gavin W. Henning

The cost of higher education is increasing around the world. With increased expenses and questions of return on investment, there are numerous calls for accountability and quality assurance. As a result of the push for accountability, the role of assessment has evolved to become a critical and fundamental function in student affairs divisions.

Often used interchangeably, the concepts of assessment, evaluation, and research differ. Thirty years ago, Upcraft and Schuh (1996) provided definitions of assessment and evaluation that are still useful today. Assessment is the process of gathering, analysing, and interpreting data to understand organizational effectiveness while evaluation is the use of assessment results for improvement. Some authors (Henning, 2009; Henning and Roberts, 2016; Suskie, 2009; Yousey-Elsener, 2014) describe assessment as a process that includes evaluation as the 'closing the loop'. Suskie (2009) views assessment as a process, which has four steps and is contextualized by the organization's (department, division, or institution) mission and goals: identify outcomes; implement strategies to achieve the outcomes; gather, analyse, and interpret data; make improvement.

History of student affairs assessment

Assessment is both a practice as well as a functional area within student affairs. With calls for accountability in US primary and secondary education during the 1970s and 1980s, assessment in HE sprouted. However, this accountability was seen as a burden by many practitioners. CAS was formed in 1979 to develop standards of professional practice in student affairs facilitating the assessment self-study process. This consortium of HE associations in the US has developed 45 functional area standards as well as two cross-functional standards. The assessment movement has continued to grow over the past three decades.

Between 2004 and 2008, support for student affairs assessment blossomed. In 2004 and 2006, both ACPA – College Student Educators International, and NASPA – Student Affairs Administers in Higher Education, two comprehensive international student affairs organizations, created professional identity groups centred on assessment as practice and function (Henning and Roberts, 2016). In 2006, CAS published the first set of standards for assessment offices.

Today, student affairs assessment as a practice and field has flourished and its impact on student affairs overall has developed significantly.

Purpose and functions

Student affairs assessment began as a practice that was recommended across units. Over time, and with increased commitment to using data for decision-making, assessment evolved into a functional area within student affairs in the late 1990s. Today, it fills both roles of practice and function.

Accountability and continuous improvement are the two overarching purposes for assessment in student affairs (Ewell, 2002). Accountability regards the extent to which a programme or service does what it says it does, while improvement focuses on how the programme or service can more effectively or efficiently achieve the stated goals and outcomes. Underlying the dual purposes of accountability and improvement is the use of data for decision-making. While the term data-driven decision-making is popular, it is not wholly accurate as decisions in HE are not always based on data. They

can be based on values, existing resources, politics, and even personal whims. As such, data-informed decision-making may be a more precise term.

Assessment, particularly needs and outcome assessment, is useful in programme development. Before a programme is developed a need must be identified. Once practitioners make the decision to develop a new programme or service, assessment should be used to design appropriate learning and programmes outcomes that align with organizational mission. Finally, practitioners use assessment to evaluate student learning, goal achievement, and programme effectiveness. Improvements can only be made once it is determined to which extent the intended outcomes of a programme or service have been achieved.

Theoretical framework

Until recently, there has been no explicit theoretical framework for student affairs assessment. As it evolved from traditional research methods (mostly quantitative methods, although the use of qualitative assessment methods has increased) student affairs assessment has been built on positivist and post-positivist paradigms. In positivism, the knower is separate from the known. Post-positivists acknowledge that people cannot be truly objective, knowers are inherently biased, and values cannot be separated from knowledge and believe that objectivity is not fully attainable, especially in natural settings (Egbert and Sandeen, 2014). However, post-positivists still believe that facts can be known, phenomena can be studied, and results can be generalized.

Critical theory has emerged as an additional paradigm informing student affairs assessment practice. Critical theory challenges and makes explicit assumptions regarding assessment; exposes and addresses power, privilege, and structures; and considers context for assessment (DeLuca Fernandez, 2015). Critical theory seeks to understand the inter-relationships of power and reality (Henning and Roberts, 2016).

Post-structuralism is another critical paradigm for student affairs assessment. Knowledge is affected by social structures and those structures need to be laid bare. Thus, to understand a phenomenon, it is necessary to deconstruct both the phenomenon and the systems of knowledge that produce it (Agger, 2004).

Using a critical theory paradigm impacts the methods used for assessment. Not only must qualitative data be collected to understand the phenomenon and requisite structures, but reflexivity becomes a critical part of the assessment process to deconstruct the systems in which the assessment findings are situated.

Typical activities

Regardless of being a practice, function, or both, there are a number of assessment actions that are implemented. Main activities include goal/outcome development and alignment; data collection, analysis, interpretation and reporting; and change management.

Before data can be collected regarding effectiveness, goals and outcomes must be developed, reviewed, and aligned with organizational mission. Using a variety of methods, practitioners collect data to understand goal and outcome achievement. Staff then analyse and interpret the data to make meaning of it and then report findings to appropriate stakeholders. Assessment is not complete without putting results into action by effecting change. This process does require change management as implementing change is not an easy task.

Future directions

Trends have developed as student affairs have advanced. Developments discussed earlier are re-framing of assessment as inquiry and the increasing focus on the context and system in which education, and hence assessment, exist. Assessment is fertile ground for tools for collecting and managing data, which has become a lucrative educational business. Politics of assessment will continue to be a trend as assessment is inherently a political activity as it involves allocation of resources (Henning and Roberts, 2016). There will also be an increased use of data in decision-making (Schuh, 2008). Ethical issues in assessment will continue to be considered. While assessment is different to research, the expectations regarding protecting participant rights in assessment projects will increase.

In addition to trends, there will be macro and micro influences on assessment practice. External calls for accountability will increase. There may also be more reliance on quantitative assessment methods, which may be cheaper, faster, and easier to implement than qualitative methods.

Conclusion

Student affairs assessment has been a growing practice and function since the 1970s. It will be increasingly critical for practitioners across functional areas to have assessment skills to demonstrate how their programmes and services shape student learning and success. Fortunately, there are more resources than ever to support this work.

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Student conduct standards

Dennis E. Gregory

Concerns about student conduct are as old as the university itself. During the middle ages, according to Haskins, writing about students at medieval universities (1957):

Many of them would go about the streets armed, attacking the citizens, breaking into houses, and abusing women. They quarrel among themselves over dogs, women, or whatnot, slashing off one another's fingers with their swords, or, with only knives in their hands and nothing to protect their tonsured pates rush into conflict from which armed knights would hold back. Their compatriots come to their aid, and soon whole nations of students may be involved in the fray. (p. 62)

The University of Coimbra in Portugal (http://www.uc.pt/en), which was founded in 1290, has a prison in which students were placed for punishment for violations large and small. The fact that students were younger and most often the sons of rich or highly placed parents often resulted in fairly minimal sentences even for serious crimes like the ones described above.

While many countries still have HE systems which cater to a small percentage of the population, mass HE and universal HE in many countries has changed the issues facing students regarding conduct. Many new issues have emerged as those on which university student conduct processes are focused. Students now range in age from young teenagers taking college classes while in secondary school, typical aged students (18–24), non-traditional students seeking to begin college or enrol to update their work skills, to senior citizens taking classes for enrichment after retirement.

In many countries, the disciplining of students, especially those who commit criminal acts, is left to civil authorities outside the university. However, the issues facing student conduct professionals where they are responsible for discipline have also evolved since the development of the SAS profession in the beginning of the 20th century in the US and elsewhere. Among these 21st century issues are sexual assault, violence against other students and members of the community, mental health issues, student organization discipline, hate speech, stalking and cybercrimes, political and other forms of protest, and discipline of students with disabilities who only in the past thirty years have been able to attend university due to new medications and other interventions. Of course, academic dishonesty remains a main focus of student conduct systems.

New methods for dealing with student conduct issues have also evolved. Mediation, arbitration and other forms of alternative dispute resolution, restorative justice models have developed and are now used widely. Some institutions use administrative systems with a professional student conduct officer to adjudicate student conduct processes while others use boards comprised of students or a combination of students and faculty. Some systems allow attorneys to be present or actively engaged in the hearing process and others have sought to move away from a legalistic system for hearings. Some countries have laws that address the manner and extent of due process available to students in hearings and delineate what must occur in certain types of cases, such as allegations of sexual assault. According to Paterson and Gregory (2013):

At a time when student conduct seems to be more prescribed and legalistic, the concepts of social justice have been incorporated into many college student conduct processes. Instead of violations of the code of student conduct being viewed as actions against the institution, the violations are viewed through a social justice lens as violations of people, relationships, and the community (Schrage and Geist Giacomini, 2009). In restorative justice, persons who commit code violations

have an obligation to identify and repair the harm. Thus, violators are responsible to those harmed instead of the institution.

In those countries which have private institutions, there is a differentiation of how the systems at these and public institutions differ and are alike. Generally, private institutions have much more flexibility in how they deal with many issues and the amount of 'fundamental fairness' that is offered by their systems. However, many private institutions describe their systems as being similar in rights and responsibilities to those at public institutions.

Professional preparation for those dealing with student conduct has risen immensely and attorneys make up a significant portion of these professionals. The Association for Student Conduct Administration (ASCA), an international organization which has the exclusive focus of training and service to student conduct professionals, has existed since 1988 and offers extensive training programmes. The Council for the Advancement of Standards in Higher Education (CAS), an international organization which develops and promulgates standards for over 40 functional areas of student affairs and related programmes, has developed standards for student conduct programmes as well as sexual violence-related programmes. These standards are used for self-evaluation by universities in the US, Canada, and South Africa and have been studied in focus on developing similar standards for SAS there. According to Ludeman (2009) the purposes and functions of student discipline/student conduct include the following (these are somewhat amended and added to by the author to reflect changes in nomenclature and approaches from the earlier edition of this book).

Purpose and functions

· Resolving any conflict in which a student is involved (student vs student, faculty vs student, staff vs student).
· Educating students and the community-at-large (including parents) on university policies and regulations, the behavioural expectations of students and the student conduct process.
· Complementing the efforts of, and collaborating 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.
· Helping students use mediation or other alternative dispute resolution methods.
· Administering the student conduct process in a manner that protects the rights to fundamental fairness/due process rights of students while maintaining the integrity of the institution.
· Using student misconduct, and the resolution of this conduct, to educate students on critical issues such as tolerance, good citizenship, substance abuse, sexual assault, and relationship violence.
· Providing opportunities through sanctioning that promote wellness, civility, restorative justice, and student development.
· Educating students on current legal issues related to student conduct.

Typical activities

· Training all staff members, faculty, and students responsible for the administration of the student conduct process.
· Explaining the unit's role through new student/parent orientation programmes.
· Conducting education programmes for students in residence halls, student organizations and elsewhere about the student conduct process.
· Conducting educational programmes for faculty and staff about the student conduct 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 student conduct process.
- Administering a database that includes disposition and records of the involvement of students in student conduct cases.
- Designing appropriate sanctions that promote harm reduction, learning and development, restorative justice, civility and safety.
- Holding students accountable for completing their educational sanctions and assigning additional sanctions to students that fail to complete them.
- Training all students, faculty and staff members involved in alternative dispute resolution programmes.
- Participation in threat assessment teams to assist the university in prevention activities.
- Facilitating mediation sessions.
- Providing statistics on student conduct actions to appropriate entities.
- Administering all budgets involved in the implementation of student conduct programmes.

In short, student conduct offices and officials often serve as the 'conscience of the campus' in upholding university standards and student development goals. Considering the long history of institutional concerns for student behaviour, the student conduct administrator has the important role of reminding the campus of the overriding question: Why do we care how students behave? Students, faculty and staff must work collaboratively to answer this germinal question. In the pressure of daily work, it may be difficult to remember that student conduct practice is an integral part of the educational mission of the institution. But without standards to protect the intrinsic values of the institution, the academy is no longer a marketplace of ideas – it is simply a marketplace. Paterson and Gregory, 2013).

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Student employability

Stuart Norton

The focus on employability is, as Govender and Taylor (2015) argue, on the increase internationally and increasingly a key focus for student affairs. Indeed, it can be seen that an employability agenda has developed in HE systems across the world (Kalfa and Taksa, 2015; Pavlin and Svetlik,2016), but what is driving employability and why is it important?

There are several key drivers in terms of employability: Governments are increasingly focused on what student affairs and HEIs are doing to support the economy; do students have the right skills, the right knowledge, the right qualities to help them to compete at a regional, national and international level? Are HEIs able to demonstrate that they are enabling graduates to develop the necessary mix of skills and behaviours to develop their own businesses? Governments are also extremely conscious of the importance of HE for socioeconomic development and the role of student affairs' contribution within it.

Employers have been driving the agenda for a number of years with numerous reports of concern that graduates seem to know a lot of theory but not necessarily how to apply it practically (Ne and Barnard (n.d), Association of Graduate Recruiters, 2017). Employers want work-ready graduates, they expect individuals to fit in with and adapt to an organization quickly.

Students constructed as customers (though there might be other constructions of students and their active role within education and development), at the very least in terms of investing their futures within an institution, are central in terms of driving the agenda. Questions that they will be asking will shape HEIs forward focus: what are your links with graduate employers? What types of jobs do your graduates get? How are you going to support me? While these might not be the exact questions currently being asked, as students recognize that an HE qualification alone is not enough to gain graduate employment, these will be the types of questions HEIs need to prepare for.

Institutions are another key driver, in particular within countries with bulging youth populations with large expectations of education. Often regions need highly skilled human capital for sustained economic growth, so they must continue to expand the HE sector. However, development cannot be achieved by merely producing large numbers of graduates; it must be ensured that they are productively employed (Norton, 2017). So what they are being taught, which must demonstrate that HEIs understand the needs and priorities of students to ensure that they can be successful, places institutions as a key driver of employability.

Lastly, technology. It's critical for universities to keep pace with the rapidly evolving demands of students and employers, and the growth in power and pervasiveness of technology. It is likely that you are reading this article today on technology that did not exist five, or even three years ago. HEIs must be aware of the shifting technological advances and be conscious of how these impact with regard to employability.

It is clear that there are a range of factors that are feeding in to the employability context: labour market detail, policy and politics, employer expectations, and let us not forget social mobility of students – including regional variations. However, it is important to pause and recognize one very important fact: employability goes beyond the simple measure of employment. For those with a role in supporting employability the context must consider career trajectories, lifelong learning and developing skill, behaviours, qualities, attributes etc. that can enhance all aspects of employability, including both intrapreneurial and entrepreneurial mindsets.

It is apparent that employability is a key component of student transition through higher education, so the question must be asked: do we truly offer a structured and consistent way of enhancing employability in HE practices? While the relationship between HE and national and local economies has long been acknowledged, there is a clear risk that the current overt focus on 'employability skills' to address the gap between graduation and employment is reductive. It over simplifies what is actually needed and does not provide a true reflection of what is required for students, or indeed, for professional support staff and academics to be inspired and engaged. While it may often be a semantic issue, the reality is that discourse is critical to engage staff and students alike. To develop effective approaches to employability we have got to translate this into a language that connects with all educators and professional staff, so that they can own and shape this work going forward, repositioning the lexicon into one that does not isolate 'employability' as a skills-based model that, put simply, does not exist.

In order to pull together the threads of employability development for all students, and to support the range of diverse students within higher education, we need an approach that connects labour market opportunities, personal development and aspirations, skills development, career management, guidance and learning to support and inform students about the possibilities that exist for them, to empower them, as they are responsible for their employability too.

The Embedding Employability in Higher Education Framework (HEA, 2015) highlights the process, principles and premises underpinning employability and the elements which contribute to and support it. It is intended to support discussions and developments at all levels within an institution, enabling decisions to be evidence-based and informed. The framework empowers staff to own their approach to employability. This is critical as employability is crucial to all students. Moreover, employability needs to be considered at a programmatic level. It will look different depending on each subject; it is not a 'one size fits all' issue. The framework also acts as an ideal vehicle to support collaboration with stakeholders, which is essential to inform design, content and delivery of programmes of study. The framework is operationalised through a clear, four stage process: defining employability for each programme; auditing and mapping these elements across and beyond the curriculum; prioritising actions for the greatest impact; and measuring impact to provide an evidence base.

While all stages are equally important, to conclude it seemed appropriate to share some ideas for alternative measures when considering impact. While no means prescriptive, the following list may be helpful, in particular when considered alongside employment statistics:
· Increase in industry links/collaborations/activity
· Number and percentage of students engaged in work-related learning
· Percentage of students accessing careers support
· Stakeholder feedback
· Psychometric and EQ tests
· Number of reflective journals, logs, portfolios
· Alumni case studies
· Professional accreditations
· External awards
· Extent of student involvement in enterprise and entrepreneurship
· Number, impact and success of graduate start-ups

While accepting that the 'gold standard' of embedding employability can often remain elusive, the opportunity it provides for establishing employability within existing university curriculum and design will enhance graduates' immediate and long-term job prospects. With the employability agenda growing globally the framework provides an opportunity to set out a clear narrative to benefit both your students and their future employers, ultimately to enhance their success.

The Framework for Embedding Employability in HE (2015) has been developed in conjunction with the sector and provides the basis for collective action on employability right across an institution, using a common process to achieve a common purpose. The inner circle of the framework highlights the ten areas of focus that are integral for graduate employability. The areas of focus are encircled by a four-stage cyclical process that is key to embedding employability across an institution and at a programme level. The outer circle of the framework contains the three principles that underpin employability.

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Student engagement

Francois Strydom
Sonja Loots

If you want to go quickly, go alone. If you want to go far, go together African proverb

Creating a high-quality HE experience that produces graduates who can compete in a global knowledge economy requires a network of curricular and co-curricular learning experiences. These networks cannot be measured and developed by most international ranking systems as these systems overemphasise research outputs, while not enough consideration is given to contextual differences, nor the actual processes institutions engage in to ensure quality education.

To address this gap in understanding what creates high-quality undergraduate educational environments, the concept of student engagement was developed as a culmination of several decades of work on 'what works' to help students succeed in higher education. The link between student engagement and quality education was formalised in response to questions about whether colleges and universities were using their resources effectively to promote student learning, and in particular, to enhance the success of students from increasingly diverse backgrounds (Kuh, Kinzie, Buckley, Bridges and Hayek, 2007). George Kuh and his colleagues at Indiana University evolved the concept into the

National Survey of Student Engagement (NSSE) tasked to transform what we know about engagement into measurable behaviours and actionable data. Since the late 1990s, the NSSE administration has contributed to renewed conceptualisations of quality education, as well as informing many practical interventions to impact student success. In essence, measuring student engagement this way is a method to determine how well an institution impacts the learning experiences of its students. The NSSE has influenced the development of several international engagement surveys, including the Australasian Survey of Student Engagement (AUSSE); the Irish Survey of Student Engagement (ISSE); the South African Surveys of Student Engagement (SASSE); and most recently, has influenced the development of the United Kingdom Engagement Survey (UKES, Kandiko Howson and Buckley, 2017). Each of the measures was adapted to its specific contexts and has contributed to the knowledge base of this research field.

Current trends and challenges

The biggest contribution student engagement makes to higher education is providing evidence about students' behaviours pertaining to their participation in behaviour that are correlated to students success, and co-curricular activities and its relationship with curricular learning and engagement.

It is increasingly expected of Higher Education to link engagement data to learning outcomes, academic achievement, persistence, and overall success rates of students which provides helpful information on where interventions are needed and which students need these interventions most.

Challenges

Some current challenges identified by Torres and Madiba (2017) include:
· Rather than holding students to high expectations to promote student success, student affairs practitioners may overemphasise the support element and not provide adequate balance between support and academic challenge.
· At many institutions, the types of programmes emphasised in orientation and other departments continued to be more focused on students' social lives rather than on educationally purposeful activities.
· When requesting additional funding for student affairs programmes, the language used to justify the funds continues to be primarily focused on support rather than on assessment of how programmes promote student learning through engagement.
· By constantly comparing the student affairs division to the academic affairs functions, practitioners miss the opportunity to articulate their own unique contributions to the student learning process.

Future directions

HEIs around the world are under tremendous pressure to produce knowledgeable, skilled professionals who are able to contribute to the economic development of their countries and beyond. In addition, public HEIs also have a moral responsibility to develop graduates' sense of civic responsibility. Student affairs divisions play a central part in enhancing students' learning and development, as well as providing adequate support and guidance to students. In order for these divisions to function optimally, they need reliable and robust data to help them plan, implement, and evaluate targeted interventions which would result in the highest impact on success.

In developing country contexts, where student affairs divisions are most probably faced with student issues related to poverty, social inequalities, or consequences of colonialization, the need for data to inform equitable and holistic interventions has to be prioritised.

Typical activities

Important perspectives that student affairs could provide on engagement and other data sources could be to assist institutions in:

·   understanding the readiness of students to be engaged – connecting the developmental processes of students and institutional climate (socio-political context) with the ability of students to engage in the learning process;
·   facilitating environments outside the classroom that can promote engagement;
·   providing greater engagement in academic learning by connecting the in-class (curricular) with the out-of-class (co-curricular) learning processes;
·   identifying specific factors within high-impact co-curricular practices that have the most significant impact on students who need most support; and
·   with the rapid development of technology to aid distance and contact education, as well as learning analytics which increases the responsiveness of institutions to students' immediate needs, in exploring ways student engagement changes and adapting strategies accordingly.

In different publications, Kuh has noted how student engagement could be incorporated into the policies and practices of student affairs:

·   Ensure that all student affairs professionals are familiar with what the student engagement construct represents and its empirical and conceptual foundations.
·   Position student success in the mission of student affairs and as an institutional priority.
·   Facilitate student agency by teaching new students how to make good use of institutional resources.
·   Recognize and embrace how institutional cultures related to student learning and development have to adapt to the type of students entering higher education.
·   Collaborate with various institutional divisions to scale programmes or practices that have an impact and implement evaluation systems to measure the effectiveness of these practices.
·   Establish and monitor early warning systems and support structures to help students where and when needed.
·   Support academics to collaborate in linking curricular and co-curricular learning opportunities for students.
·   Focus assessment, improvement, and evaluation efforts on what matters to student success.
·   Acknowledge that both institutions and students have roles to play in creating the conditions for engagement and for taking advantage of engagement opportunities. Find ways to get staff and students involved.
·   Create a culture of relying on evidence to inform practice. Student engagement data is most effective when used in conjunction with other institutional data sources, for example, course completion rates, success rates, attendance of supplemental instruction, student retention and graduation rates, transfer student success, student satisfaction, student personal and professional development, and citizenship.
·   Identify gaps between first-year students' expectations and realities and target interventions to help students adjust.
·   Refocus the student affairs division to intentional, evidence-driven facilitation of student learning, support, development, and ultimately success.

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Student governance

Thierry M Luescher
Birgit Schreiber

As a function of SAS, student governance is primarily focused on supporting the student body to self-organize aspects of campus life and be able to participate in the co-governance of HEIs. In addition, student governance is a vehicle for student development in so far as students are active in participative governance systems, such as those that govern HE in modern democracies. The student governance function is thus a reflection of the national political system in which the institution is embedded.

The main conduit established for this purpose is some form of elected body of student representatives, i. e. a general association of the undergraduate and/or graduate student body, which may be known as the student representative council, student assembly, student union or college union, student guild or students' council or student parliament. This student representative association then fulfils a number of important functions on behalf of the student body as a whole.

While the internal organization of student representative associations varies widely between different institutions and countries, depending on the political system of the country and the gover-

nance structure of the institution, student affairs practitioners provide their services in support of any or all of student governance's varied functions. Student affairs practitioners tend to work in collaboration with university leadership and student leaders and representatives, especially in times of diverting agendas to seek shared processes, programmes and outcomes.

Theoretical frameworks and professionalization

Overall, student governance functions of student affairs are embedded into social justice frameworks in so far as the participative governance functions of student participation are part of dually shared responsibility for the improvement of living and learning conditions for students (Schreiber, 2014).

The student governance function of student affairs is a complex one and requires practitioners to be knowledgeable of a wide variety of theoretical bases, including student governance and leadership models and theories, over and above general knowledge of the foundations of higher education, student learning and development theory, and student engagement theory. Specialised knowledge is required on governance and leadership in higher education, including understanding the major theoretical approaches to leadership (e. g. democratic, situational, transformational, authoritarian leadership), understanding of academic governance and the rights and responsibilities of students, and theories of civic education (Bryan and Mullendore, 1992; Macfarlane 2018). There is an increasing body of knowledge focused on student politics worldwide which provides important insights into student governance such as the organizational dynamics of student unionism, student representation in HE governance, and the relationship between student activism and student representation (Brooks, 2017; Luescher, Klemenčič and Jowi, 2016; Klemenčič, Luescher and Jowi, 2013; Klemenčič, 2014; Luescher-Mamashela, 2013). Furthermore, practitioners must be familiar with theories of diversity in HE and its implications for campus life, campus communities and student subcultures, and group dynamics.

The day-to-day function of student governance also requires that practitioners have an in-depth understanding of the university law and statute of their institution, the student union constitution, the rules of election processes, rules of meeting procedure, and so forth. In addition, it is advisable to have a good understanding of budgeting and other operational competencies as well as a personalised understanding and commitment to the ethics of SAS.

Purpose and functions

Student governance lies at the heart of student affairs. The student governance function is crucial in maintaining a harmonious, cooperative relationship between student leadership and the university community overall, in that student governance practitioners support the flow of information between students and university leadership and provide a crucial suit of services in support of the representation of student interests and organization of campus life. As Klemenčič et al (2013) argue there is a natural need for cooperation between student affairs practitioners and student representative associations due to their respective commitment to serving the student body and shared responsibility for organizing campus life. In some institutions, student government operates quite autonomously; in others, student affairs practitioners have direct contact with student representative associations and student organizations, manage the institutional support granted to these organizations, oversee their activities, and help with advising and training student representatives. In most cases, student affairs practitioners also involve student representatives in planning and implementing various programmes, services and events under their responsibility. Conversely, student associations frequently supplement the services offered by the institutions to students, for example by running a student centre.

Thus, the student governance function involves any or all of the following:

· Supporting the organization of the student representative association at various levels, including the election process for student representatives;
· Supporting the day-to-day running of the structures and activities of student government;
· Developing and implementing social and cultural opportunities that enhance the education and personal development of students;
· Providing opportunities for the development of citizenship competences such as leadership skills, civic skills and diversity skills to students in general and student representatives in particular;
· Providing training and development for students to be active agents of sustainable change, focusing on leadership training, participation skills, competencies around finances, operations and reporting, democracy and transformation.

Considering the impact of the student governance function on individual students, it has been shown that intentionally and systematically provided training to student leaders has a profound impact on raising their levels of citizenship competencies over time. In particular, key aspects of the institutional culture, active and collaborative learning practices and student-staff interaction, tailored civic skills training activities and student leadership opportunities, as well as a high level of discursive engagement with global and public affairs and diversity, all cumulate to raise levels of citizenship competencies among students in general and student leaders in particular (Luescher-Mamashela, Ssembatya and Brooks et al, 2015).

Typical activities

The student governance lifecycle requires different kinds of activities, support and services from student affairs at different times during the year. At specific times in the student governance' annual calendar, tasks arise in relation to the renewal of student government and election of new student representatives: recruitment of and support to candidates for student representative offices, the organization of elections, induction of new student representatives, and support for them as new elected office holders. Depending on the size of the institution and the internal organization of student government, student affairs may provide such services not only to an institutional student representative association, but to campus-specific structures, substructures in the schools, faculties, departments, centres and institutes that make up the academic organization, residence-based structures, and so forth. Some student governments may be internally organized to have a student parliament as well as a student executive structure (i. e. a 'cabinet'). Throughout the academic year student affairs works with the elected student representatives providing administrative and organizational support, project management support, developing their skills and competencies including leadership and communication skills, and generally advising student leaders. This may be formally or informally organized.

The following practices are therefore found in most institutions across the globe:
· Organizing student government elections and substructure elections
· Offering direct training to students to develop their competencies as student representatives
· Providing support for carrying out the student government's programmes, projects and services on and off campus
· Guiding and working with students to develop campus life programmes
· Advising student government, organizations and activities
· Designing and carrying out generic student leadership development programmes
· Advising students on developing a wide range of student organizations and activities
· Supporting student clubs and organizations in their routine work and events planning

- Establishing institutional annual activities/events to landmark the institution and campus life and supporting student government
- Involving student leaders in the provision of SAS
- Supporting conflict resolution among students through various channels including workshops and events
- Mediating between university leadership and student leaders, especially in times of conflict

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Student parent programmes

Marjorie Savage

As a relatively new profession in student services, parent or family programmes (parent programmes) have developed over the past 20 years around the holistic concept of addressing the needs of students in all their identities and environments. Throughout the university experience, students remain part of their family and community however those concepts might be defined. By helping parents, family members, and other key supporters understand the institution's vision related to learning and developmental outcomes, parent programmes increase families' abilities to support their student's successful transition to the university, development of future goals, and implementation of those goals. When families understand the resources, processes, and procedures of the institution, they are better able to reinforce university messages at the timeliest opportunities, and intervene in positive ways during times of crisis (Grasgreen, 2012; Wartman and Savage, 2008).

The rationale for working with parents and families of university students combines traditional student development theory and research with family development theory, identifying the positive impact of appropriate parent involvement on academic success at the university level (Astone et al., 1999; Lareau, 2001; Lin, 2001; Perna and Titus, 2005). While student development theory stresses

that a major goal during late adolescence is achieving autonomy, a key component of that autonomy is maintaining connections that engage young adults in mutually respectful, adult-to-adult relationships with their family and community (Cullaty, 2011). From the family development perspective, supportive families provide young adults with the secure foundation they require for asserting their independence. Educational and supportive family relationships and open communication positively impact student decision-making, social adjustment, and academic success among young adults (Ho et al., 2017).

Although parent programmes represent an emerging field in student affairs, parental engagement at the university level is not new. Historically, parent associations and events date back at least to the 1920s in the US. Parents have long been seen as essential contributors to student well-being and as generous donors of funding that supports student life.

Internationally, family engagement also has long been an accepted dimension of a student's university experience, and through the first two-thirds of the 20th century, parents commonly had access to students' grade reports, discipline proceedings, and other school records. If the student was having or causing concerns at university, parents could expect to be notified. That level of involvement changed in Europe, the US, Canada, Australia, and other countries following a global outbreak of student activism during the 1960s and 1970s. University students were demanding to be regarded as mature, responsible adults with an impact on personal, local, national, and international decisions.

By the mid-1980s, however, parents in the US were being integrated back into the picture through parent orientation programmes that identified a supportive role for families during their student's academic experience (Perigo 1985, Upcraft 1984). Over time, administrators began defining a role for parents in addressing critical campus issues such as student mental health, excessive use of alcohol and illicit drugs, and safety and security. Student affairs offices started to designate a staff member or department specifically for the purpose of working with parents and family members, a trend that resulted in the creation of an association of parent professionals in 2009 (Association of Higher Education Parent Program Professionals) and CAS Standards for Parent Programs in 2010.

Purpose and functions

Within the study of student affairs, self-efficacy has long been viewed as a primary goal for young adults. The optimal level of parental involvement at the college level is difficult to define and depends on a smorgasbord of characteristics. Students who live at home while attending college will naturally have more engagement with their family than those who live on campus; students whose parents attended college have more social capital to draw on than a first-generation student who may not feel they can rely on parents' advice about HE decisions; those who are so-called adult learners or mature students are unlikely to seek input from parents at all, but nevertheless may need the support of a spouse, partner, or his or her own children to be successful at university. Some cultures are based on collective values, and decisions about a student's lifestyle, academic choices, and future career will be made in collaboration with the entire ethnic community. Other cultures are strongly family focused, and students are more likely to act on their parents' wishes than to consider what their own choices might be.

As a way to focus parent services on the needs of the student, rather than on those of the parent or family member, parent communications, programming and services are being developed around institutional goals for student development. These educational pieces typically include
· Information prior to and during the student's university transition about student services and campus resources,
· Explanations of relevant administrative policies and procedures,

· Background on college student development, student and family transition, and family development during the late adolescent/early adult years;
· Institutional engagement opportunities, including social activities for parents and family members.

Not all institutions base their parent programmes in a student affairs office. At private universities, these services are often housed in a fund-raising office or in alumni affairs. Many schools are incorporating parent services within an enrolment management framework. Although key outcomes of parent services differ based on where the programme is housed at the university, the functions and activities noted below are common to parent programmes.

Typical activities

Typical activities provided by parent programmes:
· 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.
· Forming a parents' organization, association, or club that provides an institutional identity for parents.
· 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.

Trends and challenges

In recent years the relationship between students and their families has become a topic of conversation in HE around the world. The rising numbers of students attending universities abroad, often at higher costs and with elevated issues related to transition to a new culture, has led some universities to develop services targeted specifically for parents and families of international students. Among these services are:

Pre-departure programming in the home country for students and families; these programmes are designed to help students and families make connections with others who will share the experience before the student leaves the country; address cultural issues that can be stressful in the first stages of departure; ensure that all the pre-departure arrangements are being made appropriately; answer specific questions before students leave.

Orientation programmes for international parents/families on campus; information is provided to help families understand the typical issues that arise at the start of the university experience, ensure they have the information they need to support their student, and meet people they can contact with questions in the future.

E-newsletters for international families; information throughout the academic year on the topics their student is likely to be facing.

Contact person who can address specific questions related to international families; this may require assistance from staff who can speak the language of the parent member who is calling or corresponding.

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Student welcome and orientation

Annsilla Nyar

The concept of the 'First-Year Experience' (FYE) with the central focus on supporting students in the critical first year of study, provides a useful starting point for an understanding of how student welcome and orientation is approached at different universities all over the world. The FYE has a strong global presence and is well-established in some parts of the world such as the US, UK, Western Europe, New Zealand and Australia. It has only recently gained traction in other parts such as Africa and Asia (Nutt and Calderon, 2009). Leadership in the global FYE space has been provided to a large extent by the National Resource Centre for the First-Year Experience and Students in Transition (NRC) at the University of South Carolina. The National Resource Centre has helped bring FYE scholars and practitioners together through the hosting of many national and international events, and as such has influenced the growth and development of the FYE in many other countries. For example, the National Resource Centre has supported the Canadian Centre for the First-Year Experience and Students in Transition and helped to launch the South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC) in 2015. Similarly, in other parts of the world the FYE is reinforced by large-scale conferences and national initiatives, such as the STARS Conference in Australia and the European First Year Experience (EFYE) Conference in Europe. The Higher Education Academy (HEA) in the United Kingdom has played a leading role in driving the FYE movement in the UK.

While the FYE has a global presence, it varies considerably according to the unique context and educational realities of each particular HEI and the geographical space in which it is located. Factors such as student attributes, institutional characteristics, the degree of supportiveness of the national HE environment etc. play a role in how the FYE is expressed in each particular context. As such, the range of support initiatives to first-year students differs across the world. Therefore, the FYE is a diverse phenomenon. As stated by Harvey, Drew and Smith (2006), 'the first-year experience is not a homogenous experience but a multiplicity of experiences contingent upon type of institution and student characteristics … it is clear that the first-year experience is complex.' (p. 135). Moreover, the authors point out that students' perceptions of their first year of study are flexible: 'the first-year experience evolves and changes both temporally and culturally. Issues facing students when they first arrive are not the same as those halfway through the first year or toward the end: expectations and satisfaction with the experience change. The culture shock of induction becomes replaced with assimilation and absorption of cultural values as students become integrated academically and socially.' In summary, the FYE is a catch-all term for a dynamic, evolving and multi-faceted reality which embraces numerous student success initiatives under its umbrella.

It is now widely accepted that FYE is a strategic priority for institutions and for primary reasons of educational quality, i. e. enhancement of the HE experience of undergraduates as well as general improvement of the quality of education offered to students (Greenfield, Keup and Gardner, 2013). There is a wide degree of awareness of the importance of the first year of study as a launching point for the rest of the HE journey, and that students are often unnecessarily lost at this critical juncture but for a range of support interventions designed to keep students in the system and increase retention rates. Institutional awareness of the importance of the first year of study is coupled with the concomitant realisation that the institution in its entirety, (this includes both academic and support staff), needs to be engaged in the FYE if it is to be successful. For example, in engaging with academics and learning about the challenges of teaching first-year students, the FYE has helped to reinforce the notion of first-year teaching as a specialised academic activity which requires pedagogical innovation to meet the needs of students (Johnston, 2010). Institutions have thus had to focus on preparing lecturers and teachers for the first-year classroom or lecture hall.

The FYE draws attention to the matter of student welcome and orientation as a means of ensuring that students are as prepared as possible for the first year of study but importantly, as argued by Tinto (1997; 2000), that institutions are equally as prepared as possible to meet the needs of students. Given that the FYE is centrally focused on helping students transition successfully to and through the HE environment, it is clear that the issue of welcome and orientation is inextricably linked to the FYE and its welcoming stance toward students as well as its recognition of the multi-faceted processes of intellectual, social, emotional and cultural adaptation inherent in that period. Accordingly, the concept of FYE draws strongly on educational invitational theory (Purkey, 1978; Novak and Purkey, 1996) which argues that the conditions for student success are best enhanced when students are intentionally encouraged and 'invited' into the world of higher education. Invitational theory is focused upon making the learning experience an enriching and personally fulfilling experience for all involved in the educative process. It is through such a theoretical lens that the FYE concept would have first year students welcomed to the university environment and the doors of HE fully opened to them. This theoretical lens resonates with the contention that 'first year students can and will do better when placed in intentional intellectual and social campus environments that challenge and support their efforts to succeed' (Gardner, Upcraft and Barefoot, 2005, p. 524).

Purpose and functions

Student welcome and orientation can also be linked to the concept of high impact educational practices as summarised by George Kuh in the influential work High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter (2008). According to Kuh, high-impact educational practices are broadly defined as 'teaching and learning practices that have been widely tested and have been shown to be beneficial for college students toward increased rates of retention and student engagement' (Kuh, 2008, p. 9). High-impact practices include the following:

· First year seminars and experiences
· Common intellectual experiences
· Learning communities
· Writing-intensive courses
· Undergraduate research
· Collaborative assignments and projects
· Diversity and global learning
· Service learning and community-based learning
· Internships
· Capstone courses and projects

Institutions may not utilise all of the high-impact practices but select one or several upon which to focus their student success efforts (Greenfield, Keup and Gardner, 2013, p. 3). Kuh recommends that institutions should aspire to having students participate in at least two of the high-impact practices as part of the undergraduate experience. While only one of Kuh's high-impact practices is linked to the first year of study, it can be argued that student experiences of the first year set the tone for the entire undergraduate experience and thus significantly influence the experience, take-up and perception of all the other high-impact practices noted herein.

Orientation programmes and activities provide a typical example of a formal structure put in place by universities to support positive first-year experiences. When located in the context of an encompassing first-year experience programme, orientation activities are linked to a variety of positive outcomes for first year students, such as improving preparedness, empowering students with the relevant knowledge and information, and easing academic and social integration issues which, in turn, has a beneficial impact on student persistence and retention and graduation rates for institutions (Fidler and Hunter, 1989). As pointed out by Jacobs (2010, p. 30) orientation has also the important function of helping reduce costly administrative errors such as the avoidance of missing important deadlines, registering incorrectly or registering for unnecessary classes etc.

According to Mack (2010, p. 5), orientation can be described as '... an intentional experience which demonstrates to a new student the interrelationship among the college's various departments and how or he fits in. College orientation programmes encapsulates the essence of their institutions by introducing students to the academic life, culture, traditions, history, people, and surrounding communities. The goal is to provide individuals with a holistic view of the new college experience. At the same time, it sets expectations for students' responsibilities in their academic career.' According to Jacobs (2010, p. 29), orientation has several purposes: a) disseminating information, (b) reducing costly errors, (c) building a framework for academic success, (d) building community and (e) defining campus culture. Mullendore and Banahan (2005, p. 393) define orientation as 'a collaborative institutional effort to enhance student success by assisting students and their families in the transition to the new college environment'.

Typical activities

Kuh's first high-impact practice, i. e. the first-year seminar, is one of various models of orientation used all over the world. Saunders and Romm (2008) trace the historical development of the first-year seminar and attribute the development of the modern first-year seminar to the University of South Carolina in the 1980s under the leadership of Prof. John Gardner. According to Barefoot and Fidler (1992) the first-year seminar comprises the following types of seminars: (a) extended orientation (orientation or 'survival course' which is credit-bearing and may include subjects such as time-management, planning, study skills etc.; (b) academic seminar (a seminar containing academic content which is discipline-linked; (c) academic seminar on various academic topics (this is similar to the academic seminar but features broader content); (d) pre-professional or discipline-linked seminar (this type of seminar is intended to prepare students for the rigours of the particular discipline or profession) and (e) basic study skills seminar (this type of seminar is intended to offer basic academic skills to students).

Other models of orientation as practiced around the world typically take the form of welcoming activities prior to the start of the university term such as being welcomed by lecturers with introductory information, learning communities and residence-based initiatives, which generally take place on-campus. However, some institutions may choose to offer some orientation activities which take place outdoors such as that of orientation camps or outdoor-based programmes. Many universities use this time period before the commencement of the university term to engage with the families of students as it is recognized that families play a key role in the success of students (Gassiot, 2012).

While the scope and content of orientation programmes vary considerably, the key elements of a typical orientation programme include the following: (a) Involvement of an array of campus constituents such as professional staff (academics) who provide information and guidance about academic requirements; students such as peer leaders, mentors and student volunteers and university support staff who manage various support initiatives; (b) some measure of flexibility about what is mandatory and elective for students as it is challenging to 'compel' students to attend orientation activities and programmes; (c) engagement with parents and families as a means of inducting them into the demands and requirements of university life, and providing awareness about the process of change, adjustment and transition ahead of the student.

Orientation and student welcome at universities is viewed as a standard part of university life. In the past two decades orientation has become increasingly professionalised with a greater investment of time and resources being made by institutions in ensuring that it meets the needs of first-year students (Mayhew, Vanderlinden and Kim, 2010). However, in line with the increasing complexity of the demands made upon institutions and HE landscape, orientation has also had to grapple with its own set of challenges in terms of remaining relevant and accountable to both institutions and students.

Orientation has had to address diverse student characteristics and needs in line with the increased complexity and diversity of the student body (Cubarubbia and Schoen, 2010). Orientation must therefore speak to the needs of a diverse student population outside the norm of the traditional student aged 18–22 years old, e. g. disabled students, gay, lesbian, bisexual and transgender students; migrants; international students; military veterans or those who have been in combat, mothers who are students, students transferring from another institution and students entering university after having spent time in the workplace. The challenge for orientation professionals is to be able to identify all the relevant information needed by a highly diverse student body in order to integrate them academically and socially into the institution as well as find a suitable means of conveying that information to such students. Some relevant questions for orientation professionals include the fol-

lowing: Which messages are the most crucial for students to hear? Which messages might be better received during the first term on campus? How best to represent the different faculties, departments and programmes such that students receive a healthy balance of both generalist and disciplinary-specific information? What is the best way to avoid 'information overload', particularly so as the benefit of large amounts of information is not lost on an overwhelmed student?

Equally important to the orientation programme is the attainment of a reasonable balance between academic preparation and 'fun' activities for students which are aimed at socialising. It is recognized that the social aspect of orientation is very important, hence this consideration has been integrated into the structure of orientation programmes and activities. Mayhew, Vanderlinden and Kim (2010, p. 340) argue, 'orientation programmes are often the first (and sometimes only) structured opportunities administrators have for communicating institutional priorities to students: what messages are we sending if these contexts continue primarily to be positioned for social purposes?'

Despite compelling evidence about the key role that orientation plays in building a framework for academic success (Kuh, Kinzie, Schuh and Whitt, 2005), it tends to be poorly understood in terms of its long-term academic importance to universities. Orientation work does not easily lend itself to quantifiable evidence about efficacy, leaving it open to professional questioning about the overall value added (Jacobs, 2010). Orientation is also costly, (venue hire, marketing and printed materials, food and drink, online resources etc.) particularly so in a context of increased demands for the availability and use of university resources. As such, orientation professionals are hard-pressed to demonstrate effectiveness and as such, show accountability to institutions.

It is possible, however, to see a global trend toward increased scholarly interest in orientation and particularly so in the context of FYE. There is also increased attention to standards and good practice in orientation. A key example of this is the work being done by the South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC) to promote good practice in orientation on a national basis among South Africa's universities. If this increase in scholarly attention is to continue, it will signal an encouraging step toward the entrenchment of orientation and FYE at universities.

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Women's centres

Cynthia H. Love

It is not possible to reflect on the role of women's centres on university campuses without thinking of them first as a microcosm of the evolving understanding of gender identity, expression, presentation and definition in global society. Women make up half the world's population and some analysts suggest that more than 12 per cent of all millennials identify as transgender or gender fluid.

This report suggests the majority of women's centres on campuses should not segregate their own service populations nor separate their work from that of other centres of diversity nor ignore the essential collaboration and partnerships with those external organizations and corporations interested in women's and other gender issues. Whether supporting women or persons who identify as gender fluid, women's centres should represent those whose:

… voices and experiences go unheard or unheeded. They are under-represented in the halls of political and economic power and over-represented in poverty, while barriers from gender-based violence to laws that hold women to a different standard block the path to progress.

Purpose and functions

For the past four decades, many university women's centres have been a critical component of service to women on campuses, as well as the nexus of empowerment and activism in behalf of women. They have survived criticisms of their DNA in the white feminist movement, as well as marginalization of their work through under-staffing and under-funding, often catalysed by the whims and will of conservative state legislatures and the intractable patriarchy that persists in university administrations, typically white, male and cisgender.

In recent years, in spite of these challenges, women's centres have worked to bring themselves to a place of renewed strength, overcoming issues such as racism, classism, and homophobia, and inviting and including women of colour, poor women, lesbians, cisgender men and trans* people of all genders, creating a mosaic of support to the emerging and very complex gender and racial fluidity which many millennials and Generation Z embrace and represent.

More than 50 per cent of millennials believe gender flows on a spectrum and that some people fall outside of conventional categories. Women's centres have a real opportunity to lead the conversation about a supportive climate for students who identify on this spectrum and who will be the next workforce generation in multi-national corporations.

Corporations expect campuses to model and teach gender equity and inclusion for the diverse population of students to be employed. Some organizations help campuses act as a bridge between the college and corporations to ensure that high-potential, non-binary students are introduced to opportunities and mentored along the way. Out for Undergrad (O4U) is a good example. Women's centres would be well-served to partner with these types of non-profits.

HE should aspire to the types of inclusive and equitable climates that foster development of young people who will lead the way improving corporate climates for everyone. Dynamic and reciprocal linkages between corporations and universities can be leveraged by women's centres in partnership with campus career centres and relationships with corporations expressly interested in the advancement of women and gender-minorities. Morgan Stanley's *Gender Parity Fund* and Thomson Reuters *Diversity and Inclusion Fund* include leading examples of these types of corporations.

In Fortune 500 companies, just over 4 % of CEOs are minorities and just over 6 % are women. In Fortune 250 companies, 84 % of directors are white, 18.5 % are female, 8 % black, and 4 % Hispanic. A total of USD28 trillion of additional GDP in 2025 is the full potential of bridging the gender gap in these corporation's equivalent to the combined US and China economies today. USD12 trillion could be added in 2025 if all countries matched their best-in-region country in progress toward gender parity.

Trends and challenges

There will continue to be very real challenges as women's centre's campus staff members absorb even greater responsibility for the additional programming needed to support the growth of equity and inclusion. The current political climate does not make it easy. A good example is Transcend* at Texas State University in San Marcos, Texas. Transcend is a Texas State student group for transgender, non-binary and all gender diverse students and their allies. Their website says:

This diversity includes all forms of gender identity and expression that transgress societal assumptions of sex designated at birth. While we use the terms transgender, non-binary and all gender diverse students in our language, we welcome Intersex individuals, Drag Kings and Drag Queens,

gender creative students, gender expansive students, and students who are discovering new ways to express and identify their gender.

Student affairs professionals at Texas State University have to carefully navigate their call to support students through programmes like Transcend while adhering to the mandates of their state legislatures and regents. The Texas Legislature and Governor have made international headlines in their opposition to bathroom parity for transgender-identified citizens and threatened to defund diversity programmes.

Conclusion

There is, however, room for optimism at this point of creative tension. The negative impact on the individual arises out of patriarchy as a system of power and the involvement of the government and our universities to protect that power. Activists and advocates, educators and researchers can align on the dismantling of patriarchy, white supremacy and other issues they hold in common. In conclusion, women's centres should join or lead these types of initiatives and catalyse conversations across their campus communities while continuing to be spaces for service, support, activism and advocacy, providing safe space and knowledge and tools for students, staff, faculty and administrators to act as change agents even in the midst of opposition.

XVI

Country reports on student affairs and services practice around the world

XVI

Country reports on student affairs and services practice around the world

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Over the past decade the practice of SAS in HE has experienced an expansion in terms of depth and breadth of scope, role and function. This increase is related to a variety of factors including the global shift towards a knowledge economy, the focus on development goals including equality, equity, access, and human rights and related contributions made by HE and student affairs practitioners and scholars towards the addressing of these factors.

HE and SAS are embedded into diverse systems and structures in countries that are dissimilar and vary according to their socio-political context, history, culture and economic framework. The reports in this section reflect the variety and diversity of over 90 countries and each needs to be viewed in the geographical, political, historical and socio-cultural context within which the country and the authors are embedded.

This section offers a range of examples and case studies of differing service, structures, qualifications of staff, issues and challenges in countries and regions, and also offers very useful resources and references for each country. It aims to contribute towards strengthening SAS and HE in all regions of the world.

The accuracy, information, style and details of each report reflect the view of the authors and readers are encouraged to contact them directly for further information and discussion. Dialogue between readers and authors will serve as a starting point for deeper dialogue. Use of this book as a resource will bring our epistemological community closer together and collectively advance the role of education in seeking social justice, human rights and equity for all.

We want to thank all authors and editors for their work in bringing this section together. It truly has been a global effort across borders, time zones, languages and cultures. We thoroughly enjoyed co-ordinating and editing the section and we wish the readers much joy in engaging with the material.

Albania

Linda Pustina
Mirela Bimo

The higher education system and evolution of student affairs and services

In Albania the definition of HEIs includes universities, university colleges, academies and higher professional colleges. All HEIs can offer vocational programmes of 5th level of the European Qualifications Framework (EQF). Universities and Academies may offer programmes of the 6th, 7th and 8thlevel EQF while university colleges may offer programmes of 6th and 7th level EQF. There are different licensing standards regarding the various types of HEIs.

The first university opened in Tirana in the 1960s and up until 2002 only public universities existed. Private HEIs started to become popular from 2002 onwards, growing fast in number but not having the reputation of being highly qualified. Some of them were focused on finances rather than on the academic rigour of their study programmes, and therefore could be considered as 'diploma mills'.

In 2014, a national reform in the HE system started with the verification of the minimal legal requirements being met by the HEIs. The process concluded with the closure of 18 private HEIs and 1 public HEI and the suspension of 13 other private HEIs. Currently the country has 15 public and 23 private HEIs.

The majority of students are registered in public universities which tend to be the biggest HEIs. Trends have shown that most students prefer the public universities despite the fact that most of the private HEIs have better infrastructure conditions. For the 2016–17 academic year the total number of students participating in HE study was 158,000 of which 136,000 were at public HEIs.

With the new Law on Higher Education and Scientific Research entering into force in 2015, HEIs have had more autonomy including the decision-making process on their internal organization including financial autonomy. This new law has given them, particularly the public HEIs, the opportunity to be more competitive on the HE market. These legal provisions and the competition between HEIs will continue to change the way of thinking about the area of SAS, stressing the need to have a better, more organized and effective service for students.

Typical organizational structure of student affairs and services within an institution

HEIs in Albania do not have a student affairs professional body or association nor is there a standard organizational structure amongst universities. Whilst some HEIs offer more services for students than others, a sector standard has not been defined.

For student accommodation and dining, 8 national/regional organizations support the public HEIs. They operate as public entities, governed by boards, and are composed by 3–5 representatives from the Ministry of Economy, Ministry of Finance and the Ministry of Education and Sport (MoES). These organizations belong to the state and the Ministry of Economy is the official responsible 'owner'. Three of these entities, operating in Tirana, are under the responsibility of the municipality. The state budget foresees the annual budget and funding, considered as part of the HE budget allocated to the MoES.

The law 80/2015 on Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania stipulates that HEIs should also have 'Centres for Career Guidance' that

include guidance on accessing HE, postgraduate study options and careers advice and guidance for future employment.

Didactic offices exist in all HEIs in that they offer support for administrative issues such as issuing diplomas, certificates, exam registration, admissions, etc. to students.

Students in Albania have the right to be organized in unions and to be represented in the academic senate. These organizations, which are funded by the same HEI, are considered as the voice of students during university life. While they organize events and take up initiatives to improve the student experience, there is improvement to be made regarding efficiency and impact.

Typical services and programmes offered

All HEIs have Career Development Centres that advise candidates on employability and organize recruitment activities and events. They also assist in advising students in choosing study programmes based on exam marks and work with the university alumni.

Students studying in public universities can be accommodated in public dormitories located in the same city if they are not local to the city. Accommodation and student dining are provided by state-subsidized companies. These are designated service providers and are not responsible for any other services. Housing is offered with priority to students in financial need. Medical assistance is also offered on site to those in university accommodation. Other students choose to live in private accommodation.

The state provides scholarships to students of public HEIs for a variety of reasons which include students from low- income families, academically excellent students, students with disabilities, students with specific social status, etc. The budget for scholarships is allocated to the municipalities who are responsible for the distribution of the grant on national established criteria. Individual universities can decide, based on their autonomy, to give other types of scholarships to students based upon their own criteria. Private HEIs may offer housing and dining services to students and scholarships as well, based on their own criteria.

Various HEIs have partnerships with international universities for student exchange programmes. Other student services include libraries, computer labs, internet access, sports fields, and cafeteria, among others however these services vary from HEI to HEI.

All universities have administrative departments focused on academic programme administration, such as academic record-keeping, course scheduling, academic progression, elective courses, examination administration, transcript production, etc.

In 2007, the Albanian Government established the Excellence Fund that provides full scholarships to excellent students studying abroad at the top universities on a competitive basis. It is to ensure that top students can access education from some of the best institutions in the world, with most of them choosing to study in North America and Europe. For students wanting to apply for a degree course to the top 15 universities listed in the Times Higher Education Ranking, they can do so but are required to return to Albania and work at least for three consecutive years as a part of the scholarship conditions.

Qualifications and training of staff

Staff members usually hold a university qualification, but they are not required to have a professional student affairs qualification or special training since academic programmes in this area do not exist.

Issues and challenges for SAS in your country

The field of student services is increasing in visibility in Albania and, considering the HE sector has become more competitive in recent years, this is something that needs to be looked at. There is a growing interest amongst private HEIs in improving SAS to enhance recruitment and retention. This trend is also apparent in public HEIs and therefore further investment is needed.

Websites of SAS professional associations and organizations

While there are no student affairs associations for professionals, information on the services offered for students could be found at each HEI website.

Here are some general HEI websites:

www.unitir.edu.al

www.upt.al

www.ubt.edu.al

Antigua and Barbuda

Joy A. Cox

The higher education system and the evolution of student affairs and services

The University of the West Indies (UWI), the regional university of the Anglophone Caribbean, impacts the development of student services throughout the Caribbean. The increase in distance education and off-campus enrolment at UWI led to the establishment of the UWI Open Campus (UWIOC) in Antigua and Barbuda in 2008. This unified all UWIs outreach, teaching and public service areas and introduced a multi-mode teaching approach to the region. The office of the campus registrar at the UWI Mona campus in Jamaica is responsible for all matters related to student services at UWIOC.

There were several HEIs in Antigua and Barbuda prior to UWIOC, the first being the Antigua State College established in 1977. This is a multipurpose, publicly funded institution that caters to a diverse student population, providing the citizens of Antigua and Barbuda with greater opportunities to access tertiary level education and training. The concept of SAS is new at the state college. The Student Affairs and Services Department was established in December 2014 with one staff member. With the increased focus on tourism on the island, in 1981 the hospitality department of the state college became independent and founded the Antigua and Barbuda Hospitality Training Institute (ABHTI). ABHTI currently has no student affairs department and student services is limited to admissions and registration.

In preparation for the introduction of the Free Trade and Processing Zone in 1994 to diversify the economy of Antigua and Barbuda, the government opened the ABIIT which offers specialized training in Information Technology (IT). The goal was to train people in human resources and ensure that Antigua and Barbuda become a leader in the field of IT both regionally and internationally. ABIIT is now an associate degree granting institute whose credits are transferrable to the US education system, but even with this transition they do not have an operational structure that manages student affairs.

Antigua is the home of two international medical schools. The first, the University of Health Sciences in Antigua (UHSA) founded in 1982 has a Student Services department which houses the library, student finance and the registrar. The most recent medical school, the American University of Antigua College of Medicine (AUACOM) was opened in 2004. Of all the HEIs in Antigua and Barbuda, AUACOM has the most developed student affairs and student services departments. Additionally, its education department, established in 2011, is dedicated to enhancing and improving the student experience at AUACOM and in Antigua.

Typical organizational structure of student affairs and services

Student affairs and service departments vary according to the institution, its size and functionality and whether the university or college is a public, private or international institution. The smaller public institutes have no operational structure for student affairs programmes and services while the state college has a new, developing structure. The Director of Student Affairs is the sole personnel in the department and reports to the Vice Principal and Principal of the college. At the private international institution, AUACOM, there is a different organizational structure for SAS departments. Student affairs is directed by faculty members: the Associate Dean for Student Affairs and Associate Dean for Admissions report to the Dean of Students. Student services personnel, on the other hand, report to the Vice President for Administration, the Associate Director of Administration, the Registrar and the Director of Student services. The organizational structure of student services for UWIOC is directed in the UWI headquarters on the Mona campus, Jamaica.

Typical services and programmes offered

The services and programmes offered in HE in Antigua and Barbuda varies by institution. All institutions offer admissions and registration as well as some form of student support. There is a greater range of SAS in the offered in the more developed colleges and universities with SAS departments. At the state college student services personnel are expected to act as agents of change and are involved in the planning and execution of the welfare of students, student activities, retention and success and student complaints. Key responsibilities of student affairs personnel in the state college and universities range from assessment, awards and recognition, student support, library, student financing (which may or may not include financial aid), housing, new student orientation, academic advising, advising on policies and procedures, counselling services, retention initiatives, student mentoring, student guild/government, career placement, clubs and sports organizations, and athletics, to campus growth, establishing alumni associations and organizing social, cultural and recreational activities. At other institutions faculty and staff from other departments perform the roles that would be completed by student affairs personnel. At ABIIT, for example, faculty and staff offer programmes to help at risk students feel more confident and competent with not only academic but non-academic and personal challenges.

Qualifications and training of staff

In HEIS in Antigua and Barbuda, directors of SAS must have at least a Bachelor's degree in the functional or related areas, but preferably a Master's degree. At UHSA and AUACOM faculty members who manage student affairs departments have PhDs. The premier Caribbean professional organization, CTLPA was established in 1996 as an international division of the American College Personnel Association – College Student Educators International. The 2017 CTLPA conference was held in Antigua and the Antigua and Barbuda CTLPA Chapter was installed. This was the first time that student affairs directors in public institutions in Antigua were offered the opportunity to attend a regional conference.

Issues and challenges for student affairs and services

All public HE institution in Antigua and Barbuda are either commuter colleges and institutes or a distance education university. Subsequently, they cater mainly to part time, working students with family and other obligations. Many academic programmes are offered only in the evenings. As a result, even in colleges with student affairs personnel, it is very difficult to engage and support students, offer services and programmes, especially those that require students to participate in cultural, social and recreational activities.

Funding and level of support for student affairs departments and professional development and training of student affairs personnel is not a priority for ministry officials and local institutions. There is also a lack of publications and research on Caribbean university and college student personnel.

Full time staff and resources are limited. It is difficult for one person to adequately handle all the services and programmes needed to support students who are not performing well academically due to personal issues or academic deficits.

Websites of student affairs and services professional associations and organizations

The website for the professional organization Caribbean Tertiary Level Personnel Association (CTLPA) is www.myctlpa.org.

The website for Antigua State College student affairs and service is http://www.asc.edu.ag/student-activities/.

Argentina

Andrés Santos Sharpe

The higher education system and evolution of student affairs and services

The HE system in Argentina comprises a wide range of institutions divided into two major categories. The first group includes universities and university institutes. The second group is made up of teacher training and technical-vocational schools. The summary presented will focus on the first group.

Constituted by 131 institutions, the Argentine university system presents heterogeneous characteristics in terms of institutional culture, student participation and political-academic traditions. This heterogeneity stems from a system with high institutional autonomy which shapes the culture of each institution. SAS in Argentina differ greatly depending on the type of institution (public or private; urban or rural, traditional or new), the relative size of each university, the students' political traditions of participation, among other factors. There are also no centralized SAS organizations. Historically, the beginning of SAS in Argentina can be associated with three events: first, the institutionalization of student unions (the first of which took place on the Faculty of Engineering of the University of Buenos Aires [UBA] in 1894); second, the creation of scholarships and student travel subsidies in the Faculty of Exact and Natural Sciences of the UBA (beginning of the twentieth century); and lastly, the establishment of the Argentine University Federation, providing greater governance participation of students in the university (stemming from debates during the University Reform of 1918). As a whole, these events placed students at the centre of participation in university life. These

characteristics still permeate the life of Argentine public universities. On the other hand, student groups in private universities (accredited as such since 1958) have traditionally been less involved and visible in day-to-day governance of universities (in several cases private institutions do not have a student union), and student services are solely organized by university administration.

Typical organizational structure of student affairs and services within an institution

The 'typical' organizational structure varies according to the type of university, institutional culture, and history of each institution. All public universities have a secretary of student affairs who works in coordination with the secretaries of student affairs in each department. Their main duties include the distribution of financial aid, scholarships, tutoring systems, health services, sports and recreation, tourism, library, internships, study abroad and academic excellence awards.

The student union often manages monetary resources to assist student with tasks such as: photocopies for books and texts, arranging course readers and bibliographic sources, providing financial aid for disadvantaged students and distributing scholarships focusing on transportation needs. In addition, many student unions organize social service and community engagement in marginal areas, cultural and sporting activities and study groups for gateway courses. In some cases, student unions also manage student cafeterias, a photocopy office, kiosks and/or a stationery shop.

As a whole, secretaries of student affairs and student unions function independently from each other in nearly all public universities. However, several distinctions can be made when considering the type of institution where they operate (urban universities and rural universities). For example, urban universities often have a stronger emphasis on mentoring systems, internships, and social activities, considering that large cities where they are located offer a plethora of cultural and sports activities. On the other hand, universities in rural locations place more emphasis on student residences and transportation systems.

Student unions in private universities usually do not play an active role in university life. It is noteworthy that private universities have a smaller relative size than public ones (75 per cent of students enrol in public institutions). Consequently, the relationship between administrators and students is carried out in a more personalized way.

Typical services and programmes offered

In addition to the student services previously mentioned, there are several other areas with a student affairs' focus in institutions in Argentina. These include: vocational guidance department, psycho-pedagogy department, a social service and community engagement division, maternity department, career services, the library, and tutoring systems for students from abroad. In addition, funding is allocated to initiatives such as scholarships for international students, public regional transportation discounts offered for commuter students, discounts for cultural and language-related activities, professional training or recreational courses.

It is worth mentioning that not all universities and departments provide all these services. In addition, while the offering for student services may seem large, this largely depends on the type of institution, student profile and other organizational features of each institution. Considering this limitation, almost all universities, whether public or private provide the following services focused on student affairs: orientation, student health and wellness services, social activities including sports, local housing resourses, library and/or book/textbook services, study abroad, career services, cultural activities, computer labs, etc. Public universities also include services in: food and dining, financial aid, printing, social and political organisations, commissions on various topics like gender or recreation, etc.

Qualifications and training of staff

There is no specific postgraduate programme in Argentina for the study of student affairs. The staff responsible at the universities are usually professionals from different areas (psychologists, social workers, educational scientists, academics) who specialized in students' affairs from institutional management. Nevertheless, some analyses of student affairs are included in postgraduate programmes advocated to management of higher education, such as specializations of 'politics and management of higher education' imparted by the General Sarmiento National University, and others of similar tenor by FLACSO, San Martin National University and the Master's and PhDs given by the University of Tres de Febrero on the same topic.

Issues and challenges for student affairs and services

Information flow. One of the key problems is the lack of information in regard to the services offered by the university for students, especially in universities with large numbers.

No centralized student affairs office. There is no office or department that serves as a coordinating body focusing on issues and debates regarding student affairs. This does not exist at the university level or at a broader regional level amongst types of institutions

Student socialization. The development of spaces for student socialization should have more importance. The budget of the secretaries of student affairs mainly focuses on financial aid rather than socialization possibilities. Although in some universities there is a wide range of socialization spaces, there is a little relative use of that space and it is often limited to sports or university visits. This generates a lack of student involvement and institutional integration.

Housing. In urban universities, student housing should be a focus. Currently, students seek living options in the city and not on campus.

Gender agenda. Most universities do not have institutional programmes focused on understanding gender. In recent years this has been a topic of debate, but it is still an emerging discussion.

Resources. State funding for public universities is still an issue. In particular, funding for student services is often non-prioritized, competing with funding priorities for teaching, learning and research.

Websites of student affairs and services professional associations and organizations

Secretariat for University Policies (SPU): List of Private and Public Universities (Spanish)
http://portales.educacion.gov.ar/spu/sistema-universitario/listado-de-universidades-e-institutes/

Government Funded Student Services. Fellowships and cooperation programmes:
http://portales.educacion.gov.ar/spu/objetivos/

Student Unions http: //www.lafua.org/

Websites with links to student affairs and services publications and research

Research on university students in Argentina is currently more focused on studies about university experiences, student retention, attrition or the political participation of students.

Student experiences

Carli, S. (2012). Towards a history of the present of public education. *El estudiante universitario. Hacia una historia del presente de la educación pública.* Buenos Aires, Argentina: Siglo XXI editors.

Student policies and gender agenda

Blanco, R. (2014). Intimate university and public sexualities. Managing Identity in Student Experience. *Propuesta Educativa* Número. 42(2).

Blanco, R. (2104). Students, militants and activists: New agendas of university groups related to gender and sexual diversity. *Perfiles Educativos. 36*(144).

Historical process of student politics and the University

Friedeman, S. & Krotsch, P. (2014). Public university and student experience: Historical, political and everyday life. *Universidad pública y experiencia estudiantil. Histórica, política y vida cotidiana*, Buenos Aires, Argentina in Miño y Dávila, 2014.

Student services and attrition

http://www.revistaraes.net/revistas/raes13_art1.pdf;
http://www.propuestaeducativa.flacso.org.ar/archivos/dossier_articulos/87.pdf

First-Year student experiences

http://www.revistas.unlp.edu.ar/TrayectoriasUniversitarias/article/view/2754;

Organization of Argentine University system

http://www.scirp.org/Journal/PaperInformation.aspx?PaperID=60784

Armenia

Lusine Fliyan

The higher education system and evolution of student affairs and services

The Armenian Constitution guarantees Armenian citizens the right to HE. Two principal laws regulate Armenian higher education: the Law on Education (1999) and the Law on Higher and Postgraduate Professional Education (2004). The latter sets forth the structure, the main principles of organization, funding mechanisms, and bases for systematic reform and improvement of higher education. The laws are supported by a range of by-laws that cover areas such as degree system, quality assurance, National Qualifications Framework, academic credits and their transfer, student mobility, social dimension, etc. The new Law on Higher and Postgraduate Education is soon to be adopted that will take into account the current trends and challenges of HE and the priorities of the country in this sphere. Armenia's ratification of The Lisbon Convention on Qualifications Recognition in 2004 and accession to the Bologna Process in 2005 provided further impetus for HE reforms.

At present there are 16 public and 33 private HEIs, 6 universities that are under the supervision of different organizations as well as 5 universities created on the basis of an intergovernmental agreement between the Republic of Armenia and other countries.

The main education programmes of higher professional education (a system based on three cycles, Bachelor's /Master's (Bachelor – 4 years; Master – up to 2 years), Aspirantura (science candidate) – 3 years, and each semester is equal to 60 credits) are conducted through full-time or part-time modes. The part-time mode does not coincide with the same format accepted in European universi-

ties. The shift to the three-cycle system is the result of the successful implementation of the Bologna Process reforms which has created a basis for other innovative changes in the HE system in Armenia.

The main external stakeholder with significant formal power and influence on the Armenian HE sector is the Ministry of Education and Science which is the authorized state body for education.

Typical organizational structure of student affairs and services within an institution

Management of the HEI is carried out on the basis of university autonomy in combination with the principles of collegiality, with the performance functions of the board, scientific board and rector's office of the HEI. The university board is the body of collegial management, established for a period of 5 years, and is formed by the academic staff 25 %, student representatives 25 %, as well as representatives of the founder 25 % and of the authorised body 25 %. The university board approves the budget and strategic plans of the institution on an annual basis, ensuring the production and evaluation of the annual report (presented by the rector) of the activities of the HEI.

The government has adopted a HE financing strategy in 2011 which addressed the weaknesses in the current system. Based on this strategy, the government introduced various reforms of institutional and student financing, including a competitive innovation fund to support demand-driven projects, needs-based scholarships, and scholarships for priority fields. In 2016 the Government of Armenia assigned the Ministry of Education and Science of Armenia to study and implement emergency funds to foster the financial sustainability of the HEIs in the country. The overall study of the current situation in HE system shows that ongoing reforms have pushed the sector forward in the direction of improving its quality via the use of international standards. They have created a solid foundation for further changes, particularly to the financial support of both students and universities. The accreditation of institutions and academic programmes has raised their integrity and reputation and has allowed them to compete with leading HEIs in Europe, the USA, and Japan.

Typical services and programmes offered

The recent achievements of the Armenian HE system, as well as its active participation in the Bologna Process, have played an important role in Armenia's selection by 47 EHEA member countries to host the 2015 EHEA Ministerial Conference. On July 1, 2012 Armenia assumed the duties of the Bologna secretariat for 3 years.

All Armenian HEIs are oriented towards creating a student-centred education where students are the key stakeholders and involved in all types of processes and activities, from learning to policy-decision making. Students have become decision- makers at both the institutional and governmental levels, free to organize social, political, cultural and educational activities themselves. Student affairs are integrated into the HEI strategy plans, at both the faculty and institutional level, and are oriented towards fulfilling the personal and educational needs of their student body.

Funding sources for student activities are diverse and include the Government of the Republic of Armenia, the Ministry of Education and Science, The Youth Foundation of Armenia, HEIs, and many other public, private and international organizations. The Armenian National Students' Association (ANSA) is an organization of 15 local student unions from all over Armenia which is the largest representative of the student body on the national level and aims at advocating, promoting and protecting educational, social, economic, cultural interests and rights of over 90,000 students both on national and international level.[5]

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5   https://www.esu-online.org/?member=armenia-ansa

The policy priority of HEIs is to establish strong services which raise student motivation and engagement to get involved on campus. Student services are regularly monitored and evaluated, the findings used in institutional reports and programmes accreditation. However, a common and universal standard for quality assurance has not yet been established.

Student services function in different ways depending on the HEI. The most historic service in each institution is that of the Student Council. They are independent bodies that have a strong voice regarding the administration at public universities. Through the Student Councils, students have a 'voice' which can change their life at university. Student leaders are chosen and council structure is based on a pyramid-model of representation. Faculty councils are elected by popular vote in which every student has a vote. All faculty councils then jointly elect the university student council. As such, this structure can account for a wide representation of student interests.

There is a Career Services at every HEI that support students with their employment opportunities, offers careers advice, and provides assistance on potential employers for graduate recruitment.

International departments support international students on a variety of issues as well as helping to prepare home students for their mobility programme.

Childcare services are becoming popular with Armenian HEIs with provision for students and staff.

Counselling services operate at some of the HEIs for those with mental health issues.

Student support and development services supports students with academic concerns to ensure their retention and progression.

Sports and recreational services are very popular and exist at all HEIs.

Dining and food services also exist in HEIs but are not free of charge. Some institutions allocate funds to subsidize student.

Disability services exist but are not yet established at all HEIs.

Qualifications and training of staff

In order to improve the quality of student services at Armenian HEIs, institutions need to collaborate with other stakeholders to best provide a high-quality experience for their students. The necessary qualifications for staff related to student services are currently under development. New jobs that are being created for such services are focused on supporting students, identifying and signposting services, as well as delivering an excellent student experience. Therefore, student services staff are expected to have proficiency in using information systems, and must be able to communicate effectively with staff, students, graduates and external visitors. Key tasks include assisting and informing students of services processes, procedures and policies, which include, but are not limited to: admissions; advising, assessment/testing; financial aid, and graduation, among others.

Websites of student affairs and services professional associations and organizations

Armenian National Student Association: http://ansa.am

Facebook page of ANSA: https://www.facebook.com/pg/ansaarmenia/about/?ref=page_internal

Student Council of Yerevan Brusov State University of Languages and Social Sciences: http://www.brusov.am/en/student-life/student-council

Student Scientific Association of Yerevan Brusov State University of Languages and Social Sciences: http://www.brusov.am/en/student-life/student-scientific-association-armenia

Facebook page of Career Center of Yerevan Brusov State University of Languages and Social Sciences: https://www.facebook.com/groups/brusovcareercenter/?fref=ts

Students' portal of Yerevan State University: http://www.ysu.am/student/en=

Centre for Student Success of American University of Armenia: http://studentsuccess.aua.am/

Student Council of National University of Architecture and Construction: http://nuaca.am/en/student/student-council/

Student Council of Armenian State Pedagogical University: http://hpmhux.am/

Student Council of American University of Armenia: http://registrar.aua.am/about-the-student-council/

Student Council of Armenian State University of Economics: http://www.asue.am/en/student/student-council-279/student-council-27

International Student Identity Card Armenia: http://isic.am/

Advisory for Indian Students who wish to study in Armenia and Georgia: http://www.indianembassy.am/pages.php?id=2

Websites with links to student affairs and services publications and research

Fljyan L., Galstyan M., Students Social and Economic Conditions in Armenia, Eurostudent V (2012–2015) Report:

http://www.eurostudent.eu/download_files/documents/Armenia_EurostudentV_Report.pdf

Markosyan R., Policies of Armenian Student Participation in Institutional Governance: YSU Case Study

Mkhitaryan A., The Role of the Organized Youth in Developing New Social Relations: http://www.noravank.am/upload/pdf/98_am.pdf

Australia

Annette Andrews
Eva-Marie Seeto

The higher education system and evolution of student affairs and services

In Australia the term, 'student services,' describes student support initiatives or units. Student support, services, and 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 20th century. Student services units and programmes aim to enhance the student experience and to enrich campus life. Australia has a growing number of HE student enrolments and as of 2015 more than 1,410,133 students were enrolled in Australian HE programmes. Students on international student visas accounted for 26 % of the total enrolments (363,298)[6].

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6   2015 Student Summary Time Series. Australian Government Department of Education and Training. Retrieved 28/10/16 from https://docs.edu.gov.au/node/41681

Typical services and programmes offered

The primary delivery targets for student services in Australia are: 1) assisting commencing students to make successful adjustment and transition to the university environment; 2) enhancing student retention; 3) fostering the development of the whole individual and 4) involving all students in their transition to, and engagement with, the life of the university. Specific service delivery areas are: student success, academic advising, academic skills enhancement, information literacy, peer mentoring, student equity, educational adjustment provisions for students with disability, social and community engagement and volunteering, counselling and psychological services, student development, graduate capability development, careers and employment, student housing, international student services, indigenous student centres and indigenous cultural programmes, sports and recreation, student health, and health and wellbeing promotion. Increasingly student administration functions are accommodated within the student services portfolio. Students are engaged as active stakeholders in service and programmes planning and delivery i. e. 'students/learners as partners.' Staff and students are involved in forming policy and procedures that impact on the student experience. The Director of Student Services [or the Pro Vice-Chancellor (Students), or the Dean of Students] is usually responsible for student judicial affairs with Student Integrity Units managing codes of conduct (academic and non-academic), complaints processes and disciplinary procedures.

Qualifications and training of staff

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

Typical organizational structure of student affairs and services

Each university varies in organizational structure. Typically, the head of 'student services' is a Director or Associate Director reporting to a Dean of Students, a Pro Vice-Chancellor or a Deputy Vice-Chancellor.

Issues and challenges for student affairs and services

National imperatives to widen participation in HE have grown the diversity of the student profile. This is reflected in a focus on widening participation[7], transition and support[8]; and through awards such as the Australia Awards for University Teaching[9] and enthusiastic focus on learning and teaching within and extra to curriculum including: learning and teaching via digital platforms and resources, engaging the students in dynamic learning (using the flipped classroom[10]), a national strategy for work integrated learning (WIL)[11], fostering the 'soft graduate capabilities and skills' desired by employers[12], using universal design approaches to teaching and learning[13] (curriculum design that caters for the learning approaches of all students), fostering students (learners) as partners[14] with the digital

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7   https://www.ncsehe.edu.au/publications/widening-participation-australian-higher-education/

8   http://www.olt.gov.au/resource-thriving-in-transition

9   http://www.olt.gov.au/

10 https://teaching.unsw.edu.au/flipped-classroom

11 http://cdn1.acen.edu.au/wp-content/uploads/2015/03/National-WIL-Strategy-in-university-education-032015.pdf

12 http://www.olt.gov.au/project-how-universities-can-best-support-students-develop-generic-skills-enacting-strategies-gradua

13 http://www.adcet.edu.au/disability-practitioner/course-design-and-implementation/universal-design/

14 https://itali.uq.edu.au/content/about-students-partners

translation of these activities occurring, alongside the expansion of online student self-help resources and strategies. Improving 'future-ready' capabilities, graduate employability, and internationalization of education, frequently involves reviewing the mix and nature of services that are co-located, centralized or co-provided with faculties. These outcomes, along with retention and engagement, are measured through increasingly sophisticated data analytics and tools to improve student experience and to demonstrate the value and impact of student services and programmes.

Website listing of student affairs and services, professional associations and organizations

The student services personnel within universities and training and vocational education colleges, foster a collegiate relationship and tend to co-operate and share to enhance the delivery of professional development programmes, and projects of mutual interest and benefit. The professional organizations tend to be inclusive of membership from New Zealand or Asian colleagues and encourage regional professional communication:

ANZSSA – Australian and New Zealand Student Services Association Inc. http://www.anzssa.com/

ATEM – Association for Tertiary Education Management Inc https://www.atem.org.au/

APSSA – Asia Pacific Student Services Association http://www.apssa.info/

EPHEA – Equity Practitioners in Higher Education Australasia https://www.ephea.org/

HERDSA – Higher Education Research and Development Society of Australia http://www.herdsa.org.au/

ISANA – International Education Association http://www.isana.org.au/

TCMA – Tertiary Campus Ministry Association http://www.tcma.org.au/

NAGCAS – National Association of Graduate Careers Advisory Services http://www.nagcas.org.au/

ATEND – Australian Tertiary Education Network on Disability https://www.atend.com.au/

TEFMA – Tertiary Education Facilities Management Association http://www.tefma.com/

Websites with links to student affairs and services publications and research

Journal of the Australian and New Zealand Student Services Association http://www.anzssa.com/

Higher Education Research and Development Society of Australia http://www.herdsa.org.au/

Australian Disability Clearinghouse on Education and Training www.adcet.edu.au

National Centre for Student Equity in Higher Education https://www.ncsehe.edu.au/

Universities Australia www.universitiesaustralia.edu.au

Austria

Uta Weber

The higher education system and evolution of student affairs and services

The HE system in Austria consists of public and private universities, universities of the arts, universities of applied sciences, theological colleges and teacher training colleges. The Austrian Federal Ministry of Science, Research and Economy leads on most matters of student affairs and services, including the Study Grant Authority, the Austrian Student Union and the Psychological Counselling Services for students. The Study Grant Authority (Studienbeihilfenbehörde), which was established in 1971, is responsible for information, applications, appeals and interventions regarding study grants, study allowance, transport cost allowance, grants near completion of studies and grants for studies abroad. The various types of federal aid for students, except from orphans' pensions and family allowances for students, are regulated within the framework of the Federal Student Support Act (Studienförderungsgesetz). The Study Grant Authority, whose main duty is to enforce this act, is therefore a national organization that covers study financing.

All students in HE are represented by the Österreichische HochschülerInnenschaft (abbr. ÖH), which is the Austrian Student Union. It was established in 1945 and serves as the students' government by federal law (Federal Student Union Act). Every two years there are elections where a variety of student parties compete for the students' votes. The ÖH is largely funded by the student union fee which is obligatory for every student and is currently 19.20 Euro per semester.

Typical organizational structure of student affairs and services within an institution

The typical organizational structure of SAS within an institution depends on each individual educational institution.

The Austrian Study Grant Authority is headed by the Federal Ministry of Science, Research and Economy and consists of six study grant departments and the administrative departments (human resources, legal department, IT services and Controlling and Budget). The study grant departments are located in all major Austrian university cities (Vienna, Graz, Linz, Salzburg, Innsbruck and Klagenfurt).

The Austrian Student Union (ÖH) is structured as follows:
- **Bundesvertretung:** This is the National Board of the ÖH.
- **Hochschulvertretung:** This is the board of the students' representatives at the individual educational institutions.
- **Studienvertretung:** This is the board of representatives for each study (or group of related studies) and is located at the respective educational institution.

Typical services and programmes offered

Student housing, student jobs, student canteens, financial aid, health insurance, psychological counselling services, incoming international students and researchers, cultural and athletic activities, university preparatory services and study abroad programmes are administered by various public and private organizations (see websites below).

Every individual educational institution is in charge of academic advising and student counselling services, student admissions, introductory and orientation programmes, student registration and

records, child care, tutoring/mentoring programmes for incoming international students, alumni affairs and conference services.

The Psychological Counselling Services for students are part of the Federal Ministry of Science, Research and Economy. The services are anonymous, confidential and free of charge. They support students with the choice and start of their academic studies, coach them with their personal development and provide advice regarding academic and personal concerns. Branch offices are located in Vienna, Graz, Linz, Salzburg, Innsbruck and Klagenfurt.

Student housing is offered by private carriers and public corporations based on the Federal Student Residences Act. The Austrian Student Union created the Austrian Student Aid Foundation about 60 years ago. It is now the second largest carrier of student housing in Austria, administering 18 dormitories in five Austrian university cities (Vienna, Graz, Salzburg, Innsbruck and Klagenfurt).

Qualifications and training of staff

Student services staff at educational institutions are mainly administrative officers with appropriate qualifications. There is no formal academic education regarding student affairs in Austria. The staff of the Austrian Study Grant Authority is trained initially and continuously via special conferences, seminars and courses. The staff of the Austrian Student Union consists of students themselves and employees with adequate qualifications and experience. The staff of the Psychological Counselling Services for students consists of psychologists, psychotherapists and educational counsellors.

Issues and challenges for student affairs and services

At present, the Bologna Process has been implemented in nearly all studies in Austria (exceptions are the following studies at public universities: human medicine, dentistry, veterinary medicine, legal studies, Catholic theology and various artistic and musical studies).

Curricular changes, e. g. in teacher training, present a big challenge for both educational institutions and the Study Grant Authority.

The recognition of credits and degrees achieved at foreign educational institutions of HE is also an important issue in the fields of student support and student affairs.

Due to the recent amendment of the Student Support Act, the study grant is increased by 18 % for all students. Students who are more than 24 years old will receive an additional increase. This will result in approximately 17 % more applications for the Austrian Study Grant, which will represent additional tasks for employees.

Because of the hiring freeze in the public sector and the high rates of retiring of the remaining workforce, there will be staff shortages in the near future.

Websites of student affairs and services, professional associations and organizations

https://www.stipendium.at/ (Austrian Study Grant Authority, Studienbeihilfenbehörde)

https://www.bmwfw.gv.at/ (Austrian Federal Ministry of Science, Research and Economy)

https://www.bmb.gv.at/ (Austrian Federal Ministry of Education)

http://www.grants.at/ (Austrian Database for Scholarships and Research Grants)

https://www.oeh.ac.at/ (Austrian Student Union, ÖH)

https://schwarzesbrett.oeh.ac.at/jobs/ (job board of the Austrian Student Union)

https://www.oeh.ac.at/wohnen/studierendenheime (list of all student residences in Austria)

https://www.home4students.at/ (student housing by the Austrian Student Union)

https://oead.at/ (Austrian Exchange Service for students)

http://www.studentenberatung.at/ (Psychological Counselling Services for students)

http://www.hochschulombudsmann.at/ (Austrian Student Ombudsman)

https://www.studiversum.at/
(portal with comprehensive information about studying in Austria and abroad)

https://www.studienplattform.at/ (database with all studies offered in Austria)

http://www.studienwahl.at/
(study programmes database with an overview of all Austrian higher education institutions)

https://www.studium.at/ (information on studying and living in Austria)

http://www.mensen.at/ (Austrian student canteens)

https://www.sozialversicherung.at/ (Austrian Social Insurance, offers health insurance for students)

http://www.integrationsfonds.at/ (Austrian Integration Fund)

http://ecsta.org/ (European Council for Student Affairs), provides access to research projects in the "publication" section

http://www.enic-naric.net/austria.aspx?srcval=austria (a joint initiative of the European Commission, the Council of Europe and UNESCO), provides information on current issues in international academic and professional mobility, and on procedures for the recognition of foreign qualifications

Azerbaijan

Turgut Mustafayev
Nazrin Baghirova

The higher education system and evolution of student affairs and services

The main purpose of education defined by the Education law in Azerbaijan (2009) is to provide the community with good citizens, highly qualified and well-trained specialists, who are able to meet social and labour market needs on a continuous basis (Education law 2009). HEIs prepare highly-qualified specialists to meet social and labour market demands, scientists, researchers and educators. (Education law, 2009). The HE system is mainly regulated based on the Education law (2009) and the Science law (2016), Presidential decrees and statutes, and Ministerial decrees of Cabinet of Ministers and Ministry of Education.

In Azerbaijan, HEIs include universities, academies, institutes, colleges and conservatories. In total, Azerbaijan has 13 private and 38 public universities 51 (2017–2018).[15] There are three forms of

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15 These figures are taken from the website data of the Azerbaijan Republic State Statistics Committee (extracted date: 08. 03. 2018)
    https://www.stat.gov.az/source/education/?lang=en

HEprovision: full-time, part-time and distance education. There are three cycles offered at the afore-mentioned institutions: Bachelor's degree (full-time four years)[16], Master's degree (full-time)[17], third cycle PhD and Doctoral degree. The transition and admission to the next cycle is possible only when the diploma of the previous cycle is awarded and the field of the previous diploma matches the field of the next cycle.[18] The student admissions procedures are administered by the State Examination Center (SEC) and placement is made partially by the SEC and the HEIs themselves. The language of instruction is mainly Azerbaijani, but at several HEIs, English, Russian and Turkish are used.

In addition, the government provides need and merit-based tuition fee coverage based on the following criteria:
- students from refugee families and children of national heroes
- students deprived of parental care
- students scoring the highest points at the admission examinations

Finally, the State Strategy on Education Development of the Republic of Azerbaijan (Strategy, 2013), recognized the importance of the involvement of students, parents, and employers to make the education process relevant and effective (Strategy, 2013. Par.2). One of the objectives of the Strategy is to speed up adherence with the Bologna Process (EHEA) principles in HE (Strategy, 2013. par 2.). As adherence with the Bologna process in HE progressed since 2005 and increased sine 2013, students' role in university management, curriculum and services, flexible European Credit Transfer System (ECTS) and socio-economic needs, student mobility, graduate employability etc., have become the focal point of the learning process. Depending on the HEI the titles for student affairs varies. However, the most commonly used titles are *Student Life, Campus Life* and *Student Resources.*

Typical services and programmes offered

Typically, all HEIs have a position of vice-rector for conduct (VRC) who oversees student-related activities, organizations, and events, along with other non-student related events. For example, VRCs coordinate student-led organizations and projects, as well as organizing university events (concerts, celebrations etc.) for academic staff.

Among other services which all universities provide are

Student safety:
Student safety and security is service that all universities are required to provide.

Student mobility and internationalization:
- all universities have an e-transfer mechanism which enables students to transfer from one university to another both in Azerbaijan and outside (established by the Ministry of Education in 2016);
- international offices promote study abroad opportunities and administer student exchange programmes;
- language courses provided by several institutions.

Legal services:
Legal services are provided in all HEIs in cooperation with the Ministry of Education. First, students' complaints are addressed to the university administration (Academic Affairs, Accounting,

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16 Medical Education is a regulated discipline that does not comply with these cycle decrees
17 The same as the second note
18 MBA is an exception. People from different professions can study the MBA. However, they are not allowed to continue their PhD in this field

Vice rectors, depending on the content), and then, if the student is not satisfied, the Ministry can intervene.

Student admissions offices:
- SAOs are not usually providing induction to newly admitted freshmen. It is usually organized by the structure reporting directly to the rector. Every university has a traditional welcome speech by the rector on the first day of classes. During this day, the freshmen may get information about other available services on campus. Only a few institutions such as ADA and Khazar University have a complete student orientation programme.
- As tuition fees/waiver/scholarships are defined on the state level, all information about student demographics belongs to the SEC. Therefore, the institutions are not focusing on keeping track of student body composition.

The services below are additionally provided at the state pilot HEIs:

Student housing/dormitories:
- All public universities and academies are required to offer accommodation to local students who come from different regions, and to international students. The accommodation may be housing and/or dormitory;
- canteen and computer labs are usually established outside the dormitory;
- several universities have guest houses.

Student career services:
- Career centres provide counselling on job markets, helping in finding internships; matching skills to jobs, etc.

Student organizations:
- student clubs, student unions, student scientific council, student government, student profiles;
- A few universities have student organizations, such as the Students' Youth Organization, Students' Trade Organization, Students' Scientific Society, Students' Tourism Association, etc.

Student centres:
The following centres operate in the most prestigious HEIs of Azerbaijan: Master Training Center, Research Center, Student Registration Center, Applicant Information Center, Center of National Customs, Multimedia Center, Legal Education Center, Internet Education Center, Migration Competence Center, Dictionary and Encyclopedia Center, Development Center, Library and Information Center, Archive Center, Technology Transfer Center, Center for Students with Disabilities.

Student activities and leisure time:
Some universities give more priority to student leisure time than others. In general, universities provide an extramural activity as an excursion to the country, camping, etc. All universities have sports halls, and the majority of them involving students in sporting activities, and even organize inter- university competitions.

Other services: healthcare, and psychological services are underdeveloped.

Qualifications and training of staff

There is no existing educational training for university administrators as student affairs professionals in Azerbaijan. Therefore, student services personnel have no special degree programmes and training. In most cases, educational backgrounds vary. The Vice-rector for student affairs/conduct must have a PhD, but not necessarily in student affairs. Nearly all staff have a Bachelor's degree, and some have a Master's and Doctoral degree as well.

Organizational structure of student affairs and services

Student affairs services are not linked to each other by any organizational structure but are supervised separately and do not necessarily report to the Vice-rectors on Conduct. Student affairs/services or dean of students or executive directors of Student Affairs Department usually supervise student organizations, student leisure time and extramural activities, and sometimes career services and general student conduct.

Issues and challenges for student affairs and services

Although strengthening and improving student affairs is recognized in the State Strategy and promoted by the Bologna Process (EHEA), there still exist challenges for student affairs, particularly, on the institutional level. In the first place, the role of student affairs in student learning, development and employability is not clearly defined. Hence, SAS as a field does not get priority. As a result, this division is not in a position to obtain needed financial support in order to support and promote its activities, projects, and professional capacity-building for its administrators. In addition, there is no clear institutional philosophy or pattern of SAS which negatively impacts both staffing and resourcing. Furthermore, many universities are poorly provided with new technology and this impacts the provision of advanced student services. These result in a lack of understanding of student progress, lack of evaluation of student satisfaction and their experience, and no keeping track of alumni employability opportunities.

Websites of student affairs and services professional associations and organizations

Publications:

http://www.ada.edu.az/en-US/Pages/life_on_campus.aspx

http://www.adau.edu.az/student-organizations

http://unec.edu.az/en/sosial-heyat/students-organizations/

http://www.admiu.edu.az/en.php#

http://www.atu.edu.az/index2.php?seh=sefom&l=40&dil=en

http://adu.edu.az/en/2016/11/t%C9 %99l%C9 %99b%C9 %99-sob%C9 %99si/

http://www.bhos.edu.az/en/telebe

http://www.naa.edu/page/student_services

http://bsu-uni.edu.az/en/btt

http://bsu.edu.az/en/content/student__youth_organization

http://www.4icu.org/reviews/universities-english/12355.html#12355-Gence-Dovlet-Universiteti-Azerbaijan

https://www.lsu.edu.az/TGT.html

http://ndu.edu.az/en/content/172/

http://www.khazar.org/en/menus/80/student_services

http://www.au.edu.az/en

http://baau.edu.az/en

http://www.oyu.edu.az/tr/index.php?newsid=29

http://beu.edu.az/az/pages/Campus-Life-61.html

http://dia.edu.az/en/main

Kingdom of Bahrain

Adnan Farah

The higher education system and evolution of student affairs and services

During the past years, Gulf Council Cooperation (GCC) countries have been experiencing improvements in their HE and, comparatively, Bahrain's share of these societal improvements has been both quicker and bigger. The last decade marked Bahrain's HE boom when twelve private universities were opened to address the need for top quality HE in the country. This exponential growth in the HE sector manifests itself when compared with the situation during the 1990s with only three public universities as centres of HE (Annual report, 2015).

Typical services and programmes offered

Student services in Bahrain aims to integrate into the mission of HE by providing opportunities that enrich and broaden students' education experience and promote personal development and psychological well-being through social, physical, cultural, professional and intellectual activities that complement their academic life.

Qualifications and training of staff

Currently, there are no specific student affairs training programmes in Bahrain. Student services personnel come from a variety of backgrounds and are not required to have a professional student affairs qualification. They are primarily administrators with relevant qualifications to their fields of practice and hold a university qualification with at least a BA degree. All deans of student affairs are qualified at the Ph. D. level, as well as many divisions or department heads that in many cases hold a Master's degree.

Typical organizational structure of student affairs and services

Most universities in Bahrain provide student services and offer different programmes for student support. SAS are recognized in most universities as integral entities. In most case, student services are administered by the dean of student affairs or director of student service and report directly to university officials such as the president or vice president for academic affairs. The number of student affairs personnel varies according to the organizational structure. In many institutions, the deanship of student affairs consists of different departments of divisions such as students' council, students' activities, guidance and counselling and students' services and self-development.

Student services in most universities strive to encompass academic attainment as well as cultural, artistic, and physical preparation. The main goals can be summarized as (University of Bahrain, 2017):
- Developing students' personalities through extracurricular activities and providing an environment that encourages creativity and innovation.

- Overseeing student activities such as clubs, athletics and recreation, career and placement services, and international student services.
- Improving the quality of the general services and developing various counselling services to support the academic needs of the students.
- Providing career services to students, where career awareness activities and information on finding recruitment opportunities are made available.

Issues and challenges for student affairs and services

The most important challenges faced by student services in Bahrain is lack of understanding of the role of student services, as related to student learning and success, and the lack of professional training programmes for staff working in the student services.

Websites of student affairs and services professional associations and organizations

University of Bahrain/Deanship of Student Affairs:
http://www.uob.edu.bh/en/index.php/administration/deanships/deanship-of-students-affairs

University of Bahrain/International Student Office:
http://www.uob.edu.bh/en/index.php/about/international-office

University of Bahrain/University of Bahrain Student Union:
https://www.behance.net/gallery/3337783/University-of-Bahrain-Student-Union

Bahrain Polytechnic/Student Support: http://www.polytechnic.bh/current-students/

Bahrain Polytechnic/Academic Advising:
http://www.polytechnic.bh/current-students/student-support/academic-advising/

Royal University for Women/Student Residence: https://www.ruw.edu.bh/residence

Royal University for Women/Academic Advising: https://www.ruw.edu.bh/academic-advising

AMA International University Bahrain/Student Services:
http://www.amaiu.edu.bh/student-services/

Medical University of Bahrain-Royal College of Surgeons in Ireland (RCSI):
http://www.rcsi-mub.com/

Medical University of Bahrain-Royal College of Surgeons in Ireland (RCSI)/Students Services office:
http://www.rcsibahrain.edu.bh/studentlife

Cultural Office at Washington DC/Ministry of Foreign Affairs:
http://www.mofa.gov.bh/Default.aspx?tabid=7749

Applied Science University/Student Affairs:
http://www.asu.edu.bh/student/student-affair-evening-studies/dean-message/

Bahrain Teachers College/Student Advisory Services:
http://www.btc.uob.edu.bh/contents.aspx?id=68499398-f195-e211-b4a9-0022191ecece&gid=4

University College of Bahrain/Office of Student Affairs:
http://www.ucb.edu.bh/campus-life/office-of-student-affairs

The Arabian Gulf University (AGU)/Deanship of Students Affairs:
http://www.agu.edu.bh/english/student/std_dean_index1.aspx

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Annual report (2015). Kingdom of Bahrain Higher Education Universities and Institutions.

QAAET (2010). Institutional Review Report: University of Bahrain (PDF) (Report). Higher Education Review Unit. Retrieved 29 March 2017.

University of Bahrain- Deanship of Student Affairs (2017). Retrieved 9 April 2017 from:
    http://www.uob.edu.bh/en/index.php/administration/deanships/deanship-of-students-affairs

Bangladesh

Md. Shafiul Islam

The higher education system and evolution of student affairs and services

Bangladesh became independent in 1971. From then until 1985, the University Grant Commission (UGC 2014) Annual Report 2014 shows that, in Bangladesh, there are 6 HEIs/universities, namely the University of Dhaka, University of Rajshahi, Bangladesh Agriculture University, Bangladesh University of Engineering and Technology, Chittagong University and Jahangirnagar University. The academic activities of the Islamic University and Sylhet Shahjalal Science and Technology University began in 1985 and 1987 respectively. Later, Khulna University was founded in 1991 on the recommendation of UGC. In 1992, the Government of Bangladesh set up another 2 universities: the National University and Bangladesh Open University, the latter is the only one in Bangladesh which offers distance education. The Institute of Post Graduate Medicine and Research had been upgraded to a medical university in 1998. Three years later, the Government of Bangladesh decided to establish 12 Science and Technology Universities in 12 districts. In 2003, 4 Institutes of Technology were elevated to full-fledged Engineering and Technology University. After that, more universities were set up by the government. According to the 2016 Transparency International Bangladesh (TIB 2016) report, there are currently 37 public and 98 private universities in Bangladesh. Besides these, there are two more international universities, namely the Islamic University of Technology run and funded by the Organization of Islamic Cooperation and the Asian University for Women which are considered as . These two neither public nor private university as the government has no authority on their financial and academic activities except permission to run their academic activities in Bangladeshi territory.

Recognition of these universities is based on the criteria set by the University Grants Commission (UGC) of Bangladesh, which was set up under the President's order No 10 of 1973 to supervise the academic activities of public universities. Although UGC is labelled as a supervisory body, its authority is limited to putting forward suggestions to the Government.

With the expanding demand of higher education, the government of Bangladesh passed an Act in 1992, allowing entrepreneurs to set up private universities in the country. But there is wide criticism of private universities due to the lack of quality control. In 2005, the Government of Bangladesh formed a high-powered committee to investigate the academic activities of private universities and finally decided to close five of them due to low quality and other irregularities. Presently, UGC is responsible for monitoring all the academic activities of both Bangladeshi public and private universities.

There are five types of HE in Bangladesh: (1) General Education, (2) Science, Technology and Engineering Education, (3) Medical Education (4) Agricultural Education (5) Distance Education. In addition, there are Madrasah and Vocational Education.

In Bangladesh, HE consists of a 3-year pass-course or 4-year honours course for the Bachelor's degree, a 2-year Master's degree for pass-course graduates, or a 1-year Master's course for honours graduates.

The government does not have any official and designated student affairs offices and does not organize student affairs programmes. There are student advisor offices at the University of Dhaka, University of Rajshahi, University of Chittagong and Jahangirnagar University. No SAS programmes are organized by the student advisor offices, except in the University of Rajshahi, where the office is often used as a secretariat for organizing political programmes (central government), such as celebration of National Day, Independence Day, mother language day and so on.

The responsibilities for student affairs are shared by different offices within the universities, e. g. the academic administrative office and admission office. Some pure administrative services such as dining and housing (managed by residential halls) and transportation are handled by the general administration offices.

Typical services and programmes offered

Services mainly include dormitory and dining, medical facilities, physical education, and sports.

Qualifications and training of staff

The concept of SAS has not emerged in Bangladesh universities. It is common for personnel changes of administrative staff to take place within the university. Administrators generally have at least Bachelor's degrees. Up until 2003 a regular employee (personnel) of the university is posted to the office of the Student Advisor and his designation is "Director." After that, a teacher of any department within the university who is chosen by the Vice-chancellor is appointed as "Director" to this office as "extra-duty" in addition to his regular responsibility.

Typical organizational structure of student affairs and services

The basic objectives of SAS are student recruitment, admission, academic record-keeping, course scheduling, academic progression, grades, examination administration, transcript production, management support to academic committees, and student financial assistance, grants and scholarships.

Academic activities including record-keeping, academic progression, grades, transcript production are in the charge of the Controller of Examination office. Administration of examinations is under each department's direct supervision and control. Student financial assistance and grants depend on the demand of prospective students, so there is no specific office at universities in Bangladesh, thus this function is left to the Offices of Proctor and Student Advisor in many cases. At the same time, there is no designated office for scholarship at universities, but a section of the office of Academic Administration is responsible for the charitable scholarships which are given to students based on academic merit. There are no general or government-funded scholarships for students.

Generally, the office of student advisor organizes orientation programmes each year for new students. But there are no offices in charge of programme evaluations, quality assurance, opening and graduation ceremonies, student development activities or student social engagement activities. The concept of summer internship and international student services does not exist in Bangladesh. There are no offices responsible for psychological counselling, career development or student entrepreneurship support either. Graduation ceremonies are held irregularly in many universities in Bangladesh. There is a central student union for leadership development in the following four universities,

Dhaka University, Rajshahi University, Chittagong University, and Jahangirnagar University but the election of a 'student union' has been suspended for 25 years.

Issues and challenges for student affairs and services

As there is no separate SAS organization in Bangladesh universities, students face many challenges the first of which is a serious accommodation problem, particularly at Dhaka University. There is an international dormitory at the University of Dhaka for foreign students but recently their numbers have fallen.

Students also face problems with food. A report published by the Institute of Food and Nutrition of Dhaka University, said food provided in dining halls in dormitories or canteens on the campus of this university lacked nutritious ingredients.

Lack of career counselling is another challenge. Leadership development among students has been limited as the processes such as the election of student unions in four universities, have not been held for the last 25 years, for political reasons.

However, the major challenge now is student politics, which hampers the academic atmosphere in all Bangladesh universities. Every mainstream political party such as the Bangladesh Nationalist Party (BNP), the Bangladesh Awami League (AL), and Bangladesh Jamat-e-Islami, etc., has a 'student wing,' which carries out 'political activities' like their parent parties of BNP, AL, or Jamat-e-Islami) at educational institutions. Leaders of the student wing compel ordinary students to take part in party and political activities, regardless of their scheduled examinations. The present situation is that the opposing student wing has been ousted from the campus which is dominated by the ruling party student wing. Clashes between rival student wings trying to establish supremacy on campuses has led to deaths. At present, leaders of the ruling student wing also interfere with administrative decisions and in many cases compel the university authority to take decisions in their favour. In addition, teacher politics also often appear to be another challenge. Banning or neutralizing political behaviour in favour of a peaceful educational environment in Bangladesh HEIs is a big challenge.

Another big challenge involves the appointment of 'vice-chancellors,' who are the chief executive officers in universities. Appointments are often made by the government with 'political considerations' rather than based on academic competency.

Aside from the curriculum, providing plentiful student services is in great need. Funding is another challenge at public universities since they often charge very low fees. All in all, the greatest challenge is the lack of SAS offices in Bangladesh public universities.

Websites of student affairs and services professional associations and organizations

There is no national professional association of student affairs in Bangladesh. SAS and programmes can be found at most university websites.

Websites with links to student affairs and services publications and research

There is little or no research on student affairs practice in Bangladesh published in academic journals. But with the growing demand to publish, the development of research in this area is required. Some of the important websites that provide details of HE in Bangladesh and scholarships for students are:

Ministry of Education, Bangladesh, www.moe.gov.bd

University Grants Commission of Bangladesh, www.uge.gov.bd

Bangladesh Bureau of Educational Information and Statistics (BANBEIS), www.banbeis.gov.bd

References

UGC (2014). Annual Report 2014 University Grants Commission of Bangladesh.

TIB (2016). *Recruitment of lecturers in Public Universities: Governance Challenges and Ways Forward,* Transparency International Bangladesh, December 18, 2016. www.ti-bangladesh.org

Bolivia

Tammy Boyd

The higher education system and evolution of student affairs and services

According to the 2016 Bolivian University Guide published by the Ministry of Education and Vice-Ministry for Higher Education and Professional Development, Bolivia has 11 public autonomous universities, three special public universities, three indigenous universities, three private universities assigned to the Bolivian university system, and 40 private universities. Several public universities have an academic department or two that date back to the 1940s. However, most of the growth in Bolivia's HE occurred in the 1990s, with the founding of private universities. Bolivian universities offer a wide variety of postsecondary credentials, including certificates, diplomas and degrees, both undergraduate and graduate.

Typical organizational structure of student affairs and services within an institution

The organizational structure of student affairs can vary in each institution, but it is fairly common to find an office 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, housing and social 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. A Director or a Dean of Students heads student affairs offices at top private universities.

Typical services and programmes offered

Provisions for student services vary in each institution, generally speaking the universities with the most developed and comprehensive student services programmes tend to be newer, private universities, though the public universities are rapidly closing the gap.

Most universities, whether public or private, usually have basic services including: admissions, orientation, student health, counselling, food services, social and physical activities, housing, information on off-campus housing and library/textbook services.

For many of the private universities, student services can additionally include: financial aid/scholarship programmes, study abroad/exchanges,transportation, student social organisations and career services.

There are some differences that stand out between Bolivia's public and private universities using the Cochabamba Department (equivalent to a state or province) as an example. On the one hand, there is Universidad Privada Bolivia (UPB), a private university in the city of Cochabamba that has offices for both Student Wellbeing and Student Life. The Student Well-being office is composed of

three sub-offices: orientation and governance, transportation and a cafeteria. The orientation and governance sub-office offers learning and academic support, personal growth (leadership training, conflict resolution skills, addiction/substance abuse support, etc.) and career services. The transportation sub-office supervises bus transportation routes for commuter students. The Student Life Office is divided into sub-offices addressing sports, culture, student organizations and student employment. UPB also has a library.

Universidad Mayor de San Simón is another public university in the city of Cochabamba. San Simón's student services consist of the Dirección Universitaria de Bienestar Estudiantil (University Student Wellbeing Department). This department has four offices: social services, which includes admissions, cafeteria and daycare; health services, which includes medical, psychological and dental services; psycho-pedagogical services, which focuses on student retention and academic performance; and the office of sports, culture and recreation. The university also has a library.

In contrast, there is Universidad Indígena Boliviana Quechua 'Casimiro Huanca', located in Chimoré, a four-hour drive from the city of Cochabamba. This is a public indigenous university serving the Quechuan-speaking population in the area. Founded less than ten years ago, this university has few academic programmes, a modest campus, and staff have not been hired particularly in offices like student services. Available on the university's homepage, most student affairs information is focused on student recruitment and admissions.

Qualifications and 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 credentialing. Most student affairs offices have dedicated professional staff who obtains experience and expertise while working. Specialists, including psychologists, physical education and social activities specialists, staff these offices.

Issues and challenges for student affairs and services

Growth and lack of funding: student affairs is experiencing the same challenges and opportunities as the rest of HE in Bolivia, namely, managing the rapid expansion of HE in a manner that is most beneficial for students. This rapid expansion is straining the system in a number of ways including physical facilities, staffing issues and services provided by universities.

Enrolment: University education in Bolivia is free and the only entrance requirement is a secondary diploma. The HE system has been structured to maximize access, especially for under-represented groups (e. g. indigenous populations). However, poor students, especially those who live in rural areas, have little opportunity to acquire a secondary diploma, and thus, little opportunity to attend a university. Additionally, the disparities of academic preparation among students entering Bolivian universities presents a challenge to instruction and retention.

Technological Innovation: Bolivian universities are struggling with technology issues, namely, trying to keep up with the pace of innovation. In addition, managing students' online behaviour (cyber bullying, plagiarism, etc.) is not a priority. Integrating technology into instruction, particularly ensuring graduates have sufficient technological skills for the workplace, is a growing priority.

Websites of student affairs and services professional associations and organizations

Universidad Indígena Boliviana Quechua Casimiro Huanca.
http://www.unibolquechua.edu.bo.

Universidad Privada Boliviana. *Bienestar Estudiantil.*
http://www.upb.edu/es/contenido/bienestar-estudiantil.

Universidad de San Simón. *Departamentos de la DUBE*
http://www.umss.edu.bo/Academia/Direcciones/Dube/departamentos.html#liberacion.

Websites with links to student affairs and services publications and research

There are no websites for publications or research on student affairs in Bolivia. Given that university education in Bolivia is relatively recent and students affairs even more so, there has been very little time to engage in such research. Below, research focusing on HE is included.

Forste, R., Heaton, T., & Haas, D. (September 2004). Adolescents' expectations for higher education in Bogotá, Colombia, and La Paz, Bolivia. *Youth & Society, 36*(1), 56–76.

Ministerio de educacion del estado plurinacional de Bolivia. (2016). *Guia de universidades del estado plurinacional de Bolivia.* Retrieved from
http://www.minedu.gob.bo/files/GUIAUNIVERSIDADES.pdf. Retrieved 9 April 2017

Bosnia and Herzegovina

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The higher education system and evolution of student affairs and services

The administrative organization of Bosnia and Herzegovina is complex, with the legislative and administrative responsibilities shared amongst different levels of governance. These include the 13 legislative bodies, therefore the Parliamentary Assembly of BiH, Parliament of the Federation of BiH, National Assembly of the Republika Srpska, 10 Cantonal (County) Assemblies and the Brčko District Assembly. Similarly, the BiH HE system is regulated by 13 Laws on Higher Education, enacted by competent governance structures at state, entity and cantonal levels. This has resulted in significant differences in HE in various regions of the country.

There are eight public universities and a number of private HEIs in BiH. These institutions have been licensed by the relevant Cantonal Ministries in FBiH and by the RS Ministry of Education and Culture, as well as receiving accreditation by the Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina.

The eleven Ministries of Education in BiH (10 Cantonal in FBiH and one in RS) hold sole responsibility over the field of education, including that of HE. The Brčko District Department for Education is solely competent in the field of education in the Brčko District. At state level, the Ministry of Civil Affairs has the mandate to coordinate education policy in the country. The FBiH Ministry of Education and Science is responsible for coordination among the 10 Cantonal Ministries of Education.

By signing the relevant documents in September 2003, Bosnia and Herzegovina accepted the European strategic goals in the area of HE, as set forth in the Joint Declaration of the European Ministers of Education (1999), as well as the subsequent development of this concept.

Students in Bosnia and Herzegovina

The University of Sarajevo seeks to provide a student-centred learning environment in the spirit of the Leuven Communique that stresses the importance of the training of independent students, new approaches to teaching and learning, effective support and advisory structures, as well as a curriculum that is more clearly focused on learning in all three study cycles or the undergraduate Bachelor's degree, the postgraduate Master's degree and the Ph.D degree. HE for the first two degrees is the last formal educational level for most young people in Bosnia and Herzegovina before entering the world of work and employment. After graduating from university, most students are expected to find a job while only a small percentage continue their studies on postgraduate courses. Hence, the general aim of HE is to provide students with the necessary competencies that will enable them to: 1. find a job; 2. be competent in the workplace and 3. continue with their lifelong learning through continual professional development.

In Bosnia and Herzegovina, the majority of students attend university near their homes (Tuzla, Zenica, Mostar, Bihać), but in the case of the University of Sarajevo (UNSA), out of 29.000 students there are approximately 17,000 students who are residents of the Sarajevo canton. The remaining students come from other parts of Bosnia and Herzegovina as well as from more than 30 cantons from the Western Balkan Region and from across of the world. A similar situation exists at the University of Mostar where out of 9779 students, 3758 are residents of Herzegovina-Neretva Canton where the university is based.

Student services at the University of Sarajevo

Student services at the University of Sarajevo are organized at three different levels:
1. Faculty/Academy level
2. University and/or Central level
3. Independent of the University but closely linked and working in partnership

At the Faculty/Academy level, the focus of student affairs is on academic delivery. Therefore related activities include working with students on issues surrounding course information, ECTS catalogue and queries, admissions and enrolment, student records, monitoring the exam applications and exam taking, issuing certificates and other documents, registration of the final papers – diploma papers, contacts with former students and graduates, complaints handling, among other matters.

The instruction planning, or faculty delivery plans include the administration of academic programmes and in supporting the teaching staff, timetabling the teaching schedules for undergraduate, master and postgraduate studies, the maintenance and filing of student attendance records, planning examination schedules, investigating foreign diplomas acquired abroad, preparing the minutes and administrative processes for the Faculty Council as the professional body of the faculty, among other duties.

At the University or Central Level, the Office of Teaching, Learning and Student Affairs is in charge of creating the admission and enrolment policies, admissions criteria and leads on the communication and the coordination between the faculty/academy student affairs offices and student associations. The Office of International Relations is in charge of student mobility, both incoming and outgoing students, the orientation programmes for international students and the organization of the Scholarship Fair.

The University of Sarajevo Student Support Office provides assistance and support to students in a variety of ways. The primary function is to assist and support the selection of the academic programme, improvement of education access, ensuring that student needs are met, student rights,

psychological assistance, information giving to students, improving the studying experience of students with disabilities, research activities, the organization and participation of continual professional development (CPD) activities for both teaching and non-teaching staff, participation in the adoption and amendment changing policies of education related laws and by-laws, student scholarships, etc. There is a strong focus on employability with the overall aim to ensure that students recognize the importance of lifelong learning, career development and personal and professional mobility.

Independent of the university but collaborating on various initiatives are the services of student healthcare and accommodation facilities. The Institute for University of Sarajevo Students Health Care has been present for over 68 years and provides health care to young people with the status of University of Sarajevo students during the course of their studies (from age 19 to 26). The primary objective is the promotion of student health with the mission statement being that of establishing a trusting relationship between medical staff and students. Another key focus is that of best managing one's health during university study.

The student accommodation service manages the complex which commonly houses the student restaurant, cafe-pizzeria, park, conference facilities, multimedia centre, library, reading room, football field, basketball court, two tennis courts, table tennis facilities and a copy shop. The accommodation residence offers its occupants the opportunity to get involved in various cultural and sports events as well as other related activities. Accommodation is available during the summer break enabling summer school students to stay on campus. While many students stay on campus, a large number will stay in private accommodation.

The University of Sarajevo's Students' Parliament (SPUS) is the umbrella student representative body which consists of student councils from over 26 UNSA Faculties and Academies that are part of the SPUS. The main goals of the Students' Parliament are to improve the quality of education and student standards, as well as to connect with other student organizations in Bosnia and Herzegovina, the region and other parts of the world. The Student Parliament provides students with various curricular and extracurricular events, opportunities for socialising and travelling, whilst promoting the student experience. It is also possible to volunteer and gain work experience in the Students' Parliament. At the University of Sarajevo's Students' Parliament operates a Student Activism Center which provides every university student the opportunity to engage, visualise and reach their full potential. In addition, each Faculty/Academy also has a student association.

Student services and affairs staff qualification

In Bosnia and Herzegovina there is no specific academic programme aimed for working in Student Services or Affairs. To secure a position in this area, the minimum qualification is a postgraduate or Master's degree for academic related posts and for non-academic related posts, secondary education of four years. These posts within the area are categorized as administrative staff.

Botswana

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The higher education system and evolution of student affairs and services

Botswana is a landlocked state, bordered by Namibia, Zambia, Zimbabwe, and South Africa. It has the same size of land as France and the State of Texas in United States of America, and a population of around 2.3 million (Statistics Botswana, 2011). Botswana was formerly a British Protectorate and became independent in 1966. It is regarded as a model of democracy in Africa for having more than five decades of uninterrupted democratically-elected civilian leadership and one of the most stable economies in Africa.

The University of Botswana is Botswana's first national and most prestigious university. This university was built in 1980 when the then president, Sir Seretse Khama, called upon nationals and patriots to participate in building a degree offering institution of higher learning (Mokopakgosi, 2008). The Botswana University Campus Appeal was then established to solicit support in the form of finance and human resources to augment the pledged support from donors and other international financers. Botswana nationals pledged their support by donating livestock, money and time to help build the university in a campaign called 'motho le motho kgomo' loosely translated to mean each person should contribute a cow, something that is characteristic of Batswana's spirit of collectivism and self-reliance. This enabled every Motswana to take part in building the institution irrespective of their economic status.

The University of Botswana (UB), as financially privileged as it was in its formative era, developed student affairs structures that have been emulated by other local institutions. Thus, UB, has played a significant role in the development of student affairs in Botswana.

SAS were originally guided by the School Health Policy (1972) and have grown from strength to strength over the years. The School Health Services were initiated by the Health Authorities through the first Public Health Nurses (Community Health Nurses) who trained outside Botswana, in 1972. The main emphasis was on sanitation inspections in schools and health talks by the Family Welfare Educators (FWE). In addition, the District Health Teams provided mobile curative and preventive health services in classrooms or houses of community members, in which school children were examined, given BCG and small pox immunizations, and treated for minor ailments. This intervention was confined to primary schools. At secondary schools, Dormitory Matrons and Boarding Masters were charged with the responsibility of looking after the welfare of the students and also ensure law and order. The learners who had excelled at senior secondary schools were enrolled at the then only UB.

Student affairs and services in Botswana

The history of student affairs in Botswana is not documented or widely studied. The University of Botswana, however, provides a proxy for student affairs from which the development trajectory of student affairs can be glanced. In Botswana, like many developing education systems, student affairs are undifferentiated and not professionalized. SAS face challenges such as unqualified employees, no standards of services, and phlegmatic departments. The dearth of student affairs professionals across all sub-sectors such as counselling, sports and recreation, Health, etc., is so acute that only a few institutions, such as UB itself, Botswana University of Agriculture and Natural Resources (BUAN) and Botswana International University of Science and Technology (BIUST), can be said to have profession-

alised and focused student affairs departments headed by senior members of staff. The key point here is that student affairs services are still seen as playing an adjunct role within the university which derives from a misplaced school of thought that there is no real need to have qualified personnel and a specific budget for such services.

At this point, Botswana has forty-eight (48) public and private registered tertiary education institutions (TEIs) with a total enrolment of about 56,447 students (2016). Of these students, 62 % and 38 % are in public and private institutions respectively. Three of the public universities admit 46 % of the total enrolment in public institutions whilst the remaining 54 % are either in Technical Colleges, Colleges of Education, Health Institutes, and other small institutions. The proliferation of tertiary education institutions has seen an increase in participation rates, which, according to the Human Resources Development Council (HRDC), has soared from 11 % in 2007 to more than 20 % in 2015. This marked growth is owing to the tertiary education policy of 2008 which is the blueprint for the development of the tertiary education system in Botswana and emphasises issues of access, and equity. The growth in enrolment has resulted in a substantially expanded and sophisticated HE system and hence there is need for deliberate and comprehensive student development programmes and policies, particularly in view of a markedly increasing population of marginalised students.

Student affairs and efforts towards standardisation

The massification of tertiary education and accompanying developments have direct influences on student services and welfare. For instance, the consistently increasing cost of living has created a precarious situation for students as far as residences and wellbeing are concerned. At present, none of the private institutions offers on-campus residences and this means that student have to find accommodation in less than ideal housing while some have to travel about 140km every day for their studies.

Conversely, the institutions that offer on-campus residence also face challenges such as catering and the quality and adequacy of residence accommodation as shown by sporadic demonstrations as students demand better services. If not adequately addressed, these challenges may eventually become serious for the Botswana government's human resources development efforts.

It is in light of these challenges that the Botswana Human Resource Development Council (HRDC) established a Student Affairs Planning and Welfare division whose distinctive function is to create strategic direction and guidelines – generic SAS standards – which ultimately promote student retention and success. Currently, the HRDC, with assistance from consultants, is drafting norms and standards that will guide tertiary education institutions in formulating programmes and policies that can address issues of student development and welfare. This exercise started with a situational analysis in the TEIs and it emerged that besides the four public institutions (UB, BUIST, BAC and BUAN), a lot still needs to be done to capacitate their counterparts, particularly the private and small public institutions which are at different levels depending on the size and shape of the institution. It is envisaged that the SAS norms and standards would be valuable to institutions as broad areas and that minimal internal 'packages' would be defined. Furthermore, implementation plans would be availed. This is particularly important for Botswana, as tertiary education is predominantly publicly funded and therefore return on investment is viewed as paramount. The Norms and Standards for SAS in Botswana HE are the first ever set for student affairs in Africa and mark the beginning of a strong provision within the sector in Botswana and will have regional and continental impact in terms of propelling further development of SAS in Africa.

Student affairs staffing and professionalization

In the public universities and in some colleges in Botswana, the student affairs structure is typically headed by a senior member of staff appointed at the level of Deputy Vice-Chancellor or Dean. Depending on the institution, there are offices assigned to deal with different functional areas: residences, student governance, counselling, health services, career development, sports and recreation, alumni, etc. In some other institutions, student affairs departments are mere silhouettes of the departments and offices they are supposed to have.

The dearth of student affairs professionals across all sub-sectors of student affairs throughout the world as seen by Schreiber (2012) and Tshiwula (2013) is also evident in Botswana. Only a few institutions have started to invest time and money in student affairs. Overall, staff recruited for student affairs are not professionals except for domains such as health, sports and recreation and counselling. Furthermore, there are neither annual conferences for student affairs practitioners nor student affairs professional bodies like those in other countries. However, plans are underway to hold a national conference for student affairs (facilitated by HRDC and University of Botswana) which it is envisaged will empower local practitioners through sharing of best practices by both regional and international experts.

It is thus evident that the Human Resource Development Council, which is a parastatal organization under the aegis of the Ministry of Tertiary Education, Research, Science and Technology (MoTE) of Botswana, is playing a proactive role in the professionalization of student affairs. Part of the planning function of HRDC's mandate is to ensure that Batswana have equitable access to relevant student academic, support and health and wellness services aiming to promote student retention and success in all tertiary education institutions. The Council promotes a quality tertiary education system that is responsive, advances learner potential and contributes to the development of a globally competitive and prosperous nation. It is this perspective and its critical implications for student affairs that make HRDC a custodian of professionalization.

The Council's work in the domain is informed by various theories such as Student Involvement Theory (Astin, 1984, 1990, 1993), Student Retention Theory (Tinto, 1990, 1993, 2005), Student Engagement theory (Kuh, 2009; Wolf-Wendel, Ward, & Kinzie, 2009); the Theory of Student Transition (Schlossberg, 1981) and theory of Identity Development (Chickering & Reisser, 1993) among others. These theories espouse the critical roles played by both co-curricular and academic components in the learning environment. Whereas a holistic approach to student learning is perceived as ideal for purposes of a well-rounded and civic graduates, it is understood that SAS and assessments are often not well integrated into the academic plans even though the former by and large accounts to student learning outcomes.

Conclusion

SAS complement academic efforts to produce a complete graduate. Despite this reality, SAS are by and large treated as after thoughts, particularly in developing tertiary education systems. The services are either not adequately budgeted for or are rendered by staff members in adjunct roles. Only a few institutions in Botswana have fully-fledged student affairs departments run by student affairs competent staff. However, HRDC has started to develop a generic student affairs framework for the tertiary education sector which has the potential to develop student affairs in the country in line with the general expansion of tertiary education while enhancing the professionalization of SAS through standardisation and targeted initiatives.

Websites and resources

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University of Botswana Student Affairs Department
http://www.ub.bw/home/sd/1/sec/7/Student-Affairs/

Human Resource Development Council (Student Planning and Welfare)
http://www.hrdc.org.bw/department-human-resource-development-planning-supply

Limkokwing University http://www.limkokwing.net/botswana/life/

Botho University http://www.bothouniversity.com/international-students

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Brazil

Christopher Silva

The higher education system and evolution of student affairs and services

The history of HE in Brazil began with the creation of the Universidade Federal do Paraná in 1892. According to a 2015 census, Brazil had nearly 2400 HEIs, divided according to their funding status as private, state, federal and municipal. Over 86 per cent of all enrolled students attend private universities (INEP, 2015). Traditionally, the Brazilian community has not seen HE as providing any services besides those of academic nature. The presence of support systems outside of the classroom is fairly new (in comparison with the USA, Canada, the Arabian Gulf and some countries in Europe) and continues to be developed as needed.

Typical organizational structure of student affairs and services

Student services units or divisions may 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, which usually is a faculty member elected to this position for a limited term). Each university usually has student groups which are associated with academic units. These various academic and social groups come together in a central student government to represent the whole institution. It is important to highlight that these organizations are self-managed, and usually connect nationally to the National Student Union (União Nacional dos Estudantes, or UNE, in Portuguese) which represents all university student governments. UNE is frequently involved in political efforts in Brasilia, engaging Brazilian Congress members to support policies to help students attending HE. One of UNE's main achievements is the Brazilian college student identification card, which offers a 50 % discount in movie theatres, concerts, museums and other educational institutions (UNE, 2016).

Typical services and programmes offered

The universities in Brazil that provide student services may offer some of the following:
- Subsidized food services: The university operates cafeterias, providing low-cost meals for students. This service is mostly available at public universities.
- Low-cost student housing: This service is provided on a needs basis and in most cases, students must provide documentation that their family does not live in the same city where the school is located.
- Scholarship and financial aid: Limited and available based on need and funded by the Brazilian government.
- Academic counselling/guidance: University students usually do not have course choices besides those classes required for graduation, therefore academic advising is limited. Faculty members and academic department chairs may provide advice or suggestions to students.
- Career services and internship placement: Both private and public universities with medical or law programmes may have an internship or residency placement staff. Private universities are beginning to offer career services and employment connection.
- Counselling: Schools that offer Bachelor's degrees in psychology may have a student clinic, where their own students can practice and earn hours required for their programmes.

- Community programmes: Hygiene education, dentistry services and computer literacy courses are some of the services college students can use to apply knowledge from their majors and support local communities in need.
- Assistance for students with visual and mobility impairments: Assists students and provides appropriate accommodation for classroom and campus.
- Retention and financial support: Several programmes have been created supporting students of Afro-Brazilian and indigenous descent.
- Support for refugee communities: These programmes began as a response to increasing number of immigrants from Haiti and Syria. These programmes tend to be mostly related to transcript analysis and credit transfer.

Private universities, depending on their size and tuition revenue, might also provide services such as cultural activities, career services, free parking, transportation services to a central city bus station. In contrast, public universities, which are by law free of charge, frequently offer subsidized services such as low-cost lunches or free dental services, offered by the students from the dentistry programme.

Qualifications and training of staff

Per requirement of the Brazilian Ministry of Education, all staff members must have Bachelor's degrees. Some staff members have attained Master's degrees. Typically, the pro-dean (pro-reitor) for student services holds a doctorate and might serve on a faculty appointment. Currently, there are no specific graduate programmes in HE administration, college student personnel and counselling focused on HE students. Most of the staff comes from fields such as psychology, counselling, pedagogy, social work or business administration.

Issues and challenges for student affairs and services

There are two core issues impacting the Brazilian HE system: **access and retention**.

Access: Limited spots are available for students to enrol to attend public (free) universities. In addition, having a very competitive entrance examination has influenced which students can access higher education. Usually better prepared students come from higher socioeconomic statuses.

Retention issues: Financial support is a key issue influencing retention in Brazil. Students who enter any universities from lower socioeconomic status will frequently work part-time or full-time to pay for tuition and support families. This often conflicts with academic responsibilities and impacts their classroom experience and time-to-degree completion. The development of a unified student retention programmes administered by the federal government, providing financial awards to students who excel academically, and the development of technology to assist with academic progress tracking, could help face this challenge.

Other challenging areas exist such as the development and improvement of student housing and food services. However, following the financial crisis of 2015, the reduction of financial support by the Brazilian government towards HE could worsen this scenario.

Websites of student affairs and services professional associations and organizations

On Distance Learning: http://www.abed.org.br/

National Association of Student Governments: http://www.anaceu.org.br/

Politics and Administration: http://www.anpae.org.br/

Private Universities: http://www.fiep.org.br/

Brazilian Higher Education Statistical Data:
http://portal.inep.gov.br/web/guest/sinopses-estatisticas-da-educacao-superior

Websites with links to student affairs and services publications and research

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Bulgaria[*]

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The higher education system and evolution of student affairs and 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's degrees (five-year Bachelor's degrees that led directly to Master's degrees). There are no formal student affairs professional preparation programmes.

Organizational structure of student affairs and 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 has 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 and 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 and 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/llp/erasmus/index_en.html

Association of American International Colleges and Universities (AAICU) – www.aaicu.org

*Report from the 2009 edition.

Canada

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The higher education system and evolution of student affairs and services

Over time HE in Canada has evolved to meet the socio-economic needs of the country. It has developed from predominantly religious based colleges in the 1800s to a decentralized structure of mostly public universities, colleges and a cadre of institutions that refer to themselves as polytechnics; the latter being very college focused in academic programming with strong connections to industry and the ability to offer degrees. Currently, the country is comprised of over ninety universities, sixty colleges and over ten institutions classified as polytechnics.

It is important to recognize that there is no one system of HE in Canada with a singular federal lead. In fact, HE is the responsibility of each of the ten provinces and two territories which often leads to challenges with credit transfer, regional disparity and equitable allocation of federal dollars. Federal funding is transferred to each of the provinces as a block transfer that includes monies for health care and higher education. It is ultimately up to the provinces to decide on how the money is allocated. Most importantly it leads to challenges with data gathering that cuts across provincial boundaries.

In recent years, the HE landscape in Canada has been under scrutiny by provincial governments and industry to address what many consider the 'skills gap'. This gap refers to an observed disconnect between the skills that industry identifies as required of university graduates and the skills graduates are equipped with upon graduation. This scrutiny has led to a conversation in the media with respect to the relevance of universities as institutions, especially the liberal arts and sciences faculties that can produce graduates with the skills to help the country prosper socially and economically. At the same time, colleges and polytechnic institutions in Canada have witnessed significant support for their academic programmes and relevance to industry.

Interestingly, the evolution of SAS in Canada as the purveyor of programmes and services which seek to enhance such learning outcomes through leadership, career and experiential learning initiatives, has not witnessed a significant change of focus. In the 1940s when service men and women returned from the war or in the 1960s when community colleges had their birth in Canada, student services went through radical shifts. In the early days of the history of SAS in Canada there was a focus on the different gender needs of university students. The responsibility for social and non-academic needs was the purview of a dean of men or a dean of women who was usually the registrar. This process continued well into the 1940s and later in some institutions but shifted somewhat with the return of service men and women from the Second World War. This necessitated the creation of employment offices on Canadian university campuses. These offices were created to assist the transition to post-secondary education and to the world of work. From this evolved a multitude of other support services like health and counselling. It is ironic that the Canadian association aptly titled the University College Placement Association (UCPA) gave birth to other student services but ended being divorced from them as UPCA was believed to be too connected to industry. The result was the creation of the current Canadian Association of College and University Student Services (CACUSS) association.

Typical organization structure of student affairs and services within an institution

The typical organizational structure of SAS within most institutions in Canada is one that is rooted in the portfolio of the Provost and Vice President Academic. The title of the chief student affairs officer (CSAO) is usually an associate or assistant vice president academic who reports directly to the provost. While this is believed to enhance connection to the academic and learning priorities of the institution, no research has been conducted to support this notion.

The portfolio of the assistant or associate vice president usually includes a number of direct unit reports. These individuals will often hold the title of director. Units encompass such areas as career services, health, housing, recreation, counselling, student life, enrolment services (admissions and registration) and most recently experiential learning.

Organizational structures are often dependent on the size of the institution and at times can be indicative of the campus enrolment planning process. As institutions aim to increase the recruitment and retention of students at all levels of study, the chief student affairs officer has become more integrated into the overall strategic planning process on many campuses as they ultimately have responsibility for the continuum of the study lifecycle.

Typical services and programmes offered

Services are often times classified into the generic areas of housing, career, student life, counselling, health, registrarial and recreation. It is possible that while the central core of services may remain consistent for each of these areas across institutions the actual services and programmes may differ widely.

Housing services is primarily focused on the operation and administration of the university on-campus housing services. It has a central focus to look after the residential life needs of the students who reside in campus housing. The ancillary functions of food services may often be included in the portfolio but most often it is the purview of the universities' finance and administration function.

Career services has evolved in recent years from the provision of job postings through to career/employment counselling and now a focus on experiential learning or what is commonly entitled work integrated learning. These services seek to establish a connection between the students' chosen academic programme and employment after graduation.

National attention on the mental health needs of Canadians has resulted in a renewed focus on the mental health needs of post-secondary students. The role of the counselling centre has been front and centre in an enhanced approach for the provision of mental health programmes such as self-care, mental health first aid and changes to how counselling centres triage patients. It has also provided an increased focus on preventative wellness activities and the ability in some instances to track behavioural issues through the many areas of the student support functions on campuses using a circle of care model.

There has also been increased development of student life portfolios to more strategically service the diverse student populations that are studying on Canadian campuses. These specific areas include international, aboriginal, student parents, African American students, LBGTQ community, specific support for varsity athletes and student veterans. Student life areas can also become a student hub on campus and may include disability services, campus code of conduct, crisis management and facilitate the most prominent linkages to campus student unions.

Justifying the work of student services departments on campus has also been the cause of increased focus and attention. Some larger institutions have implemented positions to concentrate on assessment and communications. In challenging budget times shared positions have also become more common and those roles are often found to be shared with academic units but also shared with administrative areas such as development. Several institutions have developed development officers in the student portfolio in an effort to build significant scholarship portfolios but also fund programming and student-driven activities.

Qualifications and training of staff

This is varied depending on the units we are discussing. Most counselling centres require doctoral degrees in social work or psychology while they do employ other Master's level staff. Some counselling centres may facilitate academic appointments with faculties on campus but that often relates directly to the campus faculty collective agreements. There is also the opportunity to facilitate professional work experience for students registered in professional programmes.

Health units usually require medical and nursing degrees but, depending on the mandate, employ graduate-level educated staff as health educators. There are models that facilitate an integrated health and wellness centre as well as the leveraging of community resources such as physiotherapy and massage therapy.

Leadership positions in SAS in Canada now require, at a minimum, a Master's degree in a related area of study and preferably doctoral degrees for senior leadership positions. Depending on the organizational structure of the institution many chief student affairs officers are academic administrators and may have an academic appointment as a part of their administrative position.

Over the past twenty years Canada has embraced the development of graduate programmes in HE with a focus on student development and student services broadly speaking. This has moved the

profession to an acknowledgement that preparatory programmes for professional development is critical for continued exceptional and innovative work in the area of SAS. The development of student affairs as a profession has also been a topic for consideration by national associations. CACUSS has produced a detailed competency framework and the Canadian Association of College Educators and Employers (CACEE) is currently drafting their own competency document. This speaks to the various backgrounds individuals may come into the field with and also provides these professional organizations with rich opportunities to deliver professional development opportunities for specific thematic areas and levels of competency.

Issues and challenges for student affairs and services

On a macro level the debate over the value of a university education in the liberal arts and sciences will continue for the foreseeable future. This will necessitate a growing interest in HEIs to formalize partnerships around academic laddering, service delivery and research. This will enhance the reputation of SAS professionals as most in the field have well-defined partnership competencies and have the student at the centre of the HE enterprise.

It is certainly expected that with the important focus on mental health in Canada, university counselling centres will rise in importance and value among university administrators. For many years counselling centres were misunderstood and undervalued and this new awakening will allow them to engage in conversations at multiple levels of our institutions.

With the growth of the debate around skill development there is a resurgence in the importance of experiential learning. Experiential learning theory is the foundation of all work and service-integrated learning approaches and as such connects the academic silo to the student services silo and makes a solid connection between the value of both in the learning environment of HE mandates. In many cases in Canada experiential learning equals cooperative education or other areas of work-integrated learning. The role of many forms of academic field internships, work study, community placements and many other forms of work and community are all valuable in connecting HEIs to the community and the needs of employers. This will be a growth area with Canada potentially taking a lead role internationally in its ability to connect the work of post-secondary institutions to the needs of society.

As campuses look to address enrolment challenges, student affairs professionals have a unique opportunity to integrate the campus community to improve retention and student outcomes. This opportunity cannot be realized without the creation of partnerships on campuses and the articulation of the value of student experience to the overall success of our institutions.

Websites of student affairs and services professional associations and organizations

Association of the Registrar's of the Universities and College of Canada – www.arucc.ca/

Canadian Association of University Business Officers – www.caubo.ca

Canadian Association of College Educators and Employers – www.cacee.ca

Canadian Association of College and University Student Services – www.cacuss.ca

Canadian Bureau for International Education – www.cbie.ca

Co-operative education and work integrated learning Canada – www.cewilcanada.ca

Universities Canada – www.universitiescanada.ca

Websites with links to SAS publications and research

Canadian Association of College and University Student Services – www.cacuss.ca

Canadian Journal of Career Development – www.cjcdonline.ca

Canadian Journal of Higher Education – http://journals.sfu.ca/cjhe/index.php/cjhe/index

Chile

Michael Handford
Juan Williams-Kudin

The higher education system and evolution of student affairs and services

Until the 1960s, HE was essentially reserved for the Chilean elite. Towards the end of that decade, increasing access to HE became a national priority. Student enrolment, particularly at state universities, rose from 55,000 to 149,647 between 1967 and 1975. Additionally, these reforms transformed the structures and roles of universities by incorporating the student body into the development of institutional policies. In this context, universities such as the Universidad de Chile (founded in 1842), began to incorporate the well-being of students as a priority, concerned with their cultural, intellectual and moral development.

However, this reform process was abruptly brought to a halt by the military coup of 1973. Nevertheless, the ensuing dictatorship continued to expand student enrolment in HE in the early 1980s, but this time through the creation of the professional technical institutions: Professional Institutes (Institutos Profesionales, IPs) and Technical Training Centres (Centros de Formacion Tecnica, CFTs). This was accompanied by a powerful privatization process. Moreover, during this period, there was political intervention of state universities by the regime, leading to the abolition of many student organizations, and relegating student affairs to Departments of Student Services, with more limited scope and budgets.

By the late 1980s and early 1990s, successive democratically-elected governments facilitated the creation of new private universities, which together with the IPs and CFTs became predominant in the system. To date, Chile has 60 universities, 54 CFTs, and 43 IPs, thus creating a highly heterogeneous, decentralized and socio-economically differentiated system. Altogether, 1.1 million students are enrolled in the Chilean HE sector. Only 14.4 % of students enrol in public institutions.

Typical organizational structure of student affairs and services within an institution

Although there are Student Affairs Directorates (*Direcciones de Asuntos Estudiantiles*, DAEs) in the vast majority of Chilean HEIs, both public and private, their hierarchy and functions depend on the organizational structure of each institution. In some, such as the Universidad de Chile, since 2014, student affairs have had the status of a Vice-Chancellery, which means this office answers directly to the head of the university. This Vice-Chancellery is entrusted with coordinating and providing general guidance to the DAEs present in the departments and institutes within that university.

Other large universities, such as the Universidad de Santiago de Chile (public) and the Universidad Andrés Bello (private) have a Vice-Chancellor, but without offices in each department. In other insti-

tutions, which are typically smaller and/or with fewer resources, student affairs are limited to an office or service, typically linked to the Academic Vice-Chancellery, or equivalent.

In terms of coordinating DAEs between institutions, the Council of Rectors of Chilean Universities (*Consejo de Rectores de las Universidades Chilenas*, CRUCH) groups all 17 public as well as nine private universities. A network of CRUCH DAEs was formed in 2012 which meets periodically, with the participation of all the universities grouped in the Council. On the international stage, a handful of private universities form part of NASPA-Student Affairs Professionals in Higher Education.

Typical services and programmes offered

The services and programmes offered by DAEs are very diverse, depending on the priority, focus and budget allocated to the well-being and non-academic training of the students in a particular institution. The vast majority of DAEs, whether in public or in private institutions, usually have the following services: managing financial resources offered to students by the state, and possibly by the institution itself (includes meal services); organization and coordination of artistic, cultural and sporting activities (both recreational and competitive); and counselling and vocational guidance

Several DAEs also offer primary medical, psychological and dental health care to their students, and a very small number of DAEs manage accommodation or student residences. In the latter case, if the property belongs to the institution, it is mainly intended for students in extreme socio-economic need who are studying at a considerable distance from home. Although all these services are offered essentially to the undergraduate population of each institution, there is a growing demand for services and assistance by diploma, master and doctorate students in the HE system in Chile.

Also, with a strong and active student movement in Chile, DAEs are also entrusted with engagement in the political arena. In this aspect, DAEs treat student projects and protests in a more or less authoritarian manner, depending on the focus of the institution.

Qualifications and training of staff

Although the staff of the DAEs tend to have different profiles (academics, social workers, psychologists, sociologists, etc.), more specialized personnel have been recruited, covering areas such as access, inclusion, inter-culture, gender, among others. These professionals typically hold postgraduate degrees and diplomas.

For example, the vice-chancellors of student affairs in the Universidad de Chile and the Universidad de Santiago de Chile are academics (medicine and engineer) respectively; both are supported by teams of professionals in each area. On the other hand, the directors of student affairs in the Universidad de Valparaíso (public) and the Universidad Alberto Hurtado (private) are both social scientists and hold degrees such as a Master's in Social Ethics and Human Development.

Issues and challenges for student affairs and services in your country

One of the main challenges for student affairs in Chile is to overcome the vision of being a simple service provider, moving progressively towards contemplating students as active subjects, with interests, opinions and positions of their own. Some of the current challenges in student affairs in Chile include:

Student engagement: To improve and integrate systems that monitor all student activities, assuming institutional responsibility for the academic and non-academic development and well-being of students.

Student well-being: To understand that the well-being of students in all of its aspects (economic, psychological, physical, social, etc.) is intrinsically linked to academic performance. Consequently, the development and strengthening of student affairs policies in each institution needs to be supported and guided by concrete studies with up-to-date data.

Becoming a reflexive player, capable of monitoring and interpreting the short and long-term realities of their students, with the ability to articulate emerging situations to the authorities in the institution and the state in a timely manner.

Graduate education: Student affairs services need to address the needs of students in post-graduate careers, understanding that these students have different needs compared to those of undergraduates. For example, the provision of evening services, such as childcare facilities that coincide with their academic activities, should improve the academic performance of the student in their chosen course or educational programmes.

Affirmative action: In recent years, government policies have promoted the creation of affirmative action policies focused on attracting disabled students, students from low socio-economic backgrounds, and ethnic minorities.

Bullying: In more recent years, DAEs of several institutions have had to deal with bullying and/or harassment of various types in the context of higher education. As a consequence, and in conjunction with student organizations focused on these issues, DAEs are actively-involved in raising the awareness of the university community to harassment in its various forms, and in creating timely institutional response protocols when faced with potential cases.

Tuition: In both the state and private sectors, the cost of HE relative to the level of household income is one of the highest in the world. Over the last decade, this situation has been one of the principal triggers behind student protests that have questioned the structure of the system, resulting in various governments promoting and/or incorporating additional reforms, including the introduction of free tuition and the creation of access programmes for the most needy and under-represented. Student affairs offices are typically involved in administering these additional programmes and advising students accordingly.

Websites of student affairs and services professional associations and organizations

Student Benefits in Higher Education (Beneficios Estudiantiles en la Educación Superior, Ministerio de Educación): http://portal.becasycreditos.cl (Spanish) http://www.beneficiosestudiantiles.cl (Spanish)

Information from the National Commission of Accreditation about the Different Higher Education Institutions (Comisión Nacional de Acreditación): http://www.ojodondeestudias.cl (Spanish)

Council of Rectors (Consejo de Rectores de las Universidades Chilenas): http://www.consejoderectores.cl (Spanish)

Division of Higher Education of the Ministry of Education (División de Educación Superior, Ministerio de Educación): http://divesup.mineduc.cl (Spanish)

NASPA – Student Affairs Professionals in Higher Education – Chile: http://www.naspa.org/constituent-groups/states/chile (English)

Websites with links to student affairs and services publications and research

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China

David Pe
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The higher education system and evolution of student affairs and services

In China 768 new universities have been established since the last report published in 2009. The total number of students in all HEIs is over 41 million. (National Bureau of Statistics of China, 2016). China embraces the opportunities for internationalization of HE through Sino-foreign joint-venture partnerships. These experiments in HE have introduced different options within China. As of September 2017, the Chinese Ministry of Education has approved over 1,000 registered programmes agreements. These agreements include joint research programmes and academic centres. Included in this number are 10 joint-venture independently established degree-granting universities (MOE, 2017). Most notable is the fact the current international student population in China is at more than 398,000 students representing 202 countries studying at over 811 universities throughout China (MOE, 2015).

While most Chinese universities would adhere to the student affairs structure discussed below, it is important to note that the emergence of Sino-foreign joint venture partnerships is introducing different forms of student affairs pedagogy and structures. Examples include the British residential college programmes at certain Sino-British joint ventures and a centralized student affairs division with specific functional responsibilities at Sino-US joint venture institutions rather than a dual-level management (university-level and college-level) at regular Chinese universities (Li & Fang, 2017) as well as at some joint venture universities.

Typical services and programmes offered

Typical student services and programmes offered in non-joint venture Chinese universities can be roughly classified into 3 types, namely education, management, and service. Education means ideological and political education, including a 3-week military training, patriotism education, core values education etc. through compulsory courses and extracurricular activities. Management refers to regulating undergraduates' study and campus life according to the national and institutional laws and regulations. For example, the Provisions on the Administration of Students in Regular Institutions, initially issued by the China Ministry of Education in 2005 and updated in 2016, regulates students' rights and obligations, school enrolment including registrations, examinations, changing majors, transfers, academic suspension and resumption, dropping out, and academic certificate management, etc. Service includes health and wellness, psychological counselling, financial aid, study-work programmes, student societies, career guidance, entrepreneurship education, sports meeting, scientific and cultural contests, etc.

Qualifications and training of staff

The decentralized structure of Chinese universities places a strong emphasis on college-level student affairs management. The student affairs counsellors who keep close contacts with undergraduates during their academic career play a critical role in the student affair/services in China. These counsellors are certified at Level II by the National Guidance Committee of the Authentication on the Professional Qualification and Training of Psychological Counsellors. They serve in the role as full-time advisors[19] who are required to hold at least a Bachelor's degree and are appointed by the university's Community Party Committee. They are assigned to work with a group of students at a ratio of no lower than 1:200[20]. Other student affairs staff who work in health care and psychological counselling are required to have appropriate credentials. As these counsellors/advisors are viewed as the backbone in the SAS, a series of regulations have been established to guarantee the counsellors' professionalism. The Ministry of Education (MOE) of the People's Republic of China released the *Provision of Construction of Counsellors' Teams Construction in Higher Education Institutions* and developed the *Counsellors Training Plan for Higher Education Institutions (2006–2010) in 2006*[21]. The training plan for 2013–2017 was enacted in 2013[22]. In 2014, the *Standard for Professional Abilities of Counsellors in Higher Education Institutions* was issued by MOE[23]. Evaluation of Chinese college and university student affairs is on the rise to meet the standards (Chu & Xu, 2014).

According to MOE regulations, counsellors/advisors should participate in the training programmes organized at institutional, provincial and national levels periodically. Junior, intermediate and senior counsellors/advisors are required to attend 40, 16 and 16 credit hours of learning each year respectively. Contents of the training are divided into three categories: ideological and political education, professional quality, and vocational skills. At the same time, excellent counsellors/advisors will be recommended to compete in the Contests of Counsellor's Occupational Ability which are held periodically at the national, provincial and institutional levels.

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19 The term 'advisors' was used in Professionalization of Student Affairs Educators in China: History, challenges, and solutions, authored by Y. Li and Y. Fang in Journal of Student Affairs in Africa, (5) 1: pp 39–48, 2017
20 http://old.moe.gov.cn//publicfiles/business/htmlfiles/moe/moe_1463/200704/21506.html, 2006-7-23
21 http://www.moe.edu.cn/srcsite/A12/moe_1407/s3017/200607/t20060730_76800.html. 2006-7-30
22 http://old.moe.gov.cn//publicfiles/business/htmlfiles/moe/s3017/201305/151815.html. 2013-5-3
23 http://old.moe.gov.cn//publicfiles/business/htmlfiles/moe/s7060/201404/xxgk_167113.html. 2014-3-25

Typical organizational structure of student affairs and services within an institution

The SAS administration in Chinese universities is organized by a dual-layer system of governance, the university level, and the college level (Li and Fang, 2017). At the university level, there is a leadership group represented by a Deputy Secretary of the Communist Party Committee responsible for overall direction and supervision. There is also the University Vice President responsible for providing continuous guidance and support to each of the individual colleges (Schools) (Li & Niu, 2007). This leadership group oversees an independent department known as the SAS office or centre, and a Youth League Committee. The SAS office or centre is in charge of making institutional related policies/regulations decisions, recruitment, enrolment, financial aid, academic advising, psychological counselling, career guidance and entrepreneurship education. The Youth League Committee is responsible for students' extracurricular activities and student associations.

At the college level, a vice secretary of the Party Committee Branch is appointed to be responsible for the relevant student affairs/services within the college. Each college will designate certain number of counsellors/advisors for every grade in every major. Apart from that, each college also has a Youth League Committee branch accordingly.

Issues and challenges for student affairs and services in the country

The student affairs/services in Chinese HE are characterized with a wide range of contents. Universities not only attach high importance to ideological and political education, but also are devoted to enriching the general student affairs/services programmes for the aim of student development. As universities begin shifting to thinking differently about approaches to student development, there are opportunities to experiment with different models of student affairs. The effects and impact of introducing a centralized model of student affairs programmes and services by a few joint-venture universities are still unclear. In addition, student affairs practices based on 'western' psychological and student development theories and models need to adjust their approaches to be based more on a theoretical framework pertinent to Chinese student development.

Websites of student affairs and services professional associations/organizations

Higher Education Student Affairs Counsellors http://www.gxfdy.edu.cn/

Ministry of Education http://en.moe.gov.cn

Chinese Higher Education Student Information Network http://www.chsi.com.cn

Chinese Education and Research Network http://www.edu.cn/HomePage/english/index.shtml

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.

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Colombia

Gina Pezzano

The higher education system and evolution of student affairs and services

In Colombia, the National Ministry of Education is committed to strengthening the quality of the educational system. The concept of holistic student development has been associated with programmes and services administered for university students, in recognition of the belief that student well-being is a strategic and fundamental part of university life.

Over the last decades, the concept of student well-being has had a significant evolution in Colombia, moving from near silence from the 1950s, to becoming a part of the conversation in the 1980s, to the decree of Law 30 in 1992, in which student well-being was considered 'the essential condition for the human being that is to be found in the university community for all its social groups and with reference to all its functions' (1992). The creation of the Association of Colombian Universities (ASCUN) in 1958 provided a platform to begin the discussion about student well-being.

In the 1970s, the National Ministry of Education defined student well-being as those personal services to the student that can contribute to their work, classes, and extra-curricular education in order for the student to develop under the best possible conditions. At the time, four types of student services were identified: Psychological and vocational orientation to the student; medical and dental health; employment and economic support: educational credit, subsidies for living expenses, food, and student residences, kitchens and cafeterias.

Typical organizational structure of student affairs and services within an institution

Institutions of HE have committed to the definition of an organizational structure that brings about compliance with the proper functions of student well-being. In many cases, each office or unit has developed strategic plans to maximize resources assigned to each functional area.

In Colombia, across institutions, it is common for the office of student well-being to report to a rector, or vice-rector (academic or administrative). The highest-ranking offices in student affairs include vice-rector of student well-being or student life or, in other cases, dean of students or dean of student well-being. Offices or units commonly reporting to these positions on campus include human resources, advising, student life, sports and recreation, health and fitness, art, culture and citizenship, student research and development and communications.

Typical services and programmes offered

Most institutions in Colombia off the following services: orientation, counselling, tutoring, careers, admissions, student health, food/dining, social activities (cultural, sports, dance), housing, library/textbook, financial aid/scholarships, study abroad and transportation.

Qualifications and training of staff

In the first decade of the 21st century, the contributions of the Fund for University Student Well-being (sponsored by the Colombian Institute for Evaluation of Higher Education, ICFES) and ASCUN stood out because they supported the advancement and consolidation of student well-being departments in Colombia. The work of these bodies contributed to the creation of policies, regulations, and theoretical underpinning including developing profiles for the directors of university student well-being offices. However, there are no formal student affairs degree programmes in Colombia. Most student affairs offices have dedicated professional staff from fields such as social work, psychology, mass communications, education, and business administration. Most individuals leading offices in student well-being have a Master's degree.

Issues and challenges for student affairs and services

Evaluation: One positive fact is that student well-being has been included as part of institutional accreditation. Research conducted to examine the characteristics of university students have allowed the identification of factors of academic and psychosocial risk and the implementation of strategies that permit advances in academic excellence.

Human Resources and Financial Support: Institutions must focus on securing resources to appropriate staff offices in charge of student well-being. In addition, they must provide adequate funding to carry out programmes and initiatives that contribute to the optimum development of students.

Publicity: Implement strategies to publicize the services of student well-being: Information pertaining to the work and services institutions provided must be shared with students and the community.

Periodic evaluation of services: The need to conduct evaluations and assessment about the quality of services offered by universities to foster student well-being.

Mental health: There is a need to implement plans to diagnose and prevent psychosocial, medical and environmental crisis amongst the student body.

Disabilities: The inclusion of under-represented groups as students with disabilities, in particular physical disabilities must become a priority.

Websites of student affairs and services professional associations and organizations

Association of Colombian Universities https://www.ascun.org.co

ASCUN sponsors an annual event that brings together all the offices of university student well-being of the country. The national conference of University Student Well-being has become an important site for reflection and interchange of thoughts, experiences and questions on the subject at the national level.

National Colombian Institute for Evaluation in Education http://www.icfes.gov.co/index.php

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Croatia

Lucia Brajkovic

The higher education system and evolution of student affairs and services

Croatia's HE system is regulated on a national level and has undergone intensive reforms since 2003, driven by the Bologna Process which Croatia joined in 2001. Large traditional universities are

concentrated in major cities like Zagreb, Split, Osijek, and Rijeka, but in the past fifteen years new public universities have been established outside of the metropolitan areas. The University of Zagreb is a flagship university offering the widest range of study programmes and enrolling around 50 % of the overall student population – approximately 70,000 students. In addition to 12 universities, students can also enrol in 43 public and private polytechnics and schools of professional HE across the country (Brajkovic, 2016). The older, traditional universities are not functionally integrated, meaning that the central oversight of the university over its schools is rather weak, and each school represents its own legal entity. This problem of university fragmentation also impacts the organization of student services, often leading to duplication of services offered at different schools within a university.

Student centres

The student centres at HEIs are central entities that manage all student housing and dining services. Their operations are subsidized by the Croatian Ministry of Science and Education, thus enabling the provision of low-cost meals and dormitory spaces for students across public universities. Housing is allocated according to a system of quotas for available spaces. Whilst the cost of student dormitory accommodation varies across cities, students do always qualify for the most affordable accommodation option. Unfortunately, due to the lack of housing capacity, the dormitory accommodation is not available to all students. International students do not automatically receive student dormitory accommodation, and currently only international students who study in Croatia as part of an official exchange programme (Erasmus+, CEEPUS, or bilateral programmes of the Ministry of Science and Education) can apply for such accommodation. Other international as well as doctoral students need to secure housing themselves. Many domestic students live in the same city where they study and they often choose to stay at home with their parents in order to alleviate some of the educational cost. Alternatively, some students seek private accommodation in a shared house or apartment, having roommates or lodging with a family.

The Student Centre at the University of Zagreb founded in 1957 is the oldest in Croatia. It also hosts a Department of Culture and Performing Arts, featuring student as well as professional plays, shows, cinema, film festivals, exhibits, and art workshops. The department hosts a variety of foreign and domestic guest artists and performers, and tickets are often available to students at discounted prices.

Student employment

All full-time students, domestic and international, enrolled in Croatian HEIs can apply for occasional work through the Student Service Center. A central national unit founded in 1957 as an employment bureau for students, there are subsidiaries located in all university cities and elsewhere. Exchange students attending short-study programmes have to check with their host institution whether, and under which conditions, they may be eligible to apply for occasional work through the service centre.

Student life at Croatian universities

In addition to housing and dining services provided through student Centres and subsidized by the Ministry, each university (and sometimes faculties/schools themselves) provide a variety of student services and information regarding issues of curricular and co-curricular activities and student life at Croatian universities. These support mechanisms include academic advisers at faculties/academies, ICT services and facilities, university sports services, students' health and well-being, student organizations and unions, psychological counselling, office for students with disabilities, career centres, and international relations offices.

The provision of these services has been a rather recent endeavour at Croatian universities, even at the University of Zagreb – the oldest university in Southeast Europe founded in 1669. For example, the University of Zagreb established the Student Counselling and Support Centre in 2013 with a goal of providing support in the development and improvement of students' academic and career skills, and services are available to students of all faculties and academies of the university. The center organizes various forms of activities within the following areas: Psychological counselling oriented at solving academic and personal problems; career counselling; and academic and life skills development (e. g. communication, social and stress-coping skills, as well as learning strategies and time management skills).

The centre delivers these sessions and other activities, individual and group counselling, educational workshops and lectures, academic and career skills workshops, and development of educational and self-help materials. It employs professionally trained staff who can also provide assistance in finding other support services matching the specific needs of each student.

The University of Zagreb, as well as other Croatian universities, is committed to ensuring accessibility and quality of education for all its students. In order to accomplish this goal, the centre established the Office for Students with Disabilities which offers assistive technology and additional support and advising to all students with various types of disabilities. The office employs professionally trained staff, as well as faculty appointed at each of the university's faculties/schools in charge of adjusting courses and exams or attending to other issues related to students with disabilities. In addition to faculty and staff, each school has a student representative responsible for presenting the needs of disabled students, making recommendations and evaluating implemented actions and solutions.

Croatian universities are home to a variety of student-led organizations, from sports clubs, debate societies, to student academic organizations in specific disciplines such as Law, Medicine, or Civil Engineering. Croatia is also a member of the Erasmus Student Network (ESN), a non-profit student organization representing international students studying in the European Higher Education Area (EHEA). ESN is the biggest student association in Europe, and its mission focuses on fostering intercultural understanding under the guiding principle, *students-helping-students*. The network operates on international, national and local levels, and there are local ESN sections operating at six Croatian universities.

Bursar's office and linear tuition model

Following the 2009 student protests demanding free education, the Croatian government enacted a major change regarding university tuition. Beginning with the 2010/2011 academic year, all admitted undergraduate and graduate (Master's) students pay no tuition during their first year of studies. After the first year, students are charged tuition depending on performance against merit-based criteria, according to a linear model based on the accumulated European Credit Transfer and Accumulation System (ECTS) credits measuring student progress. Students who meet the criteria continue to study tuition-free; and those who do not are charged different tuition amounts, proportionally to the number of ECTS they are missing below the course credit target (Brajkovic, 2015). With this unique Croatian tuition model in place, the Bursar's office plays an important role in helping students either maintain the tuition-free status, or plan and calculate their financial burden for each upcoming academic year.

Qualifications and training of staff

The required educational level for most student affairs professionals in Croatia is a Bachelor's degree however a postgraduate qualification is preferred. Most staff positions also require that the degree obtained is either in humanities or the social sciences. For positions within the counselling centres, a degree in psychology is often preferred.

Issues and challenges in offering student services

Aside from the student centres and the student service centre in charge of part-time student employment, the counselling and career centre departments have only recently been established at Croatian universities. Some of the services offered are still in the beginning stages, therefore securing sufficient funds for their further development, as well as operating budgets, is often very challenging, especially for smaller institutions. Since the majority of all funding for HE still comes from the government, many institutions struggle with investing in and providing quality student services and co-curricular activities to their students. Furthermore, there are currently no student affairs or college personnel professional associations in the country. Therefore, sharing best practice within Croatia is currently impossible.

References

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Brajkovic, L. (2015). Croatia's New Linear Tuition System: Students' Friend or Foe? *International Higher Education*, (79), 26–27.

Resources

https://ec.europa.eu/ploteus/hr/moving-country/HR

http://www.unizg.hr/homepage/international-exchange/exchange-students/student-services/

Denmark

Jorgen Prosper Sorensen

The higher education system and evolution of student affairs and services

HE in Denmark consists of universities, university colleges, academies of professional higher education, maritime and art institutions. In Denmark there are 33 HEIs: 8 universities, 8 university colleges, 9 academies of professional higher education, 5 maritime educational Institutions and 3 HEIs within fine arts. The total number of students within those HEIs is 265.000.

Most SAS are provided by the local HEIs and can therefore differ between institutions. Common areas include student accommodation and housing, catering and dining, counselling services, cultural & international activities for students, amongst others. There is a national Student Counselling Service, which is an organization under the Danish Ministry of Higher Education and Science with nine offices throughout the country where students can seek help for mental health issues.

Student financial aid is controlled by the Danish government in cooperation with the individual universities. All Danish students at HEIs are entitled to public support for their education regardless of social and economic circumstances. Support for living costs is awarded by the State Educational

Grant and Loan Scheme, the SU, a system managed by the Danish Agency for Institutions and Educational Grants in collaboration with the educational institutions and under the auspices of the Ministry of Higher Education and Science. The institutions receive applications for student support and offer guidance to students. The agency arranges the grant and loan payments and other administrative details while the ministry is responsible for the overall planning and budgeting of the schemes.

During the last decade, student services at Danish HEIs have become better structured and more professional with internationalisation being one of the key drivers in this development.

Typical organizational structure of student affairs and services within an institution

The student service organizational structure differs between the different institutions. Normally there is an overall department of academic services with several smaller units, offices or teams embedded. The common units include student registration and exams, admissions, student counselling, student support, exchange and study abroad services, career guidance, IT among others.

Typical services and programmes offered

All services are offered locally at the different institutions and students can expect a high standard and quality of service. Usually the key aims, and objectives of the student service is to provide support to prospective and current students on a range of issues related to general study counselling, outreach activities, admission, international opportunities and much more. There is also an increasing amount of support services for alumni such as annual social and professional events, networking possibilities and alumni chapters.

Even though the Danish HEIs have organized their student services in various ways, there are some common overall structures. The admission office assists students in regard to applying for studies, while the registration office assists with enrolment, exams, course scheduling etc. A legal office or study administrative office can also provide information on legal issues, regulatory or legislative questions, i. e. in case of examination irregularities.

All counselling services provide both group and individual services concerning all types of study related issues. Students with special needs can also get assistance in regard to managing their studies, i. e. planning their study programme or exams. Recruitment and external communication activities may have their own offices and are engaged with activities to attract and inform potential students. There are many services which use online platforms, so students can sign up for exams, see their schedule, contact administrators and lecturers in cyberspace. In this respect, many services have an online presence which changes the way services are provided.

The international unit or study abroad office manages the coordination, advice and development in relation to internationalisation activities in the area of education, exchange programmes and working abroad. This office also creates and develops bilateral exchange and study abroad agreements. The admission unit carries out the enrolment of bachelor students, master students, exchange and guest students.

An HEI support and advice centre handles several different services for students including: advice provided to current students at the university regarding study programme and structure, etc.; supports students with their queries of academic programme, method of study and examination, study skills, etc.; provides general information with queries concerning basic student administration, such as student cards, printouts, etc.

Danish HEIs do not have a tradition of on-campus housing. There are different options available for students, however they are not managed either by the institution or a central government authority.

The individual institution may offer a type of housing service to assist international students in finding accommodation. The institutions can also help students with general information about housing as soon as they have been accepted to a study programme.

Qualifications and training of staff

In the Danish university system there are no specific formal programmes required to work within SAS. Therefore, the qualifications will differ between the HEIs. However, typically student services personnel are administrators with relevant qualifications specific to their field of practice and work area. In most cases they have a university degree.

Some programmes, which specifically aim at training staff for professional counselling, can be offered to student counsellors. For example, there is a Diploma of Educational, Vocational and Career Guidance and a Master's in counselling.

Issues and challenges for student affairs and services in your country

The issues and challenges will vary between the different HEIs.

Websites of student affairs and services professional associations and organizations

http://www.su.dk/english/

http://www.srg.dk/en

Examples of representative student service websites from HE institutions in Denmark

Academy profession programme: https://www.cphbusiness.dk/english/contact

Professional Bachelor's programme: http://en.via.dk/programmes/student-life

University level programme: http://www.sdu.dk/en/om_sdu/faellesomraadet/studie_service

Websites with links to SAS publications and research

http://studyindenmark.dk/

East Africa: Kenya, Tanzania and Uganda

Ibrahim Oanda Ogachi

The higher education system and evolution of student affairs and services

The nature of SAS in the three East African countries of Kenya, Tanzania, and Uganda has a common origin in the former University of East Africa, a regional institution established during the colonial period for the three countries. A strong student affairs component was made part of the university's governance structure through the institutionalization of a student guild system based on the halls of residence as the electoral unit for electing student leaders. The focus of the SAS then, as now, was on the moral socialization of students under the tutelage of a hall resident warden.

The logic of this system, as designed during the colonial period, albeit with modifications with respect to structure, has been retained in the three countries. Unlike then when student populations were small and diversity was limited, universities have become large as enrolments have grown, student diversity has increased, and modes of study multiplied. In 2017, Kenya has 71 university-level institutions, including 30 public universities and 5 public university constituent colleges. The rest are private institutions at different levels of accreditation of which the majority (18) are accredited. The enrolment in these institutions by the end of 2016 was slightly over half a million students. In Uganda, there are 43 university-level institutions, the majority being private, with 8 public universities. Tanzania had 18 public and 32 private universities by 2014. Enrolment in these institutions stood at about 224,000 students by end of 2016. The growth in the number of institutions and in enrolments has resulted in more complexity in terms of the diversity of students, modes of study and student welfare needs. This has, in turn, resulted in greater formalization of student affairs departments and a deepening bureaucratization in their structures. However, a characteristic engagement of student affairs offices which has remained unchanged over time relates to housing and food. With greater privatization and the introduction of tuition fees in public institutions, the management of universities in the three countries has had to include issues related to student tuition as part of what a student affairs department entails. Lastly, in all the countries, and despite the existence of offices created by the universities to oversee how student welfare is handled, student organizations remain the main channel through which students' welfare demands are made and handled between the universities' administration and the larger student body.

Organization and structure of SAS departments

The legal frameworks governing university education in the three countries also provide guidelines for the structure and organization of student affairs departments, including the reporting hierarchies[24]. The respective Acts give authority to university councils to operationalise, through statutes, the structure and manner in which student organizations and student affairs have to be conducted in the various institutions.

In Tanzania, the legal framework requires that all university institutions provide an office of a person of integrity and outstanding experience and capability in student administration or counselling to be responsible for the proper, effective and efficient administration of the affairs of the students of the institution. At the University of Dar es Salaam, for example, the office of the Dean of Students is created for this purpose and under it, the department of student welfare has been created and is responsible for the provision of a range of welfare services to students. They range from housing, student counselling and career guidance, to student governance and health and catering services. The focus of the student affairs department here is on the holistic academic and social development of the student. In other universities, such as Dar es Salaam University College of Education (DUCE) and Mkwawa University College of Education (MMUCE), the department of student administration headed by the Dean of Students oversees these responsibilities.

In Uganda, the 2001 Act specifically provides for a Dean of Students for each public university, who is appointed by the University Council on the recommendation of the Appointments Board on terms and conditions that the University Council may determine. The Dean of Students is responsible for the welfare of the students and reports directly to the university Vice-Chancellor. The Dean oversees three main aspects of student welfare: they are university halls of residence, where the Dean in con-

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24 In Uganda, provision for university student services has been made in the '*Universities' and other tertiary Organizations Act (2001);* in Tanzania, *The Universities Act* (2005); and in Kenya, *The Universities Act* (2012)

junction with the wardens ensures that appropriate accommodation facilities and good catering services are provided to students; recreation and games whereby the Department in liaison with the sports and recreation staff organizes competitions and sports activities for students; and the spiritual centres, where one Imam and two Christian chaplains within the main campus provide the spiritual services. The Dean of Students also gives oversight to the Students' Guild, which is the student governing body. The elections of the Guild President, Guild Representative Council (GRC) and the SCR leadership are organized by the Dean of Students' office, and the colleges and schools and the halls of residence are voting centres. For some reason, however, the 2001 Act does not include private universities in these provisions.

In Kenya, the 2012 Universities Act does not directly provide for the office of the Dean of Students, though traditionally, and still to-date, this office exists in all the universities. The Act places responsibility for overseeing aspects of student welfare on the Students' Council in consultation with the University Senate, to plan activities for the promotion of the academic, spiritual, moral and harmonious communal life and social well-being of all students. In practice, however, all universities have retained the traditional office of the Dean of Students to oversee these activities on behalf of the university administration. The expansiveness of the offices differs from university to university and from public to private universities. Besides the 2012 Act, the 2010 Kenya constitution provides for both the existence of the offices for student welfare and the provision of the services with some legal safeguards. It therefore becomes mandatory and an expectation of students that both public and private universities create offices to oversee the services.

In practice, different universities have institutionalized the services differently. Some have elevated the offices to the level of Deputy Vice-Chancellor (Student Affairs), and underneath created offices for Deans of Students and/or Director for Student Welfare Services. Overall, the offices jointly plan, organize and manage provision of academic and social counselling, career, work study programmes and sports, (both within and outside the university), accommodation, catering, community service, recreation, health, security and other student affairs. Besides, the officers develop and implement programmes such as leadership training, advising and guiding student organizations, and mentoring students in their development of leadership, moral reasoning, social intelligence and other skills required for their academic and social progress. With increased university enrolments, the services provided by the Deans of Students have also expanded. They include chaplaincy services, counselling services, services for students with special needs, career placement services, and career internships and attachments.

To avoid frequent conflict with students, some universities have had to reorient SAS towards areas where the student community has expressed resentment. Such universities focus, for example, on orienting students about the university rules and regulations pertaining to the conduct and behaviour of students, engage students in activities that help inculcate a culture of care to society and responsible dialogue with stakeholders, enhancement of the institutional image, and involvement in sports and games.

Issues and challenges

A couple of issues emerge regarding the provision for SAS in East African universities. Part of the reason for this is that the systems of student affairs offices in the universities are still based on old assumptions regarding students and what they are entitled to as part of their 'studentship' status. The first issue relates to the lack of professionalism of those appointed to run the services. The traditional approach, where a senior academic with a religious bent or with an academic background in guidance and counselling is appointed to oversee the offices, is still common. This in part stems from lack of understanding on the part of the institutions about what a student welfare services depart-

ment is supposed to oversee. The perception of the service as one meant to 'contain' students from engaging in disruptive behaviour persists, compared to a progressive view of the services as part of the holistic educational package entitled to students. It is instructive that thus far, no university offers academic programmes in the management of student affairs. And so, even if institutions needed to professionalize the services, there is not a ready pool of professionally trained people in the area.

One outcome of the lack of professionalism in the administration of student affairs is that the services are poorly managed in most institutions, and poor or inadequate resources are provided to promote awareness of the need for continuous quality management in the services quality and the various offices and departments involved. Often, they are treated as auxiliary and not as core services critical to students' academic life and it is the pervasiveness of these attitudes more than anything that contributes to the breakdown of communication between student organizations and the directorates, resulting in violent eruptions. Once this happens, students are accused of demanding too many 'extras' instead of concentrating on studies while the students will always cite lack of 'dialogue' as the cause. Notably, despite the advertisement by institutions as enriching academic programmes with diverse student services, no clear indications exist of what specific services are meant nor are there any indicators for benchmarking provided.

The second outcome is the manner in which the offices are constituted. University management has overall authority in appointing who heads the services and the overall structure they take. In many of the institutions, 'Deans of Students' are seen by students, and even by fellow academics, as 'spying' on the students on behalf of the Vice-Chancellor or management. Hence, enthusiasm from the student community to seek services from such offices is limited by such perceptions. It doesn't help that in most cases, the offices are known for taking students to disciplinary hearings, where they are handed harsh sentences in processes they see as 'victimization'.

Thirdly, there is the issue of how the services are funded. Before the period of greater privatization, which peaked in the 1990s, students paid a nominal fee, and much of the funding for the various activities was provided through public funding. The post-1990 period of greater privatization classified most of the activities as non-academic services and budgets were slashed. Thus, the nominal fee that students paid to support the running of their student associations was raised and made compulsory and paid annually as part of tuition fees. A number of students see this as an unnecessary burden on their meagre resources. Instances where students contest the fees and the manner in which the monies are spent are common in the universities. This is in a context where the core services that used to be seen as part of student welfare that the departments oversee have declined. Student housing, meals and health services are largely privatized in ways that the universities have no control over, and indeed, most students in a number of institutions are non-residents. Health services have also declined. In private universities, they are often provided based on private, individual students' health insurance contracts. In public universities, students need to clear tuition fee payments, which include a separate payment to receive services at the health centres. This is unlike the past when health care for students was funded fully by the public. And finally, critical issues like students' professional development are often handled by profession or discipline-based student associations, while the fast expanding religious denominations in the institutions try to address the social needs of their members.

This means that institutionally, student affairs offices remain large bureaucracies, often with large budgets, part of which is contributed by students. However, in terms of quality and depth of services, they remain wanting. Their main focus is on 'containing' students on behalf of university administrators instead of enriching students' academic and social lives. Professionalizing the services and having them count as part of the academic or a co-curricular component to be delivered by the institutions would contribute to giving SAS their true meaning.

Websites

https://www.mak.ac.ug/university-services/dean-students

https://www.udsm.ac.tz/sites/default/files/UDSM%20Vision%202061-Complete%20_Final.pdf

http://www.uonbi.ac.ke/node/976

http://dvcsa.uonbi.ac.ke/sites/default/files/centraladmin/dvcsa/DVC%20SA%20SERVICE%20CHARTER.pdf

http://swa.uonbi.ac.ke

Set up of student affairs services in East African universities: Kenya, Uganda and Tanzania

**Dean of Students /Registrar /Director
(Delivery Secretariat for student services)**

**Student affairs management Board
Institutional Student Association
(e. g. Student Guild)**

**Deputy Dean/Deputy Director, Student affairs
(Sports, Games and Clubs services)**

Student health Services

**Deputy Dean/Director
(Student Chaplaincy services)**

**Student Organization
(Executive Branch)**

**Student Organization
(Legislative Branch)**

Ecuador

Raul Leon

The higher education system and evolution of student affairs and services

In 2008, Ecuador adopted a new constitution proclaiming that education is a right for all citizens and an unavoidable and mandatory duty of the state. This provided a platform for the 2010 Higher Education Law, which situated the central government as a key player in HE reform efforts. This law included provisions such as mandating all levels of public education to be tuition-free (including post-secondary education) and the creation of a university accreditation system controlled by the central government. Today HE reform in Ecuador has focused on three key areas: a) greater account-ability from universities; b) greater access to HE; and c) interest to enhance the quantity and quality of research produced.

In Ecuador, there are 51 HEIs. Twenty-five are public and 26 are private. At the post-secondary level, enrolment data revealed a 27 % increase in students admitted to HE in the country between 2009 (57,281 students) and 2012 (71,995 students). According to the National Secretary of Higher Education, Science, Technology, and Innovation (SENESCYT), there are a total of 555,413 students enrolled in HE in the country. As it pertains to student affairs, the origins of offices designed to serve students can be traced to the early 1980s.

Typical organizational structure of student affairs and services within an institution

In Ecuador, universities have the basic structure of a rector, vice-chancellor, deans, academic direc-tors and administrative directors. As it pertains to student affairs, this can vary in each institution, but the office of *Bienestar Estudiantil* (student well-being) has emerged as the hub for student affairs across the country. This office includes services such as health, counselling, recreational and social activities. In addition, this office connects students with other units such as financial aid, academic support and tutoring and career development. Generally speaking, the highest-ranking officer in stu-dent affairs is a director or dean, reporting to the vice-chancellor or chancellor of the institution.

Typical services and programmes offered

Student services vary across each institution, depending on the size, location and resources of the institution. Most universities, whether public or private, usually have basic services including: admis-sions, Orientation, student health services, counselling, food /dining, social and recreational clubs, library/textbooks, student organizations office, intramural sports, financial aid and scholarship pro-grammes, study abroad and international partnerships, community service and career services.

Qualifications and training of staff

Ecuador has made a strong commitment to enhance the academic credentials of faculty and staff working in institutions of higher education. For example, in 2014, the number of faculty in Ecuador with a Master's degree increased by 10,000 professors, representing a shift from 55 % in 2012 to 67 % in 2013 (Gallegos, 2015). While this impetus has predominantly focused on faculty, it has also impact-ed staff working in student affairs. While there are no formal student affairs degree programmes in Ecuador, it is not uncommon for student affairs staff to have Master's degrees in several fields includ-ing psychology, sociology, linguistics, and social work.

Issues and challenges for student affairs and services

Faculty and staff preparation: Ecuador has made strides towards preparing staff to work at local universities. Part of this process has been requiring advanced degrees (Master's and doctoral degrees) to fulfil these positions. Currently the government offers Ecuadorians the opportunity to complete post-graduate degrees in top universities across the world through scholarship programmes. In 2014, SENESCYT reported that over 7,000 scholarships have been granted (covering tuition costs and living expenses). However, graduate programmes in the country are still in a developmental phase and future professionals have few options to pursue these credentials. As previously stated, programmes preparing future student affairs professionals do not exist in the country.

Tuition and investment: According to the 2010 Higher Education Law, tuition fees were removed from all public universities in the country and represented a major investment for the government in education. In addition, the government created four new state universities across the country. Unfortunately, considering the current economic outlook, which includes a fall in the price per barrel of oil (major income source), an economic recession and natural disaster (earthquake in 2016), it is unknown if this level of public investment can continue.

Increasing student enrolment: It is evident that student affairs staff are being asked to do more and must now fulfil the needs of increased number of students enrolled in HEIs. This also entails serving a larger number of students coming from different backgrounds and representing a number of identities. The challenge is to assure that offices, units or departments have the staff and resources to conduct their work and support student well-being.

Leadership and autonomy: The country has struggled to strike a balance moving from a complete lack of oversight in HE to top-down reforms seeking to establish policies and procedures. These shifts have created tensions in institutions of higher education, where faculty, staff and campus leaders are attempting to align institutions with government provisions for evaluation and accreditation. While policies have provided guidelines for universities, many concerns have emerged during the implementation of government-led mandates, with institutional players having concerns about their input in the reform process.

Websites of student affairs and services professional associations and organizations

National Secretary of Higher Education, Science, Technology, and Innovation
http://www.educacionsuperior.gob.ec/ (Spanish)

National Higher Education Accreditation and Quality Assurance Council
http://www.ceaaces.gob.ec/sitio/ (Spanish)

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Egypt

Waleed Abdelghany

The higher education system and evolution of student affairs and services

Egypt's HE is considered one of the largest systems among developing countries and hosts the American University of Cairo, ranked fifth highest in Africa, hosting Egypt's largest English-language library collection. It is also considered one of the oldest HE systems in the Arab world (El Sebai, 2006). However, Egyptian university graduates face many challenges due to high levels of unemployment and the quality of education (Holmes, 2008). According to the Egyptian Ministry of Higher Education, there are twenty-three public universities in Egypt. Most of these universities are in Cairo and Delta governorates. There are more than two million students enrolled in public universities.

In addition to public universities, Egypt established and recognized private universities in 1992. However, the American University in Cairo (AUC) existed since 1919. The private HEIs in Egypt are not affordable for everyone, and corruption and lack of transparency burden this sector (El Sebai, 2006).

SAS in public universities in Egypt have similar structures. The American University in Cairo (AUC), as a private American entity, follows a different structure. The structured private universities including AUC are only accessible for a small category of students due to the high tuition fees, whereas the public universities are accessible to the majority of students in Egypt.

Typical organizational structure of student affair and services within an institution and country

The SAS sector in public universities is part of the responsibility of the Vice President for Education and Students Affairs whose role includes academic and student sectors except for the graduate studies that goes under another VP. As college admission for public universities is being undertaken by the 'Tansiq' system based on students' high school score and geographical distribution through the Ministry of Higher Education, students only need to go through internal college registration. The students' registration is the responsibility of the registration offices under each college in order to able to serve the largest number of students.

The American University in Cairo follows an American structure which includes a Provost and Dean of Students who is responsible for all student services. Each of the student services is under a separate office, and the office directors report to the Dean of Students. This structure helps AUC to pro-

vide high quality services to its students especially now that staff turnover is low as a result of renewable contracts system based on performance.

Typical services and programmes offered

Student services in all public universities are mainly perceived by students as student registration, which is enrolling students in the desired major within the college, and the provision of books and ID, which is all processed in the colleges. At the university level, student services mainly include housing, activities, health care, scholarship, international students, and events.

The AUC provides a wide range of student services including the bus service, housing service, mentoring and counselling, disability services, and a medical service. Unlike public universities, the admission and registration services are under an office that provides its services to all university students, but this office reports to an Associate Provost not to the Dean of Students.

Qualifications and training of staff (level of professionalization)

For public universities, the Vice President for Education and Student affairs is usually a college professor coming from the academic sector. Other staff members are usually college graduates and they reach the position of manager or director of unit or department based on seniority rather than qualifications.

The AUC Dean of Students is a new position that has replaced the position of the VP for student affairs. The Dean of Students is usually an academic staff member, unless the university hires a professional experienced staff member who does not belong to the academic sector. Staff members in the student services units and departments are mainly college graduates except for some managerial positions that prefer someone with Master's degree or higher.

Issues and challenges for student affairs and services

Egypt faces many issues related to student affairs that are mainly connected with the public education system. These issues include:

- **Budget:** Low budget of public universities makes it difficult to provide the needed support for most of the students coming from low socioeconomic levels. It also controls the amount of activities that students can participate in and the number of services they receive. This results in an absence of student activities for most of the public universities students who view student affairs as an office where they pay the tuition fees, get their books and their ID.

- **Bureaucratic system:** Bureaucracy is part of the government system in Egypt which does not help it to be successful. Students in public universities have to go through a lot of paperwork in order for them to finish something. This diminishes all opportunities of student participation in any college or university activity.

- **Academic advising:** None of the public universities has any academic advising. One of the reasons is that students are directed to certain colleges after going through the 'Tanseq' exam after high school and course registration is forced according to the discipline. Another reason could be the large number of students and the low budget. Lack of academic and career advising feeds the uncertainty of students over their future.

Resources and websites of student affairs and services professional associations and organizations

Cairo University Students Services (https://cu.edu.eg/Student_services)

Ain Shams University Student Services
http://www.asu.edu.eg/article.php?action=show&id=7600#.WQsuyPmGO70)

The American University in Cairo (http://www.aucegypt.edu/students)

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El Salvador

Adalberto E. Campos Batres

The higher education system and evolution of student affairs and services

The birth of the University of El Salvador in 1841 initiates HE in the country. It was not until 1965 that the Law of Private Universities was approved with which many universities were born to academic life under the legal protection of commercial companies that were called sponsoring companies. All this happened in a period of twenty years (1980s), during which the socio-political life of the country was dominated by a civil war. Also, during this period, a fairly lax law was introduced authorizing more than forty private universities. Several of them failed while others discredited the HE system by their low level or non-existent organization. They had little or no responsibility for the quality of their educational service and the state manifested its inability to properly regulate their operation.

With the signing of the Peace Accords on January 16, 1992, the civil war ended and a new era began. The Ministry of Education immediately clamped down on the proliferation of private universities. In order to correct the HE system they passed the December 1995 Higher Education Law, giving El Salvador a single legal instrument that governs HE as a national system. The new law contains, among other aspects, the following:

- the HE system is composed of universities, specialized institutes and technological institutes.
- institutions are defined as non-profit public utility corporations.
- it is determined that private universities are free academically, financially and administratively while the state university is autonomous.
- requirements for mandatory evaluation and voluntary institutional accreditation of the quality of HEIs are established and subsequently the National Commission of Accreditation of the Quality of Higher Education is created. Likewise, the law allows sanctions for breach of minimum operating requirements and for violation of the law. Under the application of that law, many institutions disappeared at the end of the 90s and the beginning of the 2000s. In 2004, the new Higher Education Law was approved, and is still in effect.

The HE sector of El Salvador in 2016 has 180,995 active students, with 29.15 % are in public institutions and 70.85 % attending private institutions.According to the National Directorate of Higher Education of the Ministry of Education, HE in 2017 is comprised of 40 HEIs including 24 universities with 92.9 % of the students, 9 specialized institutes with a 4.7 % of the students and 7 technological institutes with 2.4 % of the students.

Some private universities (13) belong to the Association of Private Universities of El Salvador (AUPRIDES) from where they fail to influence transformation agreements for the benefit of students. With inadequate representation, they have little willingness to construct agreements that seek actions focused on the welfare of students and the quality of the educational service.

Typical organizational structure of student affairs and services within a higher education institution

The typical organizational culture of El Salvador's universities, especially those of a more representative private nature, has a SAS office with varied characteristics in scope and type of services they provide. Private universities supplement these services through diverse organizational structures according to the general guidelines of their organizations to which they belong, such as religious orders: Jesuit, Salesian, Catholic, evangelical and other specialized institutes of HE that respond to private corporate groups, among others.

Among units used are the following:

In private universities:
- Student Development Office, Student Services Unit, Centre for Student Affairs (Student Associations) and Direction of Orientation and Student Service

In the state university:
- Secretariat of University Welfare

In specialized institutes:
- Office of student services and Student welfare management

Typical services and programmes offered

The student services often offer the following: student medical care, cultural services, sporting events, student organization, university extension, student clubs for the practice of art, management and control of scholarships, business practices and community service (social service), connections for jobs with private companies, vocational guidance studies, international cooperation attention especially related to the use of international volunteer programmes in sports or arts, among others.

Social service in universities is a requirement by the Law of Higher Education and is offered in various ways often complemented with activities of social projection or university social responsibility. The social service is accounted for in the student's work hours determined and regulated by each university. Some programmes are as follows:

- Management services for scholarships from government programmes, scholarships from private or municipal organizations or companies and the same scholarships offered by the university with their current resources.

- Health services under agreements with the Salvadoran Social Security Institute, through the installation on campus of a business or nursing clinic with funds from the institution.

- Support services in pursuit of guidance for employment, through the channelling of employment opportunities of private corporations or in partnership with the national employment programme of the Ministry of Labour and Social Security that promote employment festivals.

- Free vocational guidance services for new students selecting their career to study.

- Excellence incentive programmes such as those of young talents in science, young talents in arts and young talents in Information and Communications Technology have been implemented by the University of El Salvador, José Matías Delgado University and Francisco Gavidia University, respectively. The state university utilizes public resources and private universities to fund these initiatives with current resources.

Qualifications and training of staff

The qualifications and training of the personnel in charge of student affairs are overseen by each institution depending on the resources available and administrative leadership styles. Most often the general training opportunities offered by central government institutions are implemented and are helpful. There are no uniform policies on the type and timeliness of such staff training at private institutions under federal law.

Issues and challenges for SAS

- To achieve greater justice in the cost of university education in relation to the costs of the speciality. There is a widespread practice of homogeneous prices for training in private universities with few exceptions. The standardization of payments limits the access of students to low-cost careers. There are few private universities that have differentiated fees in relation to the economic capacity of families.

- The concentration of universities in the metropolitan area of the capital and few secondary cities makes it difficult for students from the interior of the country. Only three universities provide support such as transportation services to students, these being the University of El Salvador, Francisco Gavidia University and Don Bosco University. No university provides support for housing students from the interior.

- The universities do not provide childcare services which would allow young parents to start or continue their studies leaving their children in the care of trained personnel. This aspect contributes to increase student desertion.

- In response to official requirements, some universities have improved accessibility on their campus with facilities suitable for students with physical disabilities, but there is still much to be done.

- Effective mechanisms for the promotion of student mobility and study globally in all universities are required to enrich the educational experience.

- The increase of opportunities to study using modern technology will help to promote access for students with mobility difficulties or distance to study centres.

Websites of student affairs and services of professional associations and organizations

This type of professional organization does not exist in El Salvador.

Websites with links to student affairs and services publications and research

Universidad El Salvador – www.ues.edu.sv

Universidad Francisco Gavida – www.ufg.edu.sv

Universidad Centroamericana José Simeón Cañas – www.uca.edu.sv

Universidad Dr. José Matías Delgado – www.ujmd.edu.sv

Técnicos E Ingenieros ITCA-FEPADE – www.itca.edu.sv

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Estonia

Tiiu Kreegipuu

The higher education system and evolution of student affairs and services

The HE system in Estonia comprises of three cycles, following the Bachelor-Master-PhD model of the European Higher Education Area. HE generally consists of two distinctive branches; academic and professional staff. There are two types of HEIs; universities and professional HEIs. In terms of ownership, institutions are divided into state, public and private institutions. As of 2017, there were more than 20 HEIs and nearly 50,000 students (including international students).

Student affairs and services in Estonia

According to legislation, every student studying in a university or other HE institution has the right to receive academic support and career advice. The offering and organization of these student support services has traditionally been the responsibility of the institution.

There is no standard or centrally coordinated student affairs organization in Estonia; instead the services are distributed among and administered by various administrative and academic departments. The common practice at the biggest universities, e. g. University of Tartu, Tallinn University of Technology and Tallinn University, is that there are designated offices for academic affairs *(õppeosakonnad).* They offer information for prospective and current students about the various learning opportunities. The HEIs also offer student counselling and career services through special counselling and career centres or departments. In addition to the professional support services offered by the university staff, there is also a network of peer support, known as *tutors*, who have passed the necessary preparatory courses and who help first-year students and international students starting their studies.

Typical student affairs and services include:

- Financial support
  Since the 2012/13 academic year, HE is free in Estonia for those studying full-time and in Estonian. There is also a needs-based system for students from less privileged families. In addition, there are several different grants and scholarships available for both national and international students, e. g. for participating in mobility programmes or studying on certain academic courses.

- Academic counselling is available at every HEI. This service supports students by providing advice and information on academic matters.
- Career counselling is offered by most HEIs. In addition, there are nationally coordinated centres offering lifelong career guidance services. These regional, so-called Pathfinder (*Rajaleidja*) centres, are provided by the Ministry of Education and Research *Innove.* Whilst they are oriented primarily towards secondary students, they are expanding their services by now supporting young people up to the age of 26.
- Psychological counselling is aimed at supporting students with their overall well-being and mental health.
- Support for international students is usually coordinated by designated departments at HEIs but there is also a complex and nationally coordinated online cooperation platform financed by the European Regional Development FUND – StudyinEstonia.ee

Qualifications and training of staff

Staff can enter the field from a wide range of backgrounds and experiences. The necessary qualifications depend on the role, but most positions require a tertiary degree education and the appropriate professional qualifications and experience.

Issues and challenges for student affairs and services

The priority issues of the educational system in general are set in the Estonian Lifelong Learning Strategy 2020. The general goal, framing all the targets and measures, is to provide all people in Estonia with learning opportunities that are tailored to their needs. There is a focus on continuing education throughout one's career to maximize opportunities for contributions in both society and family life.

Current challenges

Internationalization: Both the incoming and outgoing mobility rates of students and staff are lower than expected in the strategic plans. Therefore, the role of student services and supporting both student groups is crucial.

Declining number of students: During the last decade, the number of students in Estonia has declined by 30 %. There are several reasons, from the demographic situation of the country but also that of the growing number of young people dropping out of the educational system after secondary education. While the government and HEIs are trying new initiatives to open up HE for more students, there is still work to be done.

High dropout rates: Whilst the reasons that students drop out are varied, HEIs must ensure that the necessary student services are in place to identify and support students when issues begin that lead to drop out.

Websites of student affairs and services professional associations and organizations

At present there is no specific student affairs or services professional organization. However, information can be found in the following websites regarding certain aspects of student affairs.

Central and official national guide to HE in Estonia oriented towards international students:

www.studyinestonia.ee

The web-pages of various governmental institutions, e. g.

Estonian Ministry of Education->Higher Education: https://hm.ee/en/activities/higher-education

Archimedes Foundation – institution established by the Estonian government to coordinate and implement different international and national programmes and projects in the field of training, education and research – http://archimedes.ee/en/archimedes-foundation/

Estonian Academic Recognition Information Centre – http://archimedes.ee/enic/en/haridussusteem/

The web-pages of various HEIs

Three biggest universities Estonia are: University of Tartu, Tallinn University of Technology and Tallinn University

List of all HEIs is available at the web-page of Ministry of Education and Research (https://hm.ee/en/activities/higher-education)

The web-pages of student organizations, e. g.

Federation of Estonian Student Unions (*Eesti üliõpilaskondade liit, EÜL)* – http://eyl.ee/?lang=en

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The European Education Directory – EuroEducation.net http://www.euroeducation.net/prof/estonco.htm

Estonian Ministry of Education and Research. Higher Education – https://hm.ee/en/activities/higher-education

The Estonian higher education valid from 09/2013 –
    https://hm.ee/sites/default/files/higher_education_system_2013.pdf

Archimedes Foundation, Education Agency –
    http://archimedes.ee/en/education-agency/

Study in Estonia
    Estonian Quality Agency for Higher and Vocational Education – http://ekka.archimedes.ee/en/

http://www.tlu.ee/en/academic-affairs-office

https://www.ttu.ee/students/; https://www.ttu.ee/studying/new-and-current-student/

http://www.ut.ee/en/studies/practical/329223

https://www.hm.ee/sites/default/files/estonian_lifelong_strategy.pdf

http://www.rajaleidja.ee/rajaleidja-keskused/

Universities Act – https://www.riigiteataja.ee/en/eli/ee/504112013012/consolide/current

Private Schools Act – https://www.riigiteataja.ee/en/eli/ee/520122013001/consolide/current

Institutions of Professional Higher Education Act –
    https://www.riigiteataja.ee/en/eli/ee/504112013013/consolide/current

Ethiopia

Bekele W. Ayele

The higher education system and the evolution of student affairs and services

When the Federal Democratic Republic of Ethiopia (FDRE) took power in 1991 there were only two public universities established under the Federal Ministry of Education (MoE) (Wagaw, 1990). There are now 34 public universities founded as first, second and third generation universities. Plans are in progress to build 11 more fourth generation universities by 2020 (MoE, 2015). This will bring the total number of public universities to 45. Recently, however, two universities – Adama Science and Technology University (ASTU) and Addis Ababa Science Technology University (AASTU) – were moved

from MoE to the Ministry of Science and Technology (MOST). In addition, there are Kotebe Metropolitan, Defence and Civil Service universities, which are not under the Federal MoE. The Addis Ababa City Administration runs Kotebe Metropolitan University. The Civil Service and Defence universities are overseen and regulated by the Ministry of Public Services and Ministry of Defence respectively.

Ethiopian private HE has also expanded and reached 98 institutions, accommodating about 15 % of all student enrolment by 2015 (MoE, 2015). The exponential expansion of Ethiopian HEIs has an accompanied increase in the number of students. Undergraduate enrolment of both, government and private institutions rose from 447,693 in 2010/11, to 593,571 in 2013/14 (MoE, 2015). A case study: Addis Ababa University

Emperor Haile Selassie decreed the opening of a junior college named Trinity College on 20 March 1950 (Wagaw, 1990). Eight months later, the Emperor changed its name to University College of Addis Ababa (UCAA). In 1961, the UCAA was officially renamed as Haile Selassie I University. The name was again changed to Addis Ababa University (AAU) in 1974. Trinity College, now AAU, started its education by enrolling 33 students in 1950.

The Ethiopian public HE in general and AAU in particular follows a residential system. Hence, the provision of student services at AAU is as old as the university itself. Furthermore, the students of AAU have been asking questions related to their participation in the university's affairs, including its governance, since the early 1960s. When their questions were rejected by university officials, student revolts were orchestrated through the student union (Bekele, 2016). They also fought against repression from the imperial regime. Much of the credit for the anti-monarchic and anti-feudal popular mood that saw the end of the military dictatorship goes to the Ethiopian student movement (Darch, 1967). The student movement and student union has been at the forefront of the struggle for a progressive Ethiopia.

Challenges for student affairs and services

The Office of the Vice President for Administration and Student Services (VPASS) of AAU, through its Directorate for Student Services, is responsible for overseeing the provision of student services. Students are not forced to reside in a dormitory or use cafeteria services; if they want to be off campus and non-cafeteria students, they will receive these services in an allowance: 450.00 Ethiopian Birr (USD 19.56) for food and 510.00 Birr (USD 21.17) for dormitory per month per person. Since these allowances are too small to cover the full expense of meals and housing outside the university, most students prefer to stay on campuses and use the cafeteria, unless they are from a well-to-do family.

As a result, and in keeping with the growing expansion in enrolments, there has been a surge in the number of students applying for dormitory services to a level beyond the carrying capacity of the university. To cope with this challenge, AAU has adopted a policy that only students from outside the Addis Ababa metropole are eligible for dormitory services. Despite this, on average, eight students often share a 4x4m room, making dormitory rooms unconducive for studying. So far, there has no earmarked budget for the provision of student services other than residential and catering services to all regular undergraduate students. The provision of the other services, such as educational materials and economic support to financially needy students, grants for female students who have higher academic achievements, etc., all depend on the availability of funding from donors, which is limited. The university administration therefore has to select beneficiaries based on stringent criteria in need of help, if funding is available. In an interview, the President of the Student Union said that '*female students, students with disabilities, students from emerging regions are given priority to receive assistances through the affirmative action programme*' (Interview, 25 March 2017). The lack of funding

means that many students who need help are not getting it. Others are reluctant to seek benefits because they '*do not want to be recognized as economical weak and need special finical support for fearing of stigmatization due to cultural issues*' (Interview with President of the Student Union, 25 March 2017). As vividly indicated in the quotation, receiving help in the Ethiopian culture is considered a taboo.

Students with disabilities have good support from non-governmental organizations despite the claims that '*there is a tendency of misappropriation of this funding*' (Interview with the member of the student union, 3 April 2017). Availability of this alternative funding is used as a justification by universities to under-serve students with disabilities. Key facilities are missing: caring and safe learning spaces, restrooms and bathrooms catering for disabled students in key locations on campuses of AAU and in dormitories.

There is also a lack of support for students at risk and no support scheme for students who temporarily drop out of AAU. In many cases, these students do not go back to their families for fear of humiliation. Instead, '*they choose other life tracks which exposes them to life threatening risks. Most of them, especially female students, stay in the University City*' (Interview with the member of the Student Union, 3 April 2017). There is a need to establish assistance to support the re-admission of students to complete their studies.

To deliver effective student services, systematic assessment of student needs should be undertaken. Within the university, however, there is a problem registering students' demographic data. The exact population of students at the university is not known let alone the number of those who need special help. Hence, the support given to students is traditional rather than progressive or preventative. Ng'ethe, Lumumba, Subotzky and Sutheland–Addy (2003) argue that innovations in student affairs in Africa are few and yet this area requires a great deal of attention because of the challenges students face.

In the Ethiopian HE system, affirmative action provides mechanisms for redressing the under-representation of certain groups, e. g. women, geopolitically marginalized ethnic groups, people from low socio-economic backgrounds, people with disabilities, and people from rural areas (FDRE, 1994). Each year, the MoE determines lower cut-off entrance score requirements for students from identified disadvantaged and marginalised groups. In every department, there is also a quota (typically 20 to 25 %) for female students to join the discipline they want, without considering their GPA. The objectives of these preferential placement policies are to increase the number of female students in traditionally male-dominated fields like science and engineering. Moreover, a female student with a higher GPA compared to other female students will be automatically employed to enhance representation in the academic staff and serve as a role model for other female students.

Regrettably, in most cases, disadvantaged groups are not given the necessary academic support after admission to succeed in their university education. Post-admission programmes that specifically support these groups of students are weak. As instructors are expected to give tutorials without any compensation, for example, the way the programmes are delivered and managed is poor. Moreover, affirmative action has been criticized for lowering academic standards by giving preferential treatment to at-risk and under-represented groups of students.

The student body and unity in diversity

The student union is established with the view to improve student services, among others, by representing students in the process of the delivery of these services. The student union members, the Student Union President and others, are elected by democratic representative systems, mirroring the parliamentary system of the country (Bekele, 2016). Firstly, student representatives are elected

from each class from every campus of the university and they then come together and elect representatives of the campuses. Finally, the representatives convene to elect a President, Vice-President and the General Secretary of the union. In the union, students with disabilities and female students have their own representatives. Despite efforts to bring female students to a leadership position in the union, they are often reluctant to assume this role (Interview with the member of the student union, 12 April 2017).

Ethiopia is a very diverse country and unity in diversity has been recognized by the 1995 Constitution's federal system (FDRE, 1994). Unity in diversity involves the exploration of differences (in ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs, or other ideologies) in a safe, positive and nurturing environment (Cengiz, 2009). In line with this, the MoE assigns students to public universities, taking into account students' cultural and linguistic backgrounds (among others), which has increased the cultural diversity of the student body at AAU. This is believed to enhance the multicultural competencies of students, a requisite for ethnic tolerance and positive relations, making the situation conducive for effective delivery of the student services. It was indicated that '*if students are allowed to place themselves to universities, they will end up selecting universities which are found in their Regional State, making universities lack cultural diversity which is against the real nature of a university*' (Interview with the President of the Student Union, 25 March 2017). Students argue against this type of placement saying that '*students who have economic problems may drop out from university because of lack of money to cover their transport and other costs while learning in the university which is very far from their vicinity*' (Interview with the member of the student union, 12 April 2017).

At AAU, the student union is functioning to promote unity within diversity. To this end, it celebrates the annual Nations and Nationalities Day; religious holidays of Christians and Muslims; various events such as sports, talk shows, paper presentations, art exhibitions, and Women's International Day as well as International Disability Day, etc. However, these celebrations appear to have no meaningful impact on the intercultural competencies of students as there are no real programmes that boost unity. It was indicated that '*events at the university are celebrated in regional or local groupings, instead of bringing students across multicultural and linguistic and religious groups together, to enhance the multicultural perspective of student body*' (Interview with the member of the student union, 12 April 2017). Students also tend to defy dormitory assignment whereby '*they leave their originally assigned rooms in search of students with similar background*' (Interview with the President of the Student Union, 25 March 2017). Thus, there are still diversity challenges as students tend towards those who have region and language in common. As a result, conflicts between different religious and ethnic groups are rampant (Interview with the member of the student union, 12 April 2017).

Despite this there is no university strategy on the issue of diversity and no office responsible for its management and the promotion of peace and stability. That doesn't mean that diversity within unity is totally neglected; it is included in the university legislation and there are some specific management bodies, including the Gender Office, Student Union and Student Services Directorate. The problem is the lack of synergy between these bodies. Thus, as in the ethnicity-based federal system of Ethiopia, there appears to be a promotion of diversity at the expense of unity.

Funding and quality of student affairs and services

Financing of public HE in Ethiopia has historically been the responsibility of the central government. Following the recent expansion of HE the government realized that it could not afford to remain the sole funder of education (MoE, 2002). Hence, it introduced cost-sharing for food, dormitories and 15 % of educational services. However, students enrolled in identified national priority

programmes, e. g. in teaching and healthcare, continue to study free. In turn, they have to serve as teachers and health workers for a number of years as determined by the government (MoE, 2003b). Other beneficiaries are required to repay the amount owned for their HE upon completion within about 15 years, calculated on the basis of their salary (MoE, 2003b). Students appear to generally have a positive attitude towards this cost sharing scheme.

There are also factors external to the university that often negatively influence the quality of student services. They include frequent power outages, lack of running water and Wi-Fi. The latter greatly affects student learning, as ICTs are being used as tools in the teaching and learning process.

One of the major challenges facing female students at AAU, is sexual harassment (Karachi, *et al*, 2014) and not all incidents are reported due to a range of socio-cultural taboos and lack of awareness. The university is trying to use the Student Union and its Anti-harassment Code to combat harassment of female students. Yet, there is no robust accountability mechanism in place to explore issues, report adequately and punish perpetrators, and as a result sexual harassment continues to be a cause of educational and psycho-social problems for students and staff in the HE sector in Ethiopia.

Student affairs and services staff and organizational structure

The Office of the Director for Student Services is answerable to the Office of the Vice-President for Administration and Student Services (VPAS) which is in turn accountable to the President of the AAU for its responsibilities in providing student services, among others. The vision of VPAS is to render efficient and quality support services beyond the expectations of students.

Staff in the Directorate under the Director of Student Services of AAU, especially those working in the residential and catering services, are less educated and less well paid. Most of the people working in the Directorate of Student Services do not have an academic degrees or specific expertise in student affairs. Nevertheless, they do have knowledge about students, student cultures, their needs and their development as a result of experience. The Students' Clinic has a trained nurse.

Overall it is argued that student services are limited (including the provision of student health services) and appear to be not well managed by the Directorate of Students Services or coordinated across related units. This is because there are role and mandate conflicts with other directorates. In relation to this point, it was mentioned that *'the HIV/AIDS Prevention and Control, Gender, Disability Offices have also been participating in Student Affairs but without clear mandate, at time conflating with each other's and the mandate of the Director of Students Services. The provision of the student services appears to be not well coordinated in AAU'* (Interview with the member of the student union, 12 April 2017).

Conclusion

The quality of student services in the HE sector in Ethiopia, especially regarding accommodation and catering services, need to be improved. Moreover, as a result of drastic expansion of higher education, the diversity of the student body has increased yet there is no diversity management strategy in place. Unless the quality of student services are managed better, student protests could cause serious damage to the main functions of the university – teaching learning, research and community services. For more information on student services on Ethiopian HEIs and on Addis Ababa University, see the following websites:

www.aau.edu.et/.../office-of-the-vise-president-for-administration-and-student *affairs and* www.aau.edu.et.../v...student-services/students-services-office.

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Fiji

Richard Coll

The higher education system and evolution of student affairs and services

The University of the South Pacific (USP) is one of three universities located in Fiji; the others being Fiji National University (FNU, previously the Fiji Institute of Technology) and the University of Fiji. Unlike its counterparts, USP is a regional university owned by 12 member countries of Fiji, Cook Islands, Niue, Nauru, Marshall Islands, Tonga, Vanuatu, Samoa, Solomon Islands, Kiribati, Tokelau and Tuvalu, with 14 campuses and a number of smaller regional centres. Each university has its own way of providing SAS. At USP the Office of the Deputy Vice-Chancellor Learning, Teaching and Student

Services has within its portfolio various sections that form the backbone of student services at USP and has developed policies and procedures to support these.

USP recognizes that student support is an indicator of quality, which correlates well with student success. Given that more than 50 % of the university's current enrolment is studying by flexible mode (viz., print, blended and online), structured support is critical. The university has approved an institutional Online Student Support (OSS) framework that has identified the services intended to bridge the divide between a face-to-face and a remote student. A total of eight areas have been identified all provided online, and available to all students, irrespective of on- or off-campus study mode. These are: course design, content delivery, instructional support services, academic services centre, orientations, success and retention programmes, general university support services and library resources. Using the OSS framework as a guide, the university can assess and determine its performance and plan a path for improvement.

Typical services and programmes offered

The Disability Resource Centre is a hub that provides a space for students with disabilities to access their own computer lab equipped with disability-friendly software as well as assistance from the DRC staff. The DRC works in collaboration with various sections of the university to ensure inclusivity in all aspects of university life for students with disabilities. It also works in collaboration with organizations in securing internships for students with disabilities (http://www.usp.ac.fj/index.php?id=12536).

The Career Centre offers students various services such as providing career planning and entrepreneurial advice. Platforms such as social media, the career hub and face-to-face interaction in the form of workshops and one-on-one counselling are some of the support services available to the students. On average 60 students per month visit the Careers Centre seeking a range of Career Support including mock interviews. An annual Entrepreneurial and Career Fair and Job Seeking Skills Workshops are organized by the centre, where around 60 employers are invited onto the campus.

USP Club Sports provide USP students with opportunities to participate in a range of traditional sports including rugby, touch rugby, soccer, futsal, basketball, volleyball, beach volleyball, netball, paddling, tennis, swimming, athletics, hapkido and taekwondo.

Support for first year students is seen as crucial to help them understand university systems, rules, and regulations, and to fit in and succeed in their studies. This is based on non-academic mentoring models in Australia and New Zealand. The FYE Buddy programme assists first year students in their transition to the university environment. First-year students studying at Laucala Campus in 2016 via USPs orientation week, are paired up with buddies to ensure that proactive contact occurs during the first year of the students' study at USP and provide opportunities for group socialization.

The Health and Wellness Centre provides general outpatient care (consultation and treatment) for all students who are automatically insured as part of their general service fee. The H&W Centre also conducts various workshops such as sexual and reproductive health programmes.

The university operates a Student Bar (the WOT EVA Bar at its Fiji campus), which provides a safe space for students to socialize and drink responsibly without having to go off campus.

USP has a robust and highly active student association, overseen by USPSA (University of the South Pacific Student Association) Federal, a Council of regional student association bodies. The USP-SA meets regularly with University Senior Management, operates a number of services and advocates for students generally (https://uspsafederal.com/).

Qualification and training of staff

All staff appointed in student services must meet minimum qualifications and experience stipulated in the job descriptions for the positions. While this varies a little, depending on position, most roles require a diploma or Bachelor's degree. For example, a Campus Life Officer providing support for first year students during on-campus orientation requires a Diploma, but Student Learning Support staff providing learning support in an academic discipline require a Bachelor's degree in the subject taught. The latter are often studying towards a Master's degree in their subject. Very specialized personnel, such as psychological counsellors, would require postgraduate qualifications and relevant prior clinical experience. All new staff undergo position 'onboarding', where senior staff explain their roles in detail, and advise them about general university policies and processes relevant to their roles. All new staff undergo a period of probation, and any remedial help (such as workshops, training leaves, or conferences) is approved by the Staff Development Committee.

Organizational structure

Student Administrative Services is the operation hub that caters for the integral support of a university student such as admission, enrolment, assessment, and examinations right through to graduation. SAS is usually the first point of contact for students where both student assistants and staff are ready to attend to any student query throughout the day (http://www.usp.ac.fj/index.php?id=sas).

Campus Life is a student support section within the Deputy Vice-Chancellor's Office and is tasked with providing more of a social and wholesome university experience. It strives to meet health, safety and community concerns as well as strengthening Pacific and USP community consciousness through its range of campus activities and community engagement events. This is achieved through a wide range of Campus Life Activities that range from monthly Pacific Market Days to Blood Drives to events such as Health Week and various sporting activities.

Issues and challenges for student affairs and services

As noted above, the USP is a regional campus owned by 12 member countries and has 14 campuses. A big challenge is providing equitable services to all students across the campuses. Laucala is the main campus located in Suva, Fiji and this enjoys much of the infrastructure and support. It is the intention of the university to continuously strive to provide as much of the support available to Laucala students across the campuses, however, this comes with challenges – some that are beyond the control of the university. As an example, plans to include regional campuses in Online Orientation (OO) could not be fully realized this year because of regional bandwidth issues restricting internet use.

Useful websites

https://uspsafederal.com/

Finland

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The higher education system and evolution of student affairs and services

In Finland, there are no national umbrella organizations for SAS in higher education. However, a strong social welfare state provides for a range of support and development services for all its citizens, including students. The notion that only students, or specially students, ought to be supported is overlaid by a national care for all citizens.

Given this embedded care system, the 'traditional' student services departments operate under several laws and ministries, being organized by 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.
- Student child care and services for students with disabilities are organized by municipal services.

Typical organizational structure of student affairs and services within an institution

Most services are provided and organized at the national level or at local level by a provider another than university. The Social Insurance Institution of Finland operates under the supervision of the Parliament and provides basic social security for all persons resident in Finland, and among these areas of responsibility is student financial aid. Student housing organizations are local, independent foundations or municipality owned companies. They have student accommodation in 22 cities and are organized under the national-level umbrella organization of the Finnish Student Housing (FSHS), with offices in 16 cities.

Typical services and programmes offered

Student financial aid usually consists of a 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; the kitchen and bathroom being shared. There are also studios and small apartments are available for students with families.

Qualifications and 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.

Issues and challenges for student affairs and services

Key challenges include the integration of the support services organized outside the university to the academic and study processes inside. Resourcing can be challenging in trying to provide high quality support services to smaller institutions.

Websites of student affairs and services professional associations and organizations

Student finance: 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

Finnish National Agency for Education: http://www.cimo.fi/frontpage

France

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Sabrina Pawlak

The higher education system and evolution of student affairs and services

Under the supervision of the Ministry of Education, Higher Education and Research (*Ministère de l'enseignement supérieur et de la recherche)*, the French Agency for student services, Cnous *(Centre national des œuvres universitaires et scolaires)* is responsible for educational policy and the 28 Regional agencies for student services. Crous *(Centre régional des œuvres universitaires et scolaires)* manages local services across the country to improve the living conditions of 2.6 million students in France. Its objective is to provide all students with equal access to HE and an equal opportunity for success, by offering support to their everyday activities.

Created by student initiative, the French student services network based its current organization on the law of 16 March 1955, reaffirmed again in 2016. The network helped to initiate the government's activity in supporting students. From this beginning, the network 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: financial support, grants (based on social and university criteria, study grants), cultural and student initiatives; international students (28 % accommodated in halls of residence); student accommodation (167,000 places for students); dining services (65 million meals served in 2016).

At the national level, the Cnous regulates and oversees the network and contributes its expertise and experience 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 is responsible for monitoring the results of policies financed by the French government on a nationwide basis.

Qualifications/training of staff

The Cnous/Crous network has 15,000 employees where one third are considered to be civil servants of the Ministry of Education competitively recruited, and two thirds contract employees of public law. On the local and national level, the student services network organizes training for these employees. While the current trend is to offer the status of civil servant to all employees, the managing directors of Crous are appointed on decree of the Minister for a renewable mandate of five years (maximum mandate: ten years).

Organizational structure of student affairs and services

On the national level, the Cnous is an independent public establishment with civil and financial responsibilities. The Cnous administrative council is the institution's governing body which 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 regional agencies. The President of the Republic appoints the president of the Cnous for a period of three years at the recommendation of the Minister of Higher Education.

The Cnous Executive Board has 29 members.
- The President of Cnous.
- 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, Culture and Foreign Affairs Ministers.
- Eight elected student representatives.
- Three representatives of Cnous' and Crous' employees designated by the most representative employee unions.
- Three university presidents or directors of establishments of HE, of which one is from a private institution.
- Two qualified representatives of whom two are chosen from a list proposed by the student representatives.
- One deputy and one senator.
- One full member and one alternate member appointed by the Association of French Mayors.
- One full member and one alternate member appointed by the Association of French Regions.

The local level includes 28 regional agencies (Crous: regional public administrative institutions) located concurrently with the 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*.

Every Crous is headed by a civil servant appointed by the Minister of Higher Education who implements the decisions made by the Crous executive board. This executive board is chaired by the *Recteur de l'académie* who is the head of the regional educational administration. The executive board 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 15,000 employees in the network (national and local level). The Cnous/Crous annual budget for 2016 was 1.3 billion euros.

Issues and challenges for student affairs and services

The Crous are fully engaged in the National Plan for Student Life, launched in October 2015. The action plan is structured around the four main missions of the institution:

- Financial aid (grants and specific financial aid): aim to increase the number of processed requests, increased quality of service due to the development and implementation of digital services.

- Housing: The 40 000 housing units plan is currently in action and taking place, with an average of 4000 new accommodation units every year, along with the evaluation and development plan of future student housing.

- University catering is continuing the development of new lighter structures, menus and other factors that are of importance to students.

- Social action, student initiatives and engagement, and cultural activities are one of the key objectives of Les Crous, which implement the laws of HE and research. They are essential in the regional plans for improving the life of students.

The National Observatory of Student Life (Observatoire de la Vie Étudiante – OVE)

In order to best address student living conditions, the National Observatory of Student Life (*Observatoire de la Vie Étudiante*- OVE) was created in 1989 by the French Minister of National Education. The key mission was to provide the most current, detailed and objective information regarding student living conditions and the impact on their academic studies.

The OVE's main device is a nationwide survey of students conducted every three years. This survey examines all aspects of student life including financial resources and spending habits, balancing employment with academic studies, housing, independent living, health issues, studying conditions, hobbies and cultural activities, etc.

For its 8th edition, more than 220,000 students have been contacted in the spring of 2016 and about 60,700 have participated. Many statistics and studies are available online.

Websites of student affairs and services professional associations and organizations

Homepage of the Cnous with the link to the 28 local Crous: www.etudiant.gouv.fr

Websites with links to student affairs publications and research

Homepage of the Observatoire national de la Vie Etudiante (OVE): www.ove-national.education.fr

Homepage of Campus France: www.campusfrance.org

Homepage of the Ministry of Higher Education and Research about the last reforms:
www.enseignementsup-recherche.gouv.fr/pid29078/loi-pour-l-e. s.r.html

Homepage of the Ministry of Higher Education and Research:
www.enseignementsuprecherche.gouv.fr

French Polynesia

Vincent Dropsy

The higher education system and evolution of student affairs and services

French Polynesia is an overseas territory of France, and its HE system follows the French model. However, HE governance in French Polynesia is slightly different, since it is shared by the local government (*Ministère de l'Éducation, de la Jeunesse et des Sports, en charge de l'Enseignement Supérieur, de la Polynésie française*), and the French government (*Ministère de l'Enseignement Supérieur, de la Recherche et de l'Innovation*). However, the latter finances most of HE expenditures (as well as most primary and secondary education spending) in French Polynesia.

The University of French Polynesia, a public HE and research institution accredited and supervised by the French government, offers Bachelor and graduate degrees, according the European LMD (*Licence-Master-Doctorate*) model to about 3,000 students, and more recently vocational degrees (*Diplôme Universitaire de Technology*) to 50 students. Meanwhile, local government manages most two-year HE technical degrees (such as *Brevet de Technicien Supérieur*), where about 600 students are registered. As in other regions of France, the ESPE in French Polynesia (*École Supérieure du Professorat et de l'Éducation en Polynésie française*) proposes several Master's degrees to about 300 students to prepare them to become primary and secondary school teachers. The other HEIs are private, such as ISEPP (*Institut Supérieur de l'Enseignement Privé de Polynésie Française*), a university campus associated with a private university in France, UCO (*Université Catholique de l'Ouest*), which administers a few undergraduate et graduate degrees to about 300 students, or the CB training centre (*Cours Bufflier*), which welcomes around 90 students for technical degrees. An undergraduate business school, ECT (*École de Commerce de Tahiti*), run by the local chamber of commerce (CCISM), also offers three-year local degrees to about 35 students.

Hence, SAS in HE are separately managed by the University of French Polynesia for its undergraduate and graduate students, and by the local government for the students enrolled in its programmes.

Typical services and programmes offered

As in the French public HE system, the following student services are offered: Admissions, academic and career counselling, library, as well as subsidized food and housing, social and cultural activities, sport, health, and ancillary services.

Scholarships, grants, subsidized loans and housing allowances are awarded based on financial need, by: (i) the French government via the Office of the High Commissioner and the Vice-Rectorate in French Polynesia (*bourse de l'enseignement supérieur sur critères sociaux*); (ii) the government of French Polynesia via the Ministry of Education of French Polynesia (*allocation d'études territoriales, prêt bonifié, bourse majorée, aide au logement étudiant*).

Financial aid is also available on an urgent and needs basis at the University of French Polynesia, through the FSDIE (*Fond de Solidarité et de Développement des Initiatives Étudiantes*).

Qualifications and training of staff

Student services personnel are qualified and dedicated civil servants of the French or French Polynesia administration, recruited by competition and contract employees of public law.

Organizational structure of student affairs and services

At the University of French Polynesia, the Commission on Education and Student Life (*Commission de la Formation et de la Vie Universitaire*), under the direction of a vice-president for academic affairs and student life, oversees important decisions about SAS. A student vice-president is also elected to voice student needs and concerns. Student services are headed by the office of student life and an office which is a substitute for a regional French Crous (*Centre régional des œuvres universitaires et scolaires*) in French Polynesia.

Outside the university, student services are centrally managed by the DGEE (*Direction Générale de l'Éducation et des Enseignements*) for public institutions, or by the administration of private institutions.

Issues and challenges for student affairs and services

Although SAS in HE are separately administered by the University of French Polynesia and by the local government, depending on the academic programmes, some cooperation exists between the two governing authorities. A master plan for education was developed in 2015, and an effort is being made to create a unique gateway to SAS, so as to improve living and working conditions for all students. Plans for new student housing on- and off-campus have also been announced.

Websites of student affairs and services professional associations and organizations

Portal for student affairs/services in France: http://www.etudiant.gouv.fr/

Websites with links to student affairs publications and research

University of French Polynesia: http://www.upf.pf/

ESPE in French Polynesia (*École Supérieure du Professorat et de l'Éducation en Polynésie française*): http://www.upf.pf/fr/content/lécole-supérieure-du-professorat-et-de-l'education-espe

ISEPP (*Institut Supérieur de l'Enseignement Privé de Polynésie Française*): https://www.isepp.pf/

CB training center (*Centre de formation "Cours Bufflier"*): http://www.coursbufflier.pf/

ECT (*École de Commerce de Tahiti*): http://www.ccism.pf/la-ccism/se-former/ect-l-ecole-de-commerce-de-tahiti/

Ministry of Higher Education, Research and Innovation of France (*Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation*): http://www.enseignementsup-recherche.gouv.fr/

Ministry of Education, Youth and Sports, in charge of Higher Education of French Polynesia (*Ministère de l'Éducation, de la Jeunesse et des Sports, en charge de l'Enseignement Supérieur*): http://www.education.pf/

Office of the High Commissioner of France in French Polynesia (*Haut-Commissariat de la République en Polynésie française*): http://www.polynesie-francaise.pref.gouv.fr/

Scholarship Département at the Ministry of Education of French Polynesia (*Direction Générale de l'Éducation et des Enseignements – service des bourses et allocations*): http://www.education.pf/index.php/bourse-et-allocation/

Scholarship Department at the Vice-Rectorate of French Polynesia (*Vice-rectorat de Polynésie française – service des bourses*): http://www.education.pf/index.php/bourse-et-allocation/

Germany

Sven Engel
Danja Oste

The higher education system and evolution of student affairs and services

The German post-secondary education system consists of universities (*Universitäten*), universities of applied sciences (*Fachhochschulen*), vocational schools, art schools and conservatories and offers three-cycle education (Bachelor's, Master's, Ph.D) to 2.8 million students (2017). The system is largely public (93 % of students in HE attend public institutions) and usually free of charge (tuition fees only apply to non-EU-students in the Land of Baden-Wurttemberg). Some 18 % of students receive needs-based financial aid under the Federal Training and Assistance Act (BAföG – € 2.1 bn of federal money annually); 68 % of students work part-time to support themselves.

With 370,000 international students, Germany has a large and very heterogeneous international student community (12.8 % of all students). There is also a well-developed post-secondary vocational training in the form of paid 2- or 3-year apprenticeships that combine practical training in companies with vocational schools (*Lehre*).

Student services are provided by public student service organizations (*Studentenwerke or Studierendenwerke* – STW) that promote the social, economic, financial, cultural, mental and physical well-being of all students in public institutions of HE (and in some private ones on a contractual basis). The STW are agencies that are established by public law (*Anstalten öffentlichen Rechts* – AöR) of the 16 federal states (*Studentenwerksgesetz or Hochschulgesetz* of the *Länder*) and are completely autonomous and fully independent from the HEIs whose students they serve. The STW emerged after the First World War from students' and faculties' mutual aid initiatives which began to open student houses, student restaurants and loan societies, and arranged for factory work to alleviate economic hardship. Since then, the STW have developed into large public service providers that cover several HEIs on a local or even regional level.

Typical organizational structure of student affairs and services

According to the different state laws within Germany, the mission of the 57 STW is to support students at all public institutions of HE locally or regionally. Their organizational structure is slightly different across the federal states. In general, the STW are governed by a board or administrative council (*Verwaltungsrat*) that consists of elected student representatives, representatives of the local universities and public figures from the local or regional administration.

Daily operations are managed by a managing director who is hired by the administrative council and appointed after confirmation by the respective state minister for education. In total, the network of the 57 local STW employs some 20,000 people. All students that are enrolled in a public university contribute financially to their local STW in form of a social contribution (*Sozialbeitrag*) which makes up around 10 % of the STW's funding. Another 10 % are public subsidies by the *Länder*, the rest are own revenues.

On the national level, the 57 STW have formed the German National Association for Student Affairs (Deutsches Studentenwerk – DSW) as a membership based non-profit association to support exchange of experience, professional training and networking among their staff and to advocate their interests on state and federal levels. DSW has several statutory bodies: the members' general assembly (*Mitgliederversammlung*) elects the President and the members of the advisory board (*Verbandsrat*),

the Assembly of Delegates (*Mitgliedervertreterversammlung*) unites all directors of DSW's member organisations twice a year for consultations, and the secretary general (*Vorstand*) who assumes the executive responsibility and heads the national office. The members' assembly is composed of representatives of the 57 STW and meets annually. The advisory board is comprised of 3 professors, 7 managing directors of local STW and 4 elected student representatives. They supervise the secretary general.

Typical services and programmes offered

According to the law, the STW support the economic, financial, social, cultural, physical and mental-emotional well-being of all students in public HEIs. Together, the 57 STW operate 192,000 units of affordable student housing in their residence halls (*Wohnheime*), they run dining services in 960 student restaurants (*Mensa*) and cafeterias, 48 of them provide social and psychological counselling services, they operate 8750 places in 222 child care facilities (6 % of students have children), and support student cultural and international activities. They also operate the federal financial aid system under the Federal Training and Assistance Act (*Bundesausbildungsförderungsgesetz* – BaföG) which gives out € 2.1 bn annually to support around 18 % of the student population based on social criteria (parents' income).

On the national level, the DSW supports and coordinates the work of its members. Its main tasks are to advocate on their behalf, to lobby state and federal policy-makers, to organize professional training and exchange of experience between the local STW and to safeguard the social-economic policy interests of all students.

Qualifications and training of staff and level of professionalization

Student services personnel must hold relevant qualifications specific to their fields of practice (such as housing or facility managers, licensed psychologists, trained cooks, etc.). Depending on their work, they usually hold a university degree or have completed special vocational training (e. g. chef of the student restaurants). Student affairs and student services professionalization exist in the form of Educational Sciences or Management, or *Bildungswissenschaft*, which focuses on the scholarship of educational systems, HE sciences and the management of research and HEIs.

Issues and challenges for student affairs and services

- Rising student numbers: student numbers have risen by 43 % in recent years (from 1.96 mil in 2007 to 2.8 mil in 2016) due to a high study rate within the age group, high transition from Bachelor's to Master's and a large number of international students (370.000 in 2017).
- Housing crisis: the available places in publicly-supported residence halls have increased by only 5 % over the same period. Particularly in urban centres, residence halls are often the only form of affordable housing for low-income, international, first-year or first-generation students. On a national average, 12 % of students live in residence halls. DSW estimates that 25,000 more student rooms are needed.
- Public disinvestment in student services: The public subsidies to the STW have decreased from 25 % to 9 % from 1992 to 2013 and are stagnating on a low level since then. Generally, rising students' social contributions and rising revenues had to supplement this disinvestment by the *Länder*.
- Changing demand: growing diversity of the student population (in terms of origin, preparedness, age, income, etc.), rising demand for services (particularly in psychological counselling, housing and child care) and growing expectations both by students and HEIs must be met without sufficient public funding.

- Internationalization of higher education: The Bologna Process aimed 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 and services professional associations or organizations

Homepage of the Deutsches Studentenwerk with links to the 57 local Studentenwerke:
http://www.studentenwerke.de/en/

Map of the 57 Studentenwerke (in German): https://www.studentenwerke.de/de/landkarte

Legal base of the STW (Länder laws, in German):
https://www.studentenwerke.de/de/content/rechtsgrundlagen-der-studentenwerke

Statutes of DSW (Satzung, in German):
https://www.studentenwerke.de/sites/default/files/satzungdsw1. 12. 2015.pdf

Websites with links to student affairs publications and research

Data in this report is taken from the Social Survey of DSW (nationally representative figures on students' living conditions in Germany):
http://www.sozialerhebung.de/index_html/documents/englisch

DSW Facts & Figures (available in the publications section):
https://www.studentenwerke.de/en/node/2308

Eurostudent Social and Economic Conditions of Student Life in Europe: www.eurostudent.eu

German Centre for Higher Education Research and Science Studies (DZHW):
http://www.dzhw.eu/en/index_html

Centre for Higher Education (CHE): http://www.che.de

Federal Ministry of Education and Research (BMBF): https://www.bmbf.de/en/index.html

Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK):
https://www.kmk.org/kmk/information-in-english.html

German Rectors' Conference (HRK): https://www.hrk.de/home/

German Academic Exchange Service (DAAD): https://www.daad.de/deutschland/en/

Ghana

Ransford Gyampo

The higher education system and evolution of student affairs and services

Ghana has twelve public universities and about twenty-seven private. The premier university is the University of Ghana which was established in 1948. Enrolment in public universities was close to 130,000 in 2016. On average, the number of students enrolled in both public and private universities

in Ghana every year is 100,000[25]. Challenges confronting public universities in Ghana include students' inability to pay for the full cost of their education, a situation which compels government to intervene through subventions that are always inadequate and not released on time; lack of decent accommodation which compels many students to arrange for private hostels and accommodation in dilapidated apartments; and student activism being weakened as a result of interference from university authorities and politicians in determining who must lead the student body so as to prevent 'disturbances' both on the academic and political scene. Some private universities provide facilities that promote student affairs but charge expensive fees that can be afforded by only a few Ghanaians.

Organizational structure of student affairs and services

Student affairs in HEIs in Ghana are first managed by the students themselves on the ground through various Student Representative Councils (SRC). Every university in Ghana has an SRC which works to promote and protect the general welfare of students. SRCs serve as the mouthpiece of students in articulating issues of concern to them for redress by university authorities through lobbying and negotiations. This is clearly the case in university fees negotiations and other discussions pertaining to student activism. Also, the SRC plays an advisory role to both university authorities and students by serving on key university boards including student welfare boards and academic boards. The SRC also takes measures to deal with issues that could undermine the peaceful and congenial learning atmosphere including matters relating to security, sanitation, conflict, and accommodation. The coming together of the various SRCs constitutes the National Union of Ghana Students (NUGS) that serves as the mouthpiece of students on national issues.

The formal structures of student affairs in Ghana, apart from the SRCs, are headed typically by a dean responsible for student affairs and welfare. In many universities, the office is simply referred to as the Director or Dean of Students. In the case of the University of Ghana, the Dean of Students is a university-appointed official who works under the Pro Vice Chancellor in charge of Academic Affairs in handling all matters relating to student affairs and welfare. In this regard, he or she plans and directs university activities relating to student services and campus life.

The Dean has a wide range of responsibilities:
- providing leadership to all bodies and activities that promote the well-being of students including the SRC, the Graduate Students' Association of Ghana and the Guidance and Placement Center
- ensuring the orderly organization of student's activities within the university and encouraging the participation of students in activities that promote personal growth and development of students
- working with student groups and the Sports Directorate in developing extra-curricular programmes and activities
- overseeing the formation of student associations and encouraging the development of a student culture that encourages leadership, respect for diversity and the traditions of the university, and responsibility for personal actions
- student counselling, chaplaincy services and placement of students
- resolution of conflicts of students within, between, and outside of halls/hostels of residence and ensuring maintenance of cordial relations among student groups as well as compliance with any disciplinary actions imposed on any student by a recognized university authority
- giving permission to students to go on protest marches and demonstrations whether within or outside the university

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25 http://www.universityworldnews.com/article.php?story=20150220123309911

- making representation to the university about ways of enhancing the quality of student life and ensuring that students obtain maximum benefit from their experience (University of Ghana, 2017)

Many universities in Ghana also have career and counselling divisions or centres. The officials in these centres are appointed by the universities to operate on a full-time or part-time bases in offering guidance and counselling on matters germane to future career opportunities, as well as other social and psychological issues that affect the well-being of students. In terms of hierarchy, the office of the Dean of Students is located at the apex of the structure, followed by the career and counselling divisions, the SRCs and the NUGS.

It must be noted that even though these entities, many students do not put them to full use on matters affecting them[26]

Qualifications and training of staff in student affairs divisions and the extent of professionalization

Generally, student affairs practitioners do not have qualifications in the *specific* area of student management and student affairs. The Dean of Students of the University of Ghana, for instance, has no specific qualification in student affairs. They are usually Senior Lecturers with over a decade of teaching experience[27]. Usually, many officials handling student affairs acquire their experience 'on the job'. However, at the various career and counselling divisions, officials are more professional counsellors with requisite qualifications such as diplomas, Bachelor's, Master's and even doctoral degrees mainly in psychology and social work. They are also registered psychologists and social workers. Beyond the structures and officers that are appointed to handle student affairs, university authorities do not show keen interest in other interventions that could enhance the handling of student affairs. In this regard, staff and officials handling student affairs seldom attend refresher courses or participate in trainings that could help sharpen their skills in handling student affairs. Again, student affairs as a separate field of research has not been given much attention in Ghana. In this regard, it is rare to have staff of the various student affairs centres researching and publishing in the area.

Issues and challenges for student affairs

There are several challenges and issues affecting student affairs in Ghana as indicated earlier. Poverty among students on campus is high with many being unable to pay for the full cost of their education. This compels governments to take up part of the cost of student education through subventions which are not released on time, are inadequate and only cater for the salaries of university teachers. Hence the teaching and learning infrastructure in many public universities is undeveloped.

Conversely, private universities are expensive and only those who can afford them are admitted. Moreover, student activism is low compared to the period before and after independence as a result of interference by university authorities and politicians. Incidences of sexual harassments are also common. Also, student affairs are not given much prominence in many tertiary institutions which often lack an adequate secretariat and office space to deal with the huge challenges confronting students[28]. Again, officials handling student affairs are constantly under security threat from students and other potential assailants in view of their implementation of university policies[29].

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26 Interview with Prof. Francis Nunoo, Dean of Students, University of Ghana on 12th June 2017
27 Ibid
28 Ibid
29 Ibid

Websites of student affairs and services professional associations and organizations

These are largely non-existent. The NUGS for instance has no official website. It has a blog spot as follows: http://nugstoday.blogspot.com/

Websites with links to student affairs and services publications and research

There are no recent publications about student affairs. However, the various universities have Student Handbooks. For instance, the University of Ghana Students Handbook can be found at: https://www.ug.edu.gh/aad/Students-Handbook

Greece

Angelos Stefanidis
Vianna Renaud

The higher education system and evolution of student affairs and services

Tertiary education in Greece is divided into two categories, namely the university sector and the (HE) technological sector. In theory, universities aim to provide a more theoretical education with strong employability elements rooted in the curriculum. Technological institutions focus on vocational aspects of HE, making them more practice-oriented. All HEIs are legal entities under civil law where their funding is controlled by the Hellenic Ministry of National Education and Religious Affairs. Operationally, the Ministry exercises close control over the running of the institutions.

Typical organizational structure of student affairs and services within an institution

The provision of SAS is firmly embedded within individual institutions. While there is no external body which oversees or governs the provision, the Hellenic Ministry of National Education and Religious Affairs indirectly determines the overarching type and level of student affairs through legislation. Individual institutions implement these directives at local level with a certain level of customisation which reflects the institution's size, geographic dispersion, and ethos.

Typical services and programmes offered

The provision of student welfare services, often presented under the heading of Directorate of Student Support, is incorporated within each HE institution. Almost invariably, the services institutions provided include:

- Student accommodation and housing: this service is available to students who study away from home and whose families are classified as low-income.
- Catering services: this service exists in virtually all institutions, students from low income families may receive a subsistence allowance up to 100 % (student food card).
- Student ombudsman: provides support to students dealing with academic and administrative service issues and facilitating the contact with 'service providers'. Additionally, it supports student in cases pertaining to regulations, policies, and ethics.
- Counselling services: covers a general provision of care for students who face issues in relation to their academic studies, mental health, and personal problems.

- Fitness and well-being: in most institutions student participation in sports and exercise activities is free, with some exceptions where a fee is chargeable to cover specific costs.
- Financial support and subsidies: students from low-income families are eligible for financial support.
- Health care: all students are entitled to free health care which normally includes accident and emergency, dental, and hospital inpatient/outpatient care.
- Career services: offer students and graduates support related to further study and professional career development.
- Libraries and information centres: these can either be independent and decentralised, or embedded into one of the institutional directorates.
- IT and communications: provides the main IT and communication services, along with the infrastructure underpinning those services.
- Awards and scholarships: universities offer and manage various endowments that award scholarships and awards. The scholarships are awarded for undergraduate or postgraduate studies in Greece or abroad.
- Accessibility for disabled students: a fledging provision across the majority of institutions to support students with varying physical abilities and needs, often utilising assistive technologies.

Qualifications and training of staff

Student affairs staff occupying services and support positions can come from a diverse background with a variety of qualifications. As each institution implements its own provision infrastructure, they are closely guided by Ministry guidelines. Most positions are administrative, and as such, they do not require a specific degree. Positions in the areas such as counselling or career services attract staff with related academic and/or professional qualifications. These can come from the areas of social work, counselling, public administration, management, and more general education. The general administrative staff are subject to general public sector recruitment requirements as opposed to specific skillsets which are linked to individual positions.

Issues and challenges for student affairs and services

Tertiary education in Greece faces many challenges due to the ineffective management and governance structures that are currently in place. The regulatory controls and the centralised financing of institutions stifle innovation and modernisation. Student support services do not enjoy the level of autonomy found in HEIs in other countries where they evolve to adapt to prevailing student needs.

Websites of student affairs and services professional associations and organizations

Local university student welfare organisations:

https://en.uoa.gr/about_us/services_units/student_ombudsman/

https://www.iky.gr/en/

http://www.minedu.gov.gr/aei-9/to-thema-te (Ministry – Greek version only)

https://www.synigoros.gr/?i=stp.en

https://www.iky.gr/en/

Websites with links to student affairs and services publications and research

https://www.oecd-ilibrary.org/search?option1=pub_themeId&value1=theme%2Foecd-31&option2=pub_countryId&value2=country%2Fgr

Guam

Troy McVey

The higher education system and evolution of student affairs and services

Guam is an unincorporated territory of the United States with a population of 175,000. The island is comprised primarily of those of Chamorro descent, followed by Filipino, Chuukese, and other Micronesian lineages. The education system is modelled after American standards. Educational institutions are accredited by their respective commission of the Western Association of Schools and Colleges. The University of Guam is the largest institution of higher education, serving approximately 4000 students in 28 Bachelor's and 16 Master's degree programmes. Other tertiary institutions include the Guam Community College, offering associates' degrees, certificates and vocational training to about 2200 students, and the Pacific Islands University, a small, Christian campus serving less than 100 students in bible studies and liberal studies. In addition to the Guam Community College, other regional institutions with articulation agreements with the university include the College of the Marshall Islands, College of Micronesia, Northern Marianas College, and Palau Community College. The Asia-Pacific Division of the University of Maryland offers courses and degree preparation to US military personnel stationed on Guam and their families, and Argosy University's Honolulu campus offers an Ed. D. Programme to Guam residents.

Typical services and programmes offered

The following activities are offered at the university, with some variations at the other two institutions. Admissions and Records assists students with registration activities, and training students in electronic registration software. Career Development offers career aptitude and preference tests and maintains internship and position listings. Disability services are managed by the American Disability Act (ADA) personnel, working to coordinate between students and faculty to provide reasonable accommodations. Financial Aid manages the federal FAFSA applications, administration of federal Pell grants and loans, as well as Government of Guam-sponsored financial aid programmes, such as the Yamashita Educators Corp, the Regent scholarship for top Guam high school students, and ProTech scholarship for off-island study in high-demand fields. Financial Aid also manages private scholarship competitions and programmes such as the GI Bill and Veterans' Assistance programmes. Residence Life manages three residence halls which include a convenience store. Student Counselling provides academic advising to students who have not yet declared a major, students on academic and financial probation, and limited behavioural counselling support. Student Health provides emergency triage and routine medical physicals and vaccinations. The Student Life office coordinates activities with the Student Government Association and 40 student organizations. The National Student Exchange programme offers UOG students study abroad experiences within a network of US schools. There are also direct exchange relationships with universities in Japan, Korea, China, and the Philippines. Both the community college and university host the TRIO programme.

Qualifications and training of staff

The Deans in the student affairs areas hold doctorate degrees, but not necessarily in the field. Most of the director-level positions hold Master's degrees relevant to their area of expertise. All the counsellors have Master's degrees in counselling, advising, or a related field. The nurse positions require RN licensure.

Organizational structure of student affairs and services within the institution

The University of Guam has consolidated the divisions of Academic and Student Affairs under one Senior Vice President, who has strategic oversight of the faculty, curriculum, and student affairs areas. There is a Dean of Enrolment Management and Student Success who has operational oversight of student affairs, including Admissions & Records, Career Development, Financial Aid, Residence Life, Student Counselling, Student Health, Student Life, as well as a federally-funded programme known as TRIO, for the three original activities of Upward Bound, Talent Search, and Student Support Services were founded to assist low-income individuals, first-generation college students, and individuals with disabilities. Guam Community College houses student affairs under the Dean of the School of Technology and Student Services. The Community College offers many of the same student services as the university but does not have any residence halls. The Dean also has oversight of the library and several academic programmes. Pacific Islands University has a Dean of Student Development and Counselling and a Director of Financial Aid, Registration and Admission.

Issues and challenges for student affairs and services

There are three macro-level issues facing student services on Guam. As a non-incorporated territory, serving students from the region is complicated by a complex array of citizenship and immigration status, affecting the types of services that may be offered. Further, the financial solvency of the government is such that resources are scarce and services tend to be limited. Finally, the students represent a mix of island cultures based in familial, often matrilineal, collectivist world-views while the policies designed to support them are largely dictated by the US Department of Education. There has been a shift in the faculty demographic toward more local faculty with advanced degrees from the US mainland and internationally, allowing for more homegrown, culturally-sensitive approaches to supporting students.

A more specific challenge facing each of the institutions is poor student retention rates. The university has instituted a student success initiative to strengthen relationships between academic and student affairs, improve academic advising, and institute high-impact practices such as a first-year seminar, a summer bridge programme, improved service learning and engagement, learning communities, and the common intellectual experiences of, for example, studying a locally-written novel about surviving World War II on Guam, which was chosen to inspire a sense of pride, identity, and resiliency in students.

Websites of student affairs and services professional associations and organizations

The region does not have any professional associations specific to student affairs. Below are the student affairs websites for the three main institutions of higher education.

University of Guam:
http://www.uog.edu/student-services/enrollment-management-student-success-emss

Guam Community College: http://www.guamcc.edu/Runtime/TSSdean.aspx

Pacific Islands University: http://piu.edu/students

Websites with links to student affairs and services publications and research

REL Pacific is one of ten US Regional Educational Laboratories conducting research in the education sciences, serving Guam, the Northern Marianas Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau: http://relpacific.mcrel.org/

Hong Kong SAR, China

Donny K. M. Siu

The higher education system and evolution of student affairs and services

Hong Kong operates a vibrant and competitive international and local school sector with schools offering American, Australian, British, Canadian, Japanese, Singaporean and International Baccalaureates on top of the Hong Kong curricula. Many schools also identify with a particular country (such as Japan, Singapore, Canada or France) and offer separate English plus foreign language streams to cope with the needs of their respective citizens whose parents live or work in Hong Kong. There are also an increasing number of private, independent schools that emphasize a compulsory Mandarin Chinese component, reflecting Mandarin's growing influence in Hong Kong.

The education system in Hong Kong is overseen by the Education Bureau under the Hong Kong Special Administrative Region (HKSAR) government. There are three main types of local schools:

- Schools which are operated by the Government;
- Aided schools which are fully sub-vented by the government but run by voluntary organizations (e. g. schools that are administered by charitable or religious bodies);
- Private schools, some of which receive financial assistance from the Government.

Government and aided schools deliver a curriculum recommended by the Government which offers 12 years of free and compulsory schooling – 6 years in primary school and 6 years in secondary school of which the first 9 years are compulsory. Most schools are co-ed schools, but there are still several single-sex schools available in the city.

For junior secondary school (Forms 1–3), students are required to study a wide range of subjects. In senior secondary school (Form 4 and up), students get to choose their specific area of study.

Students take a public examination at the end of Form 6. The four core subjects of the Hong Kong Diploma of Secondary Education (HKDSE) are English, Chinese, Mathematics, and Liberal Studies. Students can choose 2 or 3 elective subjects from a list of 20 options.

There are 20 degree-awarding HEIs in Hong Kong that provide 15,000 undergraduate places for approximately 18 % of Hong Kong's high school graduates.

- There are eight UGC (University Grants Committee)-funded institutions: City University of Hong Kong; Hong Kong Baptist University; Lingnan University; The Chinese University of Hong Kong; The Education University of Hong Kong (previously known as the Hong Kong Institute of Education which was granted university status in 2016); The Hong Kong Polytechnic University; The Hong Kong University of Science and Technology and The University of Hong Kong.

The other degree-awarding tertiary institutions not funded by the UGC include:

- Self-financed: Caritas Institute of Higher Education; Centennial College (set up by the University of Hong Kong to provide four-year self-financed degree programmes in humanities, social sciences and business studies)' Chu Hai College of Higher Education; Gratia Christian College; Hang Seng Management College; Hong Kong CT Institute of Higher Education; Hong Kong Nang Yan College of Higher Education;

- Hong Kong Shue Yan University (the first private university in Hong Kong granted university status in 2008); Technological and Higher Education Institute of Hong Kong, Vocational Training Council; The Open University of Hong Kong and Tung Wah College.

- Publicly-funded: Hong Kong Academy for Performing Arts.

Undergraduate admission in Hong Kong is very competitive because the number of available seats is smaller than the number of students who can fulfil the entry requirements. Students can take up the Associate Degree or higher diploma as alternative options for those who fail to be admitted to university via public examination (HKDSE) with an opportunity to study for an undergraduate degree later.

Hong Kong is one of the most dynamic and diverse cities for studying, working and living in the world. Being one of the world's leading financial centres and most densely populated pieces of land, it has long been regarded a truly international city with a vibrant city life. In terms of university rankings, Hong Kong also enjoys a top reputation with a rich collection of internationally ranked universities. For examples, in the latest QS World University Rankings 2016–2017, the University of Hong Kong (HKU), the Hong Kong University of Science and Technology (HKUST), and the Chinese University of Hong Kong (CUHK), all ranked within the global top 50, while four more Hong Kong institutes also featured in the QS ranking. Hong Kong institutes also receive a strong employability rating in the survey because of a very diverse student community and employer activity. Despite high rental and land costs, living expenses such as eating and transportation remain low. Tuition fees for both locals and internationals are much lower than studying in the US, for example, but higher than Western European countries such as France or Germany.

Out of 144, Hong Kong ranks seventh in the World Economic Forum (WEF) Global Competitiveness Report. Of the 12 pillars in assessing the competitiveness of the countries/cities, Hong Kong has outstanding scores in many areas including quality of transport facilities, financial market development, high levels of efficiency, trust, and stability within the system as well as one of the most open economies in the world. Hong Kong also ranks highly in efficiency of goods and labour markets, in higher education, training and innovation. Being an international open market with strong academic standing and global mix of talents, Hong Kong is the hub for many investors and hence is never short of resources and opportunities for anyone who has a drive to succeed. In recent years, the government is promoting and investing substantially in innovation and entrepreneurship development. Students at universities are benefiting from the trend with a growing number of innovation and entrepreneurship events and competitions being organized by private, commercial, educational and governmental organizations.

To sustain the city's long-term competitiveness by attracting more global talents to Hong Kong, the HKSAR government's policy of becoming a regional educational hub has encouraged more and more local and overseas private HEIs and universities to setup in Hong Kong since 2008. Besides attracting educational institutions, there are private or self-financed local post-secondary colleges planned to develop as private universities with a growing number of community colleges providing associate degree programmes for secondary school leavers since the early 2000s.

Along with the growth in tertiary institutions and students from outside of Hong Kong, their internationalization or integration has rapidly become a popular issue facing both the students themselves, the institutions and the government. On the other hand, local universities have also started to provide HE outside of Hong Kong, such as CUHK having set up its first branch campus in Shenzhen in Sept 2014.

Typical services and programmes offered

Student affairs in Hong Kong cover a wide range of services from facilities operation, to extra-curricular activities, to personal development, and crises management, etc. Almost all the universities in Hong Kong have increased resources in two relatively new directions, namely, community

services and entrepreneurship developments. The former usually lies within the typical services and programmes within student affairs while the latter often takes a different form that may or may not be within student affairs.

- Typical student affairs services offered in tertiary institutions in Hong Kong include: student financial assistance; student scholarship; student housing and residential life' student counselling and wellness; student career planning and development; student amenities, student organizations and activities; services for non-local students; Services for students with special needs and sports and sports facilities management.

- There is close cross-institutional collaboration and communication at individual and institutional levels to facilitate the work of student affairs' practitioners. Learning experience has gradually taken over the role of outcome-based learning in recent years. Student affairs' offices in Hong Kong, usually provide the following typical programmes: student whole person development; student global experience; student community engagement; student campus life; student career planning and development; student counselling; student wellness; student financial co-curricular and student extra-curricular and co-curricular.

Tailor-made programmes and courses such as internship, healthy lifestyle, athletes and sports and whole-person development, are being organized by some universities according to their needs.

Qualifications and training of staff

Except for a few positions which require professional training and qualification such as clinical psychologists offering counselling service to students, personnel in student affairs in Hong Kong in general have a diverse educational background and work experience. The advantage of this is to enable student affairs services to meet the needs of diversified work areas and student backgrounds which reflect the increasing complexity of society in Hong Kong. There are student affairs practitioners holding degrees or higher degrees in social work, education, public administration, engineering, social science, law or management science, etc. Although there are no formal academic programmes on student affairs in Hong Kong, certificated courses, workshops, seminars, conferences, study tours, staff attachment programmes, etc. are offered, on a regular basis, by professionally-related associations such as the Hong Kong Student Services Association (HKSSA) and the Asia Pacific Student Services Association (APSSA) which facilitate staff exchanges, enrich and enhance work experiences and promote best practices at local, regional and global levels.

Typical organizational structure of student affairs and services

In Hong Kong, the scope of services and structure of student affairs offices vary depending on their historical backgrounds, overall university setting, student population and composition etc. In general, student affairs offices are headed by a Vice-President, an Associate Vice President or a Dean of Students. There is usually a Director of Student Affairs assisted by a pool of personnel carrying various titles.

The tendency of appointing a senior management or faculty member to the post of Dean of Students for formulating educational directives in student affairs continues. Appointing academic staff as hall wardens or hall masters also prevails in all universities with residential facilities.

Issues and challenges for student affairs and services

Tertiary students in Hong Kong are very lucky to have the luxury of choosing from a wide range of opportunities because of rich resources and support provided by the government and many organi-

zations and donors. They also have easy access to talents and other resources from outside Hong Kong. If used well, students can achieve a lot throughout their course of study. However, there is also a need for more diversified services and support by student affairs practitioners.

The growing number of talented students coming from outside Hong Kong with a variety of backgrounds and needs requires student affairs practitioners to be more knowledgeable and more responsive. Not only there is a need to facilitate their integration and adaptation into the local culture and environment, but also for prevention and remedial services to meet students' personal and career development.

There are also issues related to the different challenges faced by the younger generation such as problems navigating social interactions, frustrations, stress, and hopelessness, lack of resilience or coping ability, problems in social mobility, being caught up in social unrests and movements, etc. Some one-off incidents involving students from different backgrounds led to prompt remedial actions and measures in schools and universities in Hong Kong. Being able to understand the thinking of these young people and to communicate with them to gain their trust is difficult. Nevertheless, these skills are crucial success factors for work in student affairs. Only strong communication skills can prevent conflict, minimize negative impacts under undesirable circumstances, resolve difficult situations, and re-establish mutual trust and respect between students and university management. The senior management needs to have a comprehensive understanding of the younger generation and establish plans to steer student affairs programmes and services. At the same time, how can student affairs attract international talents and provide them with adequate preparedness to be competitive and innovative in a globalized world? All these challenges are facing student affairs practitioners in Hong Kong.

Websites of student affairs and services professional associations and organizations

The Hong Kong Student Services Association (HKSSA) (http://www.hkssa.org.hk/) 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 Asia Pacific Student Affairs Association (APSSA) (http://www.apssa.info/).

References

Education Bureau http://www.edb.gov.hk/

University Grants Committee http://www.ugc.edu.hk/eng/ugc/index.html

World Economic Forum https://www.weforum.org/

The Global Competitiveness Report 2016–2017

    https://www.weforum.org/reports/the-global-competitiveness-report-2016-2017-1

Hong Kong Student Services Association (HKSSA) http://www.hkssa.org.hk/

Asia Pacific Student Affairs Association (APSSA) http://www.apssa.info/

Iceland

Friðrika Harðardóttir
Patricia Thormar

The higher education system and evolution of student affairs and services

HE in Iceland dates back to 1911 with the foundation of the University of Iceland. For most of the 20th century, the University of Iceland was the sole HE institution in the entire country and HE was a pursuit fit only for the elite classes. From the 1960s and onward, an increase in the student population prompted the establishment of the Icelandic Student Loan Fund (Lánasjóður íslenskra námsmanna, LÍN) in 1961 and, in 1968, Student Services (Félagsstofnun Stúdenta, FS), an independent organization for students of the University of Iceland responsible for running housing and cafeterias, the bookshop and childcare services.

No centralized organization exists for SAS in Iceland with the exception of the Student Loan Fund. Most services have been developed by the universities themselves or are provided by affiliated but fully autonomous organizations (such as the Student Services at the University of Iceland). Therefore, the array and level of services vary between institutions.

Typical services and programmes offered

Most universities will provide their students with guidance and counselling services, career services and disability support to varying degrees, library services, student mobility services, international/intercultural and orientation programmes, as well as student cafeterias and bookstores. Housing services are at the discretion of each university and are more likely to be offered by those in rural areas. Student Services at the University of Iceland is the only student affairs organization that offers preschools for university students, since local governments are responsible for operating preschools in Iceland. Universities do not provide legal services or travel agency services and typically do not arrange sports activities or health services.

Qualifications and training of staff

There are no formal academic preparation programmes for careers in student affairs and therefore the qualifications and training of personnel varies between universities. Student services personnel are mainly administrators with relevant qualifications specific to their fields of practice. Most have either a university degree or specific vocational training. Student counsellors, however, must have completed a Master's degree in counselling.

Organizational structure of student affairs and services

At the national level, the Student Loan Fund (LÍN) provides loans for tuition and living expenses that are available to all Icelandic students enrolled in HE whether at home or abroad. Additionally, The Icelandic Centre for Research provides support and information on funding for research, innovation and all levels of education, including general information about opportunities and funding for study and research abroad. Finally, the National and University Library (Landsbókasafn Íslands — Háskólabókasafn) runs the largest public library and archive collection in Iceland and provides library services to students of the University of Iceland. Other universities will generally operate smaller, more specialized libraries for their students.

At the institutional level, universities are generally responsible for providing counselling services and other related services, such as student mobility programmes, library services, orientation and registration and disability support. Cafeterias and housing (if provided) are most often outsourced to affiliated organizations, such as Student Services at the University of Iceland, or private enterprises. Student Services also operate the Student Bookstore that offers services to all university students. Social events are generally arranged by students themselves through networks or student associations.

Issues and challenges for student affairs and services

The main issues and challenges for student affairs and services are:

Decreased public funding towards universities. Universities charge relatively low tuition fees or none at all. According to legislation, public universities such as the University of Iceland are not permitted to charge tuition. Icelandic universities therefore rely heavily on public funding but cuts in government spending mean that there are limited opportunities to expand upon or improve student services.

Limited housing in Reykjavík and the capital region. Housing prices in the capital region have skyrocketed in the past few years amid high demand for affordable housing. The recent boom in tourism is thought to be partly responsible for driving prices up. Student Services is the only student affairs organization providing housing services in the capital region (none of the universities in the capital region provide housing services) but is unable to keep up with demand. Most students must therefore find accommodation on the private market.

Difficulties with immigration and relocation services. For universities with international student bodies, streamlining services for international and exchange students with other government bodies (e. g. immigration and national registry) to provide a more seamless relocation experience has proven difficult in the past, as universities and government bodies struggle to keep up with ever-increasing numbers of foreign students. The situation is further exacerbated by cuts in public spending.

Digitalized service delivery. Advances in technology and widespread internet use have changed the way services are delivered to students, e. g. through electronic application forms, video tutorials, etc. As many HEIs attempt to move towards a 'paperless office' and digitalize their services, it also become more and more pressing to stay on top of the latest technology and integrate it into the daily operations of student services.

Websites of student affairs and services professional associations and organizations

The Student Loan Fund (LÍN): www.lin.is/lin/UmLIN/english.html

Student Services (FS, for students of the University of Iceland): www.fs.is/en/home

The Icelandic Centre for Research: en.rannis.is

The National and University Library: www.landsbokasafn.is/index.php/english

University websites

The University of Iceland: english.hi.is

Reykjavík University: en.ru.is

Iceland Academy of the Arts: www.lhi.is/en

The University of Akureyri: english.unak.is

Bifröst University: http://www.bifrost.is/english

Hólar University College: http://www.holar.is/en/english

The Agricultural University of Iceland: http://www.lbhi.is/en/english

India

Ram K. Sharma

The higher education system and evolution of student affairs and services

India has one of largest education systems in the world and has both public as well as private educational institutions. The institutions may be classified under the following five categories: Institutes of national importance, such as IITs (Indian Institute of Technology) and IISc. (Indian Institute of Science), Central (or Federal) public universities, State public universities, Deemed universities recognized by the Central Government on the recommendation of the University Grants Commission (UGC), and State private universities. The number of universities in India has grown from 27 in 1950/51 to 799 (about 280 private) in 2015/16 whereas the number of colleges has risen exponentially from 578 to 39,071 (about 78 % privately managed) during the corresponding period. Total enrolment in HE has been estimated to be 34.6 million with an overall Gross Enrolment Ratio (GER) of 24.5 %.

The first National Education Commission of India (1964–66) appointed a task force on student welfare which noted that student services among Indian universities were marginal and fragmentary and that provision of student welfare services was an integral part of the academic life of every student. On the recommendations of this task force, the Commission submitted a report on higher education which listed orientation for new students, provision of health services, financial aid, lodging and living, and educational facilities including guidance, counselling and placements as important services that must be provided by higher educational institutions. Additionally, the report discussed the issues related to student unions, student indiscipline and unrest on campuses, and suggested that a much closer contact between the teacher and the taught should be established to entrust a greater degree of responsibility to students to manage services that impact their lives on campuses.[30]

Many HEIs created offices for provision of student services following this report but nothing much happened on the ground, and institutions in general lacked the necessary infrastructure and qualified staff to be able to meet students' needs. The Program of Action 1992, derived from National Education Policy 1986, observed (page 75): '...facilities like inexpensive canteens, well-managed cooperative stores for supply of books, stationery and other necessities, recreation centres, sports facilities, etc. are wanting in practically all institutions.'

There has been an increasing awareness as well as willingness among universities to better student services on campus in the last two-three decades, and there has been a substantial improve-

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30 Student Welfare in Indian Universities, Report of the National Seminar Organized by World University Service India in Collaboration with the National Education Commission, 1965

ment in both public and private universities with the latter investing significantly in infrastructure and organizational structures. However, a mechanism to collect data systemically, to create literature to examine the current status or to measure the improvement in student services is still absent.

Typical services and programmes offered

Universities do provide common student services and facilities such as organizing orientation programmes, academic guidance and support services, career support and progression, remedial academic support to first generation students or to those from weaker socio-economic backgrounds, hostels and dining halls, behavioural counselling and basic health services, guest houses for parents or family members, sports and recreational services including gymnasiums, facilitating student government and office bearers, creating service learning opportunities through the National Cadet Corps (NCC) or National Service Scheme (NSS) units, and offering financial aid and scholarships, etc. Caste is a particular social issue in the Indian context and most institutions have scholarship offices to manage financial support given to students belonging to Scheduled Castes (SC), Scheduled Tribes (ST) or Other Backward Classes (OBC) as designated by the government. It is important to note that the provision and extent of these services varies significantly across institutions. Institutions of national importance as well as a few leading public and private universities do provide all these services to their students in an integrated manner and are doing quite well. Central or state public universities however do not provide these services in an integrated manner in general. Many do not have academic support offices or mechanisms, counselling facilities or health services, career development or placement offices. State public universities usually do not have the financial resources to provide these services or to create the necessary infrastructure. The cost of tuition and hostels at public institutions is typically low and not a major problem for students studying at such institutions. However, hostel capacities are usually inadequate to match demand and the cost of living for those staying off-campus can be substantially higher. State private universities or deemed universities give significant importance to academic support services and job placements as the placement record of an institution is believed to be linked to the number and quality of admissions. Financial aid or loans however remain a major challenge for students from economically weaker backgrounds if they want to study at private institutions and want to pursue professional courses. There is no mechanism to provide third-party underwriting for education loans and therefore loans are not available to those who may need them the most. It should be noted that students in general have little role to play in the governance structure of private institutions.

Qualification and training of staff

The Dean of Students is usually selected from the senior professors at the institution. Similarly, Associate and Assistant Deans are also selected from the faculty cadre. While no separate qualification or training is required, the Vice Chancellor or equivalent does take into consideration interests, aptitude, and temperament while assigning such roles. Other support staff are usually generalists with little or no experience/training to deal with students. Most of them are trained on the job. Medical and Sports staff are specialists and are trained to hold those positions. Student affairs administration/management programmes and courses which are commonly offered by many universities in the US and other parts of the world are conspicuously absent in India. This shows that the area of student welfare or services has not been developed as an academic discipline and explains the lack of data or literature on the topic and absence of trained professionals to manage student services.

Typical organizational structure of student affairs and services

SAS are typically headed by the Dean of Student Affairs or Dean of Student Welfare at every Indian university, though the visibility and effectiveness of the office may vary among different institutions. State public universities in general are constrained by the lack of resources to be able to spend on student welfare activities and services. The Dean of Students is supported by a large team consisting of Associate and Assistant Deans, hostels wardens who are mostly selected from among the full-time faculty members, support staff to faculty wardens, sports officers, professional psychological counsellors and psychiatrists, administrative managers and support staff to look after the student dining halls and to carry out maintenance work in student residential areas, and medical professionals to provide basic health services, etc. The Dean of Students is also the executive head of student government in most cases and is assisted by the elected or nominated student council. Career development (Placement) as well as alumni affairs offices for some institutions work under the Dean of Students and for others are run by independent offices. A study abroad office is mostly missing among the institutions but wherever present may or may not be a part of Dean of Students office. Links to Dean of Student offices for select Indian institutions are given below for reference.

Issues and challenges for student affairs and services

The most challenging issue regarding SAS in India is the lack of literature, scientific studies, surveys or reliable data. This makes it very difficult to understand the extent of problems fully and to create a systematic, countrywide plan of action or policy to deal with the challenges related to student affairs management.

An increasingly large number of students from socio-economic weaker background are joining the institutions of HE and the necessary support for them in the form of academic and non-academic counselling, financial aid, career progression and related support, development of communication skills is either not available or not developed enough.

A significant number of students join private institutions to pursue professional courses where the cost of tuition and living can be substantial. Unfortunately, there is no mechanism by which students in need can get loans from financial institutions for lack of collateral security. There is no mechanism by which the government or any other agency can underwrite such educational loans. This makes financing of HE extremely difficult for economically weaker students.

Recently, the University Grants Commission (UGC), concerned by the reports of increasing cases of substance abuse, asked all universities to conduct awareness programmes about substance abuse and sensitize students about the ill-effects. However, universities find it extremely difficult to deal with such cases in an open manner without impacting students' careers or future lives as they are a criminal offence. Most institutions therefore deal with the offenders by either terminating their admission or suspending without reporting to law-enforcement agencies. A regulatory framework to deal with substance abuse in a holistic way is needed. Such policy would hopefully shift the focus from penalty to rehabilitation.

Diversity offices are generally non-existent in the country with institutions leaving this subject to chance rather than . promoting it while developing its systems and processes. Infrastructure and support for students with special needs is either missing or is inadequate. Gender rights for the LGBT community is a topic of national debate in India and homosexuality is still a criminal offence. Media and gender activists are trying to challenge this in the court of law to get it repealed. Public institutions in general do not strive to admit international students and hence support mechanism for them are usually non-existent. Private institutions, however, are more entrepreneurial as international students are a significant source of revenue.

Many of these issues will be taken more seriously by institutions as the process of accreditation evolves across the country. The National Accreditation and Assessment Council (NAAC) was established in India in 1994. Initially, the accreditation was voluntary, however, the government has announced recently that it intends to award autonomy to institutions that is reflective of their respective accreditation scores and/or their scores in the National Institutional Ranking Framework (NIRF), an exercise conducted by the Ministry of Human Resource Development in the country. Both these exercises have student support and progression as a significant component and it is expected that institutions would work on these aspects more seriously for a better rank and/or accreditation score. These factors should result in improved quality of student services.

Website listing of student affairs and services, professional associations and organizations

There is no central agency or professional organization that works for student affairs management. Several website links of institutions of national importance like IITs and Central Public Universities are found below:

IIT Kanpur, http://www.iitk.ac.in/dosa/

IIT Delhi, http://dos.iitd.ac.in/

IIT Bombay, https://gymkhana.iitb.ac.in/students/contact.html

Jawaharlal Nehru University, https://www.jnu.ac.in/iha

Delhi University, http://www.du.ac.in/du/index.php?page=dean-students-welfare

University of Hyderabad,
http://www.uohyd.ac.in/index.php/services-and-facilities/students-welfare

Banaras Hindu University, http://www.bhu.ac.in/admin/deanofstudents.php

Websites with links to student affairs and services publications and research

There is no central repository or source for such publications. Several links are found below:

All India Survey on Higher Education (AISHE) – 2015–16; http://aishe.nic.in/aishe/reports

National Education Commission (Kothari Commission) Report 1964–66 – Vol III Higher Education, http://www.teindia.nic.in/Files/Reports/CCR/KC/KC_V3.pdf

Association of Indian Universities (AIU), http://www.aiu.ac.in/index.asp

National Accreditation and Assessment Council (NAAC), http://www.naac.gov.in/

National Institutional Ranking Framework (NIRF), https://www.nirfindia.org/ranking

Open Government Data Platform India, https://data.gov.in

Student Welfare in Indian Universities, Report of the National Seminar Organized by World University Service India in Collaboration with the National Education Commission, 1965 – Unfortunately could not find an online copy or link.

National Policy on Education (1986) Programme on Action 1992,
http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf

National Policy on Education 2016, Report of the Committee for Evolution of the New Education Policy, http://www.nuepa.org/new/download/NEP2016/ReportNEP.pdf

Ireland

Paul Moriarty

The higher education system and evolution of student affairs and services

Ireland's oldest university, Trinity College Dublin was established in 1592. There are now seven universities in the Republic of Ireland. In all, there are 39 HEIs aided by the Department of Education and Skills. The number of students attending HE in the Republic of Ireland continues to grow significantly. 179,850 full-time students attended third level in 2015/16 whereas in 2005/06 it was 136,719. In Ireland, 14 third-level institutions are dominated in the main by two sectors: 7 universities, and 14 institutes of technology which began to come on stream in 1970. Since approximately the mid-eighties, student services began to evolve into the professions that are in place today. Prior to that only a few student services existed, and the chaplain would often assume other roles such as accommodation officer, clubs and societies officer, pastoral care support and college teacher or lecturer. Over time, the student services area has become more professionalized in response to need and professions such as career guidance and student counselling, student health, international welfare etc. began to be established.

Typical organizational structure of student affairs and services within an institution

Institutes of technology have a Head of Academic and Student Affairs who oversees services listed below but also academic services such as Admissions, Exams & Records and Post-Graduate Support. Universities can differ from each other but generally they have a position akin to a Head or Director of Student Services which oversees all or some of the services listed below and perhaps some others not named, such as learning support and first year experience coordinator. In almost all cases, the heads or directors of student services report to the Senior-Vice President and Registrar of the Institute of Technology or University.

Typical services and programmes offered

While individual HEIs can differ from each other in the services they provide, the following services are quite typical: Access for students from disadvantaged backgrounds; Budgetary advice; Careers; Student counselling; Chaplaincy; Student health; Sport; Clubs and societies; Accommodation; International support; Mature student support; Disability support; Peer support and Students' union.

Programmes offered vary from institution to institution but can include:
First-Year Orientation; Peer Support and Peer Assisted Learning (PAL); Bystander Initiative/Sexual Consent Training; Exam preparation and anxiety management; Alcohol and substance misuse awareness; Sexual health; Mental health awareness; Mindfulness classes and Identifying and responding to distressed and at risk students: a training for front-line staff in HEIs.

Qualifications and training of staff

Staff in SAS are qualified according to the requirements of their particular profession and usually hold a postgraduate qualification. However, staff do not usually have specific training or qualifications in student affairs. This is currently being considered by CSSI.

Issues and challenges for student affairs and services

The following is a compilation of issues and challenges for SAS as identified by student affairs professionals and CSSI board members:

- Lack of funding for HEIs having an impact on funding for vital student support services
- Insufficient availability of suitable accommodation and the exorbitant cost
- Mental health and waiting lists for student counselling
- The danger of diluting professional standards developed over many years by embedded student services as a result of 'out sourcing' of some student services functions
- The need to understand the many transitions to and within HE including those experienced by the second-level graduate, the mature student, the international student etc.
- The challenge to find new and innovative ways to support growing numbers of students availing of on-line/flexible/part-time learning
- Having mechanisms and processes in place to ensure early detection and support of 'at risk' students
- A need to focus efforts/resources on students who are not engaged and thereby address retention issues
- Impact of Ireland's economic crisis leading to SAS very often becoming a referral route for psychiatrists/GPs etc.
- Access and diversity – the need to attain sufficient resources to adequately support increasing numbers of non-traditional students
- Differing structures of SAS between universities and institutes of technology
- Financial challenges often lead to students working outside college for 20 plus hours per week to fund their education which has an adverse effect on their work/life balance
- Students in third level who play sport tend to be those who excel at their sport. There is a need to generate more options and opportunities for students to engage in physical activity in support of a healthy lifestyle
- English language support for international students
- More awareness programmes around issues such as sexual health, and alcohol and drug misuse
- Brexit and internationalization of HE (Erasmus programme and Northern Ireland especially)
- There is a need to focus on and develop further gender inclusive supports
- Declining numbers of mature students as the labour market strengthens
- There is a need to develop more student programmes which foster and acknowledge civic engagement and student volunteering
- The evolution of 'term-time' staff working in student services. This limits services offered to students outside of term, negatively affects recruitment and retention and also limits the development of services

Special Note: There have been two significant updates in relation to student affairs in Ireland:

1. CSSI (Confederation of Student Services, Ireland), that has almost doubled its membership in the past year, has voted to change its name to Student Affairs Ireland (SAI). The purposes of this are to: 1) Emphasise the holistic educational role that student affairs professionals play in their interactions with students and 2) to align with other countries and organisations such as the European Council for Student Affairs (ECStA).

2. CSSI (Now SAI) is Ireland's representative on the European Student Card project. This is a high-level European project that enables the mobility of students across Europe. Four countries; France, Germany, Italy and Ireland are partners for the pilot phase that concluded in Paris in June 2018. Although agreed at the level of Ministers of Education, the project is led by student services/affairs organizations in each country.

Websites of student affairs and services professional associations and organizations

Confederation of Student Services Ireland (now SAI Student Affairs in Ireland) www.cssireland.ie

Psychological Counselling in Higher Education, Ireland www.pchei.ie

Association of Higher Education Careers Services www.ahecs.ie

Union of Students Ireland www.usi.ie

Student Sport Ireland www.studentsport.ie

Disability Advisors Working Network www.dawn.ie

Mature Students www.maturestudents.ie

Websites with links to student affairs and services publications and research

While there has undoubtedly been an increase in research and publications related to student services in Ireland, as yet there isn't a central depositary. SAI has made this one of its strategic priorities as cited in its new strategic plan. Links to some publications and research can be found in the following websites:

Higher Education Authority www.hea.ie

Confederation of Student Services Ireland (now SAI Student Affairs in Ireland) www.cssireland.ie

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 toward 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.

*Report from 2009 edition.

Italy

Marco Moretti

The higher education system and evolution of student affairs and services

In Italy during the academic year of 2015/2016, there were approximately 1.67 million university students enrolled in almost 100 independent HEIs, where the majority are public institutions. Depending on the institution, students have to pay a tuition fee of up to 4000 euros per year to enrol, averaging around 1500 euros per student nationwide. The amount is determined on the basis of economic situation with most HEIs reducing fees for students with good/excellent academic results.

The Italian Constitution (art. 34) recognizes citizens' right to attain the highest level of education (*diritto allo studio*) as one of the social rights of the Republic. Accordingly, without any restriction on nationality, university students who cannot afford to attend university are entitled to be supported by the State, provided they are able to obtain a given number of ECTS credits per year.

SAS are financed by the state, the regions and by the taxes paid by all university students. Italy is a regional state, where the regions function in a similar way to the Länder in Germany. In an effort to delegate certain functions from the central state to the regions, since 1977 student affairs have been administrated at the regional level. The first law about the organization of student services was issued in 1991. The present process consists of the central state determining the main principles regarding SAS followed by each region making their own laws and then implementing them. SAS can vary greatly from region to region, both in terms of organization and the range of services offered.

On the national level, the Associazione Nazionale degli Organismi per il Diritto allo Studio Universitario (ANDISU), is a voluntary umbrella organization whose membership includes almost 90 % of the regional agencies. ANDISU, which strives to improve the social framework conditions for HE studies, coordinates the activities and supports the work of its members by organizing the exchange of experiences and sharing of best practices between the associated institutions. It also promotes public discussion of student policies and interacts with the main national political institutions.

Typical organizational structure of student affairs and services within an institution

Today, there are approximately 40 regional agencies in charge of SAS. In most cases, these organizations are completely autonomous and fully independent of the HEIs they serve. Mirroring the differences among regions, there are several types of organizational structure for these agencies.

In some regions (Tuscana, Piemonte, Emilia Romagna, Puglia, Umbria and Lazio for example), there is one single regional agency providing services to all students of the various HEIs within the area. In other regions there is one regional agency for each major HEI existing within the geographical territory. For example, there are four agencies in Sicily and seven in Campania. In Lombardia the student welfare activities have been incorporated into the corresponding universities and in Veneto the universities are in charge of the students' economic support while student services are administrated by regional agencies.

Nevertheless, the organizational structure is similar in most cases where at the top there is a president who represents the agency publicly and is selected by the regional government. In addition, there is also a general manager who is responsible for running the company's operations. The president also serves as the chairman of the board which is the governing body, and together with the regional government, the political direction for the agency. Members of the board are representatives nominated by the HEIs, regional governments and elected students.

Typical services and programmes offered

There are big variations at the regional level. In general, all of the agencies have two core objectives. The first is to supply grants and scholarships to the students who need financial support from the state. The second is to provide general services to all university students.

The value of the scholarship depends on the student's economic conditions and ranges typically around 4000–5000 euros. This can sometimes be converted into services such as student accommodation and dining. By law, these grants are awarded to any student, regardless of nationality, enrolled in an Italian HEI whose income is below a certain threshold and who has obtained a certain number of ECTS credits. Students with financial grants are exempt from having to pay university taxes. In the 2015/2016 academic year a total of approximately 140,000 grants were awarded to HEI students.

General services to university students include accommodation, student canteens/cafeterias, financial aid, advisory services (for psychological problems, social and legal counselling), guiding and counselling centres for students with disabilities, job and placement orientation, cultural and sportive activities, etc.

Every year Italian HEI canteens serve approximately 22 million meals. The cost of a meal is dependent on region and the economic status of the student.

In terms of lodging, the regional agencies run a capacity of approximately 50,000 beds with a variety of accommodation.

Qualifications and training of staff

The number of employees and the organizational structure depends on the type of services being offered to students. The typical structure includes administrative staff, personnel for the canteens and cafeteria, support staff for student halls, and technicians and engineers for the maintenance of student accommodation. Depending on their role, they have either a university degree or have done specific vocational training (e. g. chef of the student restaurants). In Italy there are approximately 2500 public employees working in the system of SAS. This number does not take into account the private sector workers such as the personnel of private canteens and cafeterias.

There are no formal student affairs academic qualifications offered in Italy. ANDISU supports the regional agencies by organizing special conferences, compiling related support manuals, publishing informational material, and offering initial and ongoing training.

Issues and challenges for student affairs and services in your country

The biggest issue for SAS in Italy is the endemic lack of financial resources. Only recently the government increased the financial support for student services to 217 million euros. Together with regional funding and the revenues of student taxes, the overall amount available is less than 500 million euros. The consequence of this resource scarcity is that not all students who are entitled to financial support receive a full scholarship. Unfortunately, the present economic crisis has only aggravated the problem. In the last ten years the number of HEI students in Italy has reduced from 1.8 to 1.67 million.

Whilst HEIs are keen to offer a broader range of services and support, students want reasonable fees as well as improved service.

An important challenge for the SAS system is how to increase the amount of student accommodation and improve the infrastructure. With a global offer of roughly 50,000 beds, the regional agencies are only able to cover less than 3 % of the total number of students. Therefore, there is a shortage of

at least 100,000 student rooms. Even if the Italian government has recently launched a new programme for increasing the number of available beds, the effect will not be felt for at least five years. Long bureaucratic processes and the scarcity of resources are the main causes for the limited number of public student accommodations. On the other hand, there is a large quantity of public properties that are not utilized and their reconversion to student residencies could be one possible solution to the problem.

Due to the regional organization of student services, there are large difference regarding the quality and quantity of services offered. Certain regions are investing more than others and the resulting effect is that students will move to the more invested campuses.

Therefore, there is a real issue in the divide between the north, centre, and south of Italy. A real effort to have one standard approach and service structure across the HE system is needed.

Websites of student affairs and services professional associations and organizations

Homepage of ANDISU http://www.andisu.it/

Page with the address of the institutions associated to ANDISU
http://www.andisu.it/files/enti associati ANDISU 2016.pdf

Websites with links to student affairs and services publications and research

Webpage with the most relevant documents of ANDISU http://www.andisu.it/pagine/documenti

Home page of the statistical department of the Italian Ministry for University
http://statistica.miur.it/scripts/DSU_BD/BD_DSU_A.asp

http://ustat.miur.it/

Webpage of the regional observatory for student affairs and University of Piemonte
http://www.ossreg.piemonte.it/doc_02_01_en.asp

Jamaica

Thelora Reynolds
Merrit Henry

The higher education system and evolution of student affairs and services

In Jamaica, the terms tertiary level institutions and student services, which will be used in this document, are the accepted ones for HEIs and student affairs respectively. The history of tertiary level education in Jamaica is rooted in a number of factors: the island's colonial past with the institutions modelled after the British system; religious organizations and endowment funds mainly in the establishment of teachers' colleges (Evans & Burke, 2006); social unrest, which resulted in the setting up of the Royal Commission of Enquiry after the 1935–38 unrest and the eventual recommendation and establishment of the Mona campus of the University of the West Indies (UWI) in 1948 (Parker, 1971). In recent times, the offerings of tertiary level education in Jamaica reflect a response to the island's development needs, as documented in the Vision 2030 National Development Plan (2009). Currently, a variety of public and private institutions offer tertiary level education in Jamaica. The

public tertiary system is diverse and consists of five community colleges, six teachers' colleges, five multi-disciplinary colleges, and two universities. In 2008, the Mico Teachers' College' status was changed to University College. The private tertiary level institution system consists of universities and colleges including off-shore universities. The University Council of Jamaica (UCJ) (2017), the Island's Accreditation Body, reported that as of August 2017, there was a total of 42 institutions and pro-grammes registered with the UCJ.

Reynolds (2003) states that the history of student services in Jamaica is closely associated to the evolution of tertiary level education. Reynolds maintains that without defining a clear department of student services, functional areas evolved with the founding of the earliest types of institutions. The first type, teachers' colleges, were all residential. Sports, which was delivered as an elective, evolved with the founding of teachers' colleges, but recreational sports were also offered and the house sys-tem was the basis of intra-mural competitions. Each teachers' college accommodated clubs and soci-eties of its choice, but there was no coordinated delivery of qualitative programmes and activities.

At the university level, the first of the regional UWI campuses, Mona, Jamaica, was founded on the recommendation of the Irvine Committee which was established in 1944, by the British colonial pow-er to review existing facilities for HE and to make recommendations for university development in the colonies. The committee's report, known as the Irvine Report (1945), documented that students' residences was a condition without which the recommendation for the founding of the UWI would not be made. The students' residences, according to the report, should be called residence halls and not dormitories, as they were expected to provide the opportunity for West Indian students to work together in a surrounding of dignity and beauty, live near with one another, and with teachers of the highest intellectual quality, and enjoy the culture and aesthetics (Irvine Report, 1945). Thus, the func-tional area, residence life was fundamental to the founding of the UWI.

The second student services functional area that is associated with the founding of Mona campus, is service learning. The Irvine Committee, according to Nettleford (n. d.) recommended that the stu-dents should not live in an academic sanctuary which was isolated from their human environment. The campus should be such that many links be formed between the staff and students on the one hand and the institution and society on the other hand. Such links, it was suggested, would encour-age, and enrich the social life of students as well as the society in which they worked.

The third student services area that evolved with the founding of the UWI Mona campus was stu-dent societies. There are records that the UWI drama and dance societies were established as early as 1948 and are still vibrant societies functioning among the one hundred and twenty-nine (129), clubs and societies, registered with the Office of the Director of Student Services (OSS&D) (Office of the Director of Student Services Report, 2017).

The first student services position to be created outside heads of residence halls was in 1965 when a director of sports was named, and inter-hall sporting activities became important aspects of stu-dent life. An interview with the first Director of Sports revealed that the head of sports answered to the Campus Registrar. An Office of Placement and Career Services was introduced at Mona in 1968 in response to the increase in faculties and programme delivery on the campus, and a director, who also answered to the Campus Registrar was appointed to head the unit. Thus, there are indications that the official student services units functioned independently during the early history of the evolution of student services on the Mona campus.

Typical organizational structure of student services and student affairs

The organizational structure of student services in Jamaica is influenced by the type of institution and source of funding. There is a marked difference in the structure that is evident in the universities

and that which exists in the other tertiary level institutions. The heads of student services are given different designations even within a given institutional type. At the University of Technology, Jamaica, (UTech), the head is named Senior Assistant Registrar; At Mona, the head is the Director of Student Services and Development; the University College and private universities have Directors of Student Services. Some teachers' colleges do not have structured departments of student services and a faculty member performs some functions. Each community college has a department of student services, but at one institution, the head is designated coordinator. The Department of Student Services on the institutions' organizational chart is also different. At UTech, the head of student services – Assistant Registrar, answers to the Registrar. At Mona, the Director of Student Services and Development answers to the Deputy Principal. At the community college, the Head of Student Services answers to the Deputy Principal.

Typical services and programmes offered

The typical services and programmes offered by student services in Jamaican tertiary level institutions depend to a large extent, on the type and mission of a given institution, the stage of development of student services, the availability of funding and the level of administrative support. Thus, no institution offers identical sets of services. The UWI, Mona, which can be credited for impacting other tertiary level institutions on the role of student services, has the most comprehensive and established department of student services. The services offered in Jamaica's institutions are constantly expanding as student services evolve. To varying degrees, student services support the goals of the campuses mission, vision and strategic plan; direct and coordinate residence life, campus life (clubs and societies), health services; sports (recreational, intra mural, intercollegiate and international); financial aid, shuttle bus service; develop and implement co-curricular affective learning programmes (leadership, mentorship); debating; orientation; first year experience; advise student government and serve on policy and decision-making.

Qualifications and training of staff

Many of the staff members in student services in Jamaica have academic qualifications in various disciplines, and early knowledge was acquired through participation in conferences. Reynolds (2003) posited that the establishment of an Office of Student Services on the Mona campus, sensitized Caribbean tertiary level institutions to the importance of an academic approach to their. In addition, individuals who worked in such services without related qualifications, were sensitized to the need to gain knowledge in the discipline and become part of the professional network internationally.

Qualification and training of student services staff can also be placed in a historic context with its origin at the Mona campus. After attending the 1992 convention of the American College Student Personnel Association, now named College Student Educators International (ACPA), the then Deputy Principal, Mona, supported Reynolds and her team in staging the first seminar for student services staff in 1993. By 1994, the seminar was established as an annual regional event and participants included student services staff members from all three UWI regional campuses and local and non-campus Caribbean tertiary level institutions. The annual seminar evolved into the Caribbean Tertiary Level Personnel Association (CTLPA); an application was granted by ACPA for the organization to be charted as an International Division. The CTLPA grew rapidly; the organization was restructured with a headquarters in Jamaica; chapters in four territories, staging local seminars in addition to the annual CTLPA conference, and Island Representatives serving in each non-chaptered territory. The CTLPA annual conference evolved as the main organization for the professional development of Caribbean Student Services. The Mico University College (https://www.themico.edu.jm) enjoys the support of ACPA as well as the Ministry of Education in each host territory. One outcome of the CTL-

PA conferences is that territories like Jamaica now enjoy the Ministry of Education's creation of the position of Director of Student Services in some tertiary institutions. ACPA is another important avenue for student services staff development. Each year representatives from CTLPA participate in the annual ACPA convention. Heads of functional areas also participate in the conventions staged by the various ACPA Commissions.

Qualification in the discipline of student services is now possible for all Caribbean practitioners. Reynolds (2003) presented a *Model for the Delivery of Student Services in Jamaica* that included academic preparation for staff through the delivery of a Master in Higher Education: Student Personnel Administration. Informed by findings from Reynolds' (2003) investigation, Thelora Reynolds and Merrit Henry collaborated with the School of Education Mona, to develop and implement the Master's in Higher Education: Student Personnel Administration programme, in 2006. To date the programme has graduated over one hundred students and five are currently registered in doctorial-related programmes.

The Ministry of Education, Jamaica, is extending preparation in the delivery of student services to tertiary level leaders. In 2017, through the Ministry's National College for Educational Leadership – University and College Leadership Training Programme, Thelora Reynolds was engaged to deliver a module on student development and services to tertiary level institution leaders. As an outcome of the training, individual institutions have been engaging Reynolds to conduct seminars and workshops with campus leaders. Also, representatives of CTLPA continue to do training in some tertiary level institutions in order to sensitize staff and administration of the importance of student services.

Issues and challenges for student affairs and services

In the community of tertiary level institutions, the structured delivery of student services in Jamaica is at a youthful stage, and hence there are inevitable challenges. One of the issues presented relates to research. Learning is contextual, and so must be analysed in the context of culture. Most of the student learning and development theories that are presented were developed in North America, and so there is urgent need to widen research to test the extent to which the theories are applicable in the Jamaican cultural context. There is a grave need for Jamaican and by extension, Caribbean literature.

The second challenge relates to the cost of participating in ACPA and Student Affairs Administrators in Higher Education (NASPA) Conferences in the United States. Prospective Jamaican participants face high air fares, accommodation costs and conference fees. Outside of institutional support, student personnel administrators and practitioners find it difficult to experience professional development at the level of ACPA and NASPA.

The third issue has to do with funding of tertiary level institutions. In a climate of tight economic policy, tertiary level institutions, whether public or private, are faced with financial challenges. The competition in allocation of resources between student services and faculty is a grave challenge, as all administrators and faculty do not fully grasp the working world expectation of a tertiary level graduate. It is highly recommended that UNESCO include the delivery of student services in its contributions to education in developing countries.

Websites of student affairs and services professional associations and organizations

The websites of student services in Jamaica are aligned to that of the specific institutions. These are listed below:

The University of the West Indies, Mona http://www.uwimona.edu.jm

Bethlehem Moravian College: http://www.bmc.edu.jm

Church Teachers' College: http://www.ctc.edu.jm

Excelsior Community College: http://www.ecc.edu.jm

Knox Community College: http://www.kcc.edu.jm

Moneague College: http://www.moneaguecollege.edu

Montego Bay Community College: http://www.mbcc.edu.jm

Shortwood Teachers' College: http://www.stcoll.edu.jm

St Joseph's Teachers' College: http://www.sjtc.edu.jm

The Mico University College: https://www.themico.edu.jm

The University of Technology: https://www.utech.edu.jm

The University of The West Indies, Mona: http://www.uwimona.edu.jm

Website for professional association

The Caribbean Tertiary Level Personnel Association (CTLPA): www.//myctlpa.org

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    Higher Education in Latin America and the Caribbean.

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Office of Student Services & Development. (2017). *Annual Report to Campus Principal.*

Parker, P. C. (1971). *Change and challenge in Caribbean higher education: The development of the University of West
    Indies and the University of Puerto Rico*: University Microfilms Ltd. High Wycombe: England.

Reynolds, T. U. (2003). *The delivery of student services in Jamaican tertiary level institutions – A model for the
    21st century* (Unpublished doctoral dissertation).

The University Council of Jamaica (2017). *Assuring quality in higher education* – UCJ/ACC/RI/2.0.

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Japan

Yukiko Abe (Onuki)

The higher education system and evolution of student affairs and services

Dramatic changes in the environment surrounding Japanese HE has led to a fundamental reform in the system. Though the gross population of 18-year-olds is decreasing, the college-going rate continues to increase. According to the Report on School Basic Survey 2016 by MEXT (Ministry of Education, Culture, Sports, Science and Technology – Japan), the university and junior college entrance rate was 54.8 %. This figure is the highest since the survey began. At the same time, the impacts of globalization, changes in the industrial structure and the recent economic crisis have had a deep impact on Japanese higher education. To recruit more outstanding students, Japanese universities are engaged

in intense competition with universities both within and outside the country. Many universities put the focus on providing diverse and high-quality student services to increase user satisfaction. Over the past 20 years, in addition to the growing number of student services and programmes, there has also been increased scrutiny about quality assurance systems in higher education. The modern Japanese system of SAS is said to have originated from the student personnel services philosophy of US higher education. It was introduced by American instructors to universities under the new system of education founded after the World War II. This was the first opportunity for university staff to develop an understanding of important theories and practices of student services such as 'guidance' or 'developing the student.' This is commonly believed to be the driving force in the development of student affairs organizations and infrastructure. The 1960s and early 1970s saw the emergence of the 'student movement' on universities campuses, with many students joining. Many dormitories were the base of the movement and student deans had to act against protests to protect their university. As a result, this slowed down the development of student services and programmes, except for counselling programmes.

In 2000, an important report, The policy for improvement to a student life in higher education: Changing to the student-centred university was published by MEXT. This report proposed changes to Japanese HE from faculty-centred to learner-centred and student-centred, emphasizing student services and programmes as fundamentally due to their potential role in facilitating students' human development. The report was a significant turning point for Japanese student services and programmes. Many researchers and practitioners started to discuss the role of student development and programmes located outside of the traditional classroom environment. In the 21st century, Japanese HE has been exposed to accountability philosophy. Universities must explain or justify their performance to their stakeholders. The report, published in 2008, entitled Toward the construction of Undergraduate Education, asserted some important tasks for Japanese universities: the development of a student-centred and coherent curriculum, emphasis on student learning outcomes and human development, and setting a standard for common abilities for undergraduates under the framework of educational quality assurance. The report presented important perspectives of learner-centred higher education. However, these perspectives focused mostly on academic curriculum, rather than extra-curricular or SAS outside the classrooms. As a result, assessments of extra-curricular student learning throughout student services and programmes, including human development and assessment methods, are insufficient.

Typical services and programmes offered

There are a variety of student services and programmes offered in Japanese HE: academic advising, learning tutoring, career education and services, counselling and advising on interpersonal relations, mental health services, disability student services, life support services, financial support services, international student programmes and extra-curricular support programmes including advising student clubs and organizations. These examples are defined as main student services and programmes in the regular national survey reports of student affairs published by JASSO (Japan Student Services Organization). Prof. Kawashima (2013) attributed the expanded scope or quantity of these programmes and services to the diversification of student background and quality, whereby developing an image of 'highly student-caring universities' became unavoidable. Furthermore, learning/learner-centred philosophy has a huge impact on student affairs nowadays. For example, peer programmes which focus on interactive relationships between students have been expanding rapidly since 2000. Students are no longer expected to only passively receive services from universities, but also to participate as active learners and learning facilitators for other students (Abe 2016).

Qualifications and training of staff

Student affairs staff have a variety of academic backgrounds serving as counsellors, career guidance staff, HE researchers or economists. Almost all student affairs staff members are classified as non-academic positions. Non-academic staff members are hired as life-time employees by universities, with their work duties changing every 3–5 years under the job rotation system. This reflects traditional staff development in Japanese organizations. However, this human resource classification system makes professional development difficult for student affairs staff. Student affairs staff have chances to develop their professional skills through off-the-job training programmes conducted by institutions outside the university, and on-the-job training conducted by self-development support systems.

Typical organizational structure of student affairs and services

Typical student affairs organizational units in Japanese universities are 'centres' or "offices". There is a director who is either a faculty member or non-academic staff in each of these centres or offices. Some smaller units provide services and programmes for students directly under a director. Directors have a responsibility for reporting to the Dean of Students and/or a Vice President. Vice Presidents plays an increasingly important role for student affairs in national universities ever since their incorporation in 2004.

Issues and challenges for SAS.

As it has been stated earlier, student affairs have many challenges in Japanese HE. A reduced budget for student affairs requires efficient and effective management. At the same time, student affairs and universities must respond to complicated student and social needs. Under these circumstances, peer programmes are gaining popularity on college campuses. According to a national survey by JASSO, 49.3 % of 4-year universities (83.5 % of national university, 34.9 % of public university and 46.4 % of private university), and 22.7 % of junior colleges have at least one peer programme in the 2015 academic year. There can be several peer programmes in one campus as peer tutors, peer advisers, peer counsellors, peer supporters, ambassadors for freshman, resident assistants, peer mentors and so on. University administrators and peer programme coordinators believe the student staff develop not only their skills and knowledge related to their work, but also a sense of belonging to their university, as well as interpersonal relationships with the other students in those programmes. In other words, the peer programmes are one symbol of learner-centred higher education. Currently, residential programmes are experiencing significant changes. An 'educational dormitory' or "international dormitory" is drawing attention from university administrators. Universities that provide educational programmes in the dormitory as living-learning programmes are still limited. The transformation of residential programmes has just begun in Japanese student affairs.

The learner-centred philosophy since 2000 has led student affairs powerfully towards radical reform in Japan. The next significant task is assessment of student affairs programmes based on learning outcomes. This issue still needs to be fully discussed in student affairs, as the providers of learner-centred HE need to prove their ability at delivering efficient and effective learning outcomes for stakeholders, especially for students. A culture of evidence will be the next philosophy to take hold and transform Japanese student affairs.

Websites of student affairs and services, professional associations and organizations

MEXT, Ministry of Education, Culture, Sports, Science and Technology – Japan.
(http://www.mext.go.jp/en/)

JASSO, Japan Student Services Organization. (http://www.jasso.go.jp/en/index.html)

JASC, Japanese Association of Student Counseling. (http://www.gakuseisodan.com/?page_id=1003)

The Japanese Society for the Study of Career Education. (http://jssce.wdc-jp.com)

JAFSA, Japan Network for International Education. (http://www.jafsa.org/about/mission.html)

JUAM, Japan Association of university Administrative Management.
(http://juam.jp/wp/im/juam/en-juam/)

Japan Association for College and University Education. (http://daigakukyoiku-gakkai.org/site/en/)

JAHER, Japanese Association of Higher Education Research. (http://www.gakkai.ne.jp/jaher/en/)

Websites with links to student affairs and services publications and research

http://www.jasso.go.jp/en

http://www.mext.go.jp/en/publication/report/index.htm

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Jordan

Eid M. Kanan

The higher education system and evolution of student affairs and services

This report aims to discuss the status, services and challenges of student affairs in HE and scientific research in the Hashemite Kingdom of Jordan. As a small country of about 90,000 square kilometres with a population of 9.8 million, and limited resources, Jordan's cultural and historical roots, its central location in the heart of the Middle East combined with the outstanding leadership of the Hashemite Royal family, have made Jordan play a leading role at regional and international levels.

Since its independence in 1946, Jordan has modernized significantly and witnessed a remarkable improvement.

HE in Jordan is regulated and monitored by the Ministry of Higher Education and Scientific Research (MHESR), created in 1985. Jordan is home to 10 public universities and according to statistics from the Ministry of Higher Education, there are 189,870 students enrolled in B.Sc, and19,626 enrolled in post-graduate programmes. There are 21 private universities with 67,222 students in undergraduate programmes, and 5,270 students in post-graduate programmes (Ministry of Higher Education, 2018). Public and private universities provide various services and programmes to cater for the needs and interests of the students at all levels; physical, social, psychological and mental. This enables students to have an active, successful, enjoyable and socially useful university career. They aim to combine the principle of good citizenship, prepare them to face life challenges with a confident personality, promote welfare and academic success of all students. These programmes belong to the student affairs deanship that was first established in Jordan in 1973 at the University of Jordan in Amman. It was designed to enrich the lives of the students while not attending lectures and offered a variety of different activities ranging from religion to arts and crafts.

Organization of student affairs and services

Students affairs is structured with a dean as the head followed by one or more vice deans and lastly, one or more assistant deans, all with their own tasks and level of responsibilities. The deanship of student affairs is the umbrella under which all students' activities are performed, and through which all the facilities to students are made available. The deanship maintains continuous connection and interaction with students. It solicits students' feedback about various services at the university and strives to improve them.

Typical services and programmes offered

In Jordanian universities, the deanship of students' affairs has a variety of different programmes and departments to cover a wide variety of needs and interests of students from all different walks of life. Although these may have different titles countrywide, they cover the same spectrum of needs. For example, in Yarmouk University there are four different departments such as cultural and arts, students' services, sport activities, and the department of international students (Yarmouk University, 2018) while in the university of science and technology there are three departments: cultural and social, athletics, and students' services (Science and Technology University, 2018).

Universities, in order to achieve the main objectives of student affairs deanship, have the following departments: Department of cultural and social activities; Department of student services; Department of international students and Department of sport activities. In addition, the student affairs deanship offers career guidance and the alumni office/King Abdullah II Fund for Development. Cultural and social activities is responsible for students' clubs, associations, and activities related to fine arts, music, folklore, ceramics, theatre, seminars, as well as workshops, exhibitions, cultural activities, artistic, religious, social, and voluntary activities and others. It is also responsible for issuing student publications. The cultural department also encourages active participation in community work such as visiting the elderly, helping orphans and participating in public festivals with folk dancing and art.

The main services are:

Students' clubs: Clubs are formed in universities under the supervision of the deanship of student affairs. Any group of students who share common interests or hobbies can apply to form a club through which members can perform activities to satisfy their interests and talents. Each club is

assigned an academic advisor and represented by an administrative committee. All these clubs are financed and supported by the by student membership fees and university budget. Examples of clubs include the Scientific Innovation Club, The Political Culture of Dialogue Club, and Special Needs Club.

Students' Union: At the beginning of every academic year, students of the university elect the Students' Council, who elect from its members, the chairman and the administrative committee. Goals of the Students' Union: Helping improve interaction between students and the departments of the university to reach distinguished academic standards; trying to help, pursue, and solve the problems of students in cooperation with the university administration And supporting the social, cultural and sport activities of the students.

Artistic activity

The division of artistic activities may include cultural activities such as lectures, festivals, competitions inside and outside the universities, charity bazaars and religious activities as well as art, music and theatre.

Department of student services: This department provides students with the necessary services on and/or off-campus, including interest free or emergency loans to be paid back after graduation, student information and personal records, the issue and renewing of student identification cards and helping to solve any problem that students face on and/or off-campus.

The sport activities department: The sport activities department enables and motivates students to take part in curricular and extra-curricular activities. It contributes to team spirit and raises the level of expertise in university teams and sport in general. It also contributes in establishing and aiding social relations among students and colleagues. It promotes participation in national, international tournaments for individual and team games.

The International Students Office: The foreign affairs office aims to take care of and promote the well-being of foreign students whose needs are different from that of Jordanian students. Services include welcoming new students and helping with administration and registration, helping students to find appropriate accommodation, provision of meetings and venues, sports activities, student health clinics, cultural activities such as annual heritage and exhibitions and cultural trips. It encourages the mixing of Jordanian and international students to create a positive learning environment.

Career Guidance and Alumni Office/King Abdullah II Fund for Development office (CGO/KAFD): The Career Guidance and Alumni Office is affiliated with the deanship of student affairs and provides students with professional advice in communication skills and job searching. The office also supports ethical and community skills such as distribution of aid and community service and professional ethics and values and enhancing a university graduate's chance of obtaining permanent jobs after graduation. In addition, they also provide workshops, seminars and sessions in self-confidence, communication skills and leadership.

In summary, Jordanian universities give a good level of all-round support, enthusiasm and consideration to the students' well-being inside and outside the university.

Issues and challenges for student affairs and services

In Jordan, student affairs face issues and challenges that can be divided into three types:

1. Academic challenges: students usually give more attention to academic achievements and believe that participating in extracurricular activities may affect their results. In addition, activities may clash with lectures.

2. Financial challenges: the universities face a problem of finance that prevents them from offering adequate facilities such as gymnasiums, thus limiting students' opportunities to take part in some activities. In addition, providing specialist equipment and facilities to assist the integration of special needs students is sometimes difficult.

3. Administration challenges: to create close relationships and good communication between student affairs and the students themselves, through the organization of meetings, activities preferred by the students and social events, which encourage a wide diversity of students thus not limiting the activities to certain groups and appointing a qualified supervisor for each of the special activities. Improvement is needed in the level and quality of student communications such as the announcement of activities in social media, provision of magazines, and online feedback. Qualified coordinators and students affairs staff should be available to provide a full range of consultation services for overseas students.

Websites of student affairs and services

Deanship of Student Affairs, The University of Jordan, Amman:
studentaffairs.ju.edu.jo/en/english/Home.aspx

Student Affairs Deanship – Jordan University of Science and Technology:
www.just.edu.jo/Deanships/DeanshipofStudentsAffairs/Pages/StudentAffairsDeanship.aspx

Deanship of Student Affairs – German Jordanian University:
www.gju.edu.jo/content/deanship-student-affairs-387

Deanship of Student Affairs – Yarmouk University: Studentaffairs.fac@yu.edu.jo

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Science and Technology University. (2018). Student guidelines. Deanship of student affairs. Science and technology university, Jordan.

Yarmouk University. (2018). Student handbook and guidelines. Deanship of student affairs. Yarmouk university, Jordan.

Kenya

Please see East Africa: Kenya, Uganda and Tanzania insert.

Kuwait

Abir Tannir

The higher education system and evolution of student affairs and services

The history of HE in Kuwait started with the establishment of Kuwait University in 1966. The university had four colleges: science, arts, education, and women. In April 1967, Kuwait University

founded five more colleges: law, Islamic studies, business, economics, and political Science (Brief History, 2015). Kuwait University is a free, state-supported, public university that served as the only university for almost 20 years. Later, private colleges and universities started emerging following the American and Australian models of education. All private universities in Kuwait are monitored by the Private University Council under the Ministry of Higher Education. As the universities follow Western HE models, they focus more on student affairs and student development, the provision of which differs from one university to the other. The systems of HE in Kuwait are quickly developing in the private sector (Al-Atiqi & Alharbi, 2009).

Typical services and programmes offered

The Kuwait government offers scholarships to students with good academic standing through the Ministry of Higher Education (MOHE). These students are eligible to apply for scholarships based on certain regulations. Some rules include that the student must have Kuwaiti citizenship, be enrolled full-time in a programme and university approved by MOHE and pursue a major that is listed by MOHE. So students under the government scholarships have their majors selected before admissions. Other students choose their majors based on their interest, entrance exams grades and high school scores.

Universities in Kuwait offer different programmes and services based on their educational model. Universities with the American education system operate through the division of student affairs with major offices listed under them. The division will include the office of the Dean of student affairs, alumni affairs, counselling centre, career services, disability services, and student life or student activities office. In other universities the student affairs division includes academic advising and support. The office of alumni affairs assists students in transitioning and keeping graduates engaged in university life. The counselling centre offers personal counselling to support mental health and students with disabilities. Career services help students find internships and job vacancies in Kuwait by connecting students with employers. The student activities office is responsible for clubs, athletics and student government. They plan events and activities throughout the year which include sports and extracurricular activities. Universities in Kuwait do not offer dormitories, so students need to find housing on their own. Other services are also provided but they do not fall under the division of student affairs and include financial aid, scholarships, health services, academic advice, retention initiatives, academic support, and registration.

Qualification and training of staff

Student affairs personnel in universities in Kuwait are from different backgrounds. They do not have to hold a student affairs' degree. The entry level is a Bachelor's with experience related to the field. Professional positions like counsellors need to hold a Master's degree as do Directors. The Dean of student affairs is a holder of a doctoral degree. Few universities invest in professional development but some universities affiliations in professional organizations related to student affairs which offer online training and workshops.

Typical organizational structure of student affairs and services

The structure and services of student affairs in Kuwait differ from one institution to the other. There is no one unified organization. In the past years, all student services were grouped together including academic advising, retention services, and registrar. With the evolution of programmes and structure, student services have been split between academic affairs and student affairs. In some institutions student affairs is one division with different offices listed under it, for example: student life, counselling centre, student success, registrar, alumni affairs, and office of admissions. These offices

usually report to the Dean of student affairs and follow the traditional Western model. Another model would include a chief student affairs' officer and student advisory committee. They work together to plan student services/support and activities. As for public institutions, the structure is based on limited services that include admissions office, registrar's office and student representatives.

Issues and challenges for student affairs and services

The uniqueness of each institution in Kuwait makes it hard to list general issues and challenges. The education model and the focus of each university must be taken into account. Unlike other countries, financial support is not a major issue in Kuwait. However, finding officers with the right qualifications and experience is a major issue in the region. Also, staff training and development can be another challenge. Since most training takes place abroad, staff needs to plan their trips based on other staff's availability and shortages cause problems. Another challenge would be the openness of the Kuwaiti culture towards social integration. Although the culture has changed a lot, students still find it hard to be transparent with their choices and decisions. Low student engagement is another obstacle universities face which might be linked to the new vision of student involvement. A major challenge that relate to other countries in the region is lack of research on student affairs which is essential to help universities evolve faster and execute activities and events that are essential to student development.

Website listing of student affairs and services, professional associations and organizations

Ministry of Higher Education: http://www.mohe.edu.kw/site/

Kuwait Cultural Office: http://www.kuwaitculture.com/

Kuwait University: http://kuweb.ku.edu.kw/ku/index.htm

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Brief History. (2015). Retrieved April 24, 2017, from

http://kuweb.ku.edu.kw/ku/AboutUniversity/BriefHistory/index.htm

Kyrgyzstan[*]

Aizada Tynyeva

The higher education system and evolution of student affairs and services

The HE system of Kyrgyzstan has a network of 54 universities and institutions (including 33 public and 21 private institutions) serving 162 000 students. Since the fall of the Soviet Union, Kyrgyzstan has been implementing educational experiments to move towards a system based on democratic principles. Most of the former institutes have invariably been transformed by title and courses into universities. The major change within HE since 1990 was the need to charge admission or tuition fees.

The Ministry of Education and Science formulates the national education policy and its implementation. In 2002 the Ministry introduced the National Testing System. This system administers a univer-

sal admission test in all regions of the Republic which is free of charge and open to all high school graduates willing to apply for government sponsorship of their studies. Each year the top 50 students are awarded with government scholarships. Previously, National Testing System universities had quotas allocated by the Government and independently distributed government scholarships, which caused criticism for being discriminatory and corrupt. The National Testing System improved access to free HE for high school graduates of the Republic. HE in Kyrgyzstan lasts four or five years. The two-semester system commences in September and ends in May with a one-month winter recess.

Management of SAS is known as 'educative work' in most of the universities. Private universities with a Western model of education are more receptive and likely to offer student services. One such university is the American University of Central Asia (AUCA), which educates its students in multi-disciplinary learning communities in the American liberal arts tradition. There are several offices in the Student Affairs Division which provide services and support to enhance student growth and development. For instance, the student life office is responsible for coordinating extracurricular activities, fulfilling the responsibilities and rights of students, encouraging student self-governing and student social activities, establishing student clubs, managing student conflicts and advocating for students, preparing special events set in the academic and events calendar, etc.

Typical services and programmes offered

Most HEIs in Kyrgyzstan provide student services such as: physical education, dormitories, student organizations and student government. One of the aspects that sets the American University of Central Asia experience apart from other universities in the region, is the wealth of extracurricular opportunities available to students provided by student services. There are numerous longstanding student organizations on campus that operate in such diverse areas as arts and culture, student theatre, young entrepreneurship and sports, which give students opportunities to pursue their own unique interests. Each year student life office arranges two contests i. e. an intellectual contest 'Brain Ring' and a talent contest 'Stream' for prospective students and provides six scholarships for talented students to receive free education at AUCA.

The Student Initiative Development Programme develops students' leadership potential and professional skills by supporting them in implementing their initiatives through consultation, personal mentorship, professional training classes, seminars, and workshops. Another example is the Student Intellectual Life Committee, which supports student-initiated projects, professional development opportunities, and student research by awarding small grants to AUCA students. The goal of this committee is to promote excellence in research, learning, and overall intellectual development of students.

Qualifications and training of staff

The requirements for student affairs staff in state universities are set by state educational standards on HE. Private universities can indicate their own requirements and regulations for qualifications. The minimum requirements for staff are: basic education, an academic degree, work experience, etc. Kyrgyz and Russian are official languages in Kyrgyzstan and knowledge of foreign languages is required in several universities. Appropriate medical certificates and degrees are required for staff working in medical offices. All other student affairs staff have a diverse educational background.

Typical organizational structure of student affairs and services

The student affairs section in the American University of Central Asia consists of subordinate units: Student life office, shared service centre, advising and career centre, international service and writing

and academic resource centre. The student affairs section reports to the Vice President/Chief Operating Officer and to the President.

Issues and challenges for student affairs and services

Professional development and training of student affairs staff is a challenge as there are no formal academic degree programmes preparing student affairs administrators in Kyrgyzstan. Therefore, relevant professional trainings are needed for all staff of student services as most student affairs professionals learn on the job.

In most universities, student services work does not have the same priority as academic affairs. Consequently, student affairs are not well recognized as a part of the educational process and student affairs staff are considered as service providers rather than educators.

However, at AUCA, providing opportunities for the development of student affairs is one of the strategic objectives related to the academic field of the university. Every year the student life office at AUCA conducts annual workshops for leaders of youth committees of other Kyrgyzstan universities. In the form of active training, participants communicate with each other and discuss actual issues of student life, such as corruption in universities, creating a new planning system and self-evaluation system. These joint activities and workshops serve as a good example of the importance of student affairs in educational processes for other universities.

Websites of student affairs and services professional associations and organizations

There are no student affairs professional associations in Kyrgyzstan. Student affairs of the American University of Central Asia can be accessed on the university website:
https://auca.kg/en/student_life/

There are no websites with student affairs links in Kyrgyzstan.

*Report from 2009 edition.

Lebanon

Diala Farah
Tony Gerges

The higher education system and the evolution of student affairs and services

Established in 1988, the University of Balamand (UOB) is the first HEI in Lebanon that has its main campus located in a rural area. It was based on the vision of the late Patriarch Ignatius IV, the Greek Orthodox Patriarch of Antioch and all the East who believed the university would serve the cause of knowledge and the interests of the northern community that was marginalized and impoverished during the long Lebanese civil war. The main campus is located on a scenic hill of 454,000 m² (45.4 hectares) in North Lebanon about 60 km from the capital Beirut overlooking the Mediterranean. The University developed at a rapid pace and attracted students from all over Lebanon, the Arab East, and Lebanese communities abroad. It now comprises 11 faculties and around 5,800 students distributed over 4 campuses in Beirut, Souk El Gharb (in Mount Lebanon), Akkar (remote area in North Lebanon), in addition to the main campus in Koura.

The university experience at rural areas (Koura, Souk El Gharb and Akkar) is quite challenging as beside its commitment to excellence in academics and research, it must ensure a dynamic campus life and interaction with the surrounding community. In fact, the number of students grew rapidly as the remote location and safe environment of the campuses proved to be favourable to parents who made it their first choice on behalf of their children. The Office of Student Affairs (OSA) at the university is fully aware of the social and cultural difficulties and challenges that students may face upon entering student life, especially when moving from urban to rural environments or from one country to another. In this respect, the office is actively engaged in helping students cope with these challenges while adhering to its aim of preserving the rich historical, traditional and cultural context it operates in. The university has had a transformational impact. In its main campus, it turned unattended lands and olive groves into one of the most beautiful and most developed campuses in the region embracing 35 modern and refurbished buildings. Campus-based activities are an integral part of local life as well as the surrounding community. Campus clubs and societies are numerous and range from community-service oriented and academic to sports affiliated. Opportunities for students to engage in sports and athletics are abundant. Developments in the surrounding areas (the Koura district) are extending rapidly to fulfil the demand for services not common among rural communities. Partnering and cooperation with stakeholders such as municipalities, ministries, schools, embassies, hospitals, and NGOs on developmental projects and awareness campaigns serve the greater population and builds a positive image. The rural off-campuses in Akkar and Souk El Gharb are shaping out following the same track adopted at the main campus which proved to be efficient. The campuses in Beirut (health sciences, medicine and medical sciences and The Lebanese Academy of Fine Arts known as ALBA) remain at the heart of the metropolitan capital and interaction and joint activities with the rural campuses play a key role in enriching students experience by exploring different lifestyles.

Office of student affairs evolution

When it started in the mid 90s, the OSA at the main campus was a one-person operation overseeing the management of student services and activities, with the assistance of dependable student workers. Many of the students worked with passion and undertook the challenge of advancing their proficiencies in a student affairs track irrespective of their field of study. Those are now in charge of the respective divisions that fall under the jurisdiction of the office of student affairs. At the time, there were off-campus coordinators for student affairs in the Beirut campuses that worked closely with the main campus on organizing events and enriching campus life. The office operation at the main campus was physically based in one room until 2004, when the Board of Trustees adopted a new Master Physical Plan which comprised a Student Recreational Building that houses all divisions in separate offices as well as lounges, meeting rooms, and other services (food, bookshop, auditorium, mailroom and others). Moreover, an outdoor sports stadium with a green field (the first in North Lebanon), track, and tennis and basketball courts were built. These were additions to the indoor court, swimming pool and gymnasium built in the early 90s. It should be noted that besides accommodating varsity teams' trainings, sports facilities are the spotlight for clubs and schools in the neighbouring community. Housing facilities comprise two on-campus dorms (men and women) and more than 10 buildings in the community accommodating more than 1000 students from different regions in Lebanon and abroad.

In the first decade of the new century, the OSA focused on improving the quality of life and services as well as advancing student development and learning. One of the main challenges was to deal with critical issues specifically political, religious and cultural. Student affairs personnel (later called the OSA team) had to be resilient so that conflicts and tension in the nation did not infiltrate the student body. The OSA Team adopted a strategy of encouraging students to initiate new clubs and enrich campus life with social and cultural events. By 2010, clubs and societies at the main campus as

well as athletic teams were numerous and highly creative in attracting students to enrol and engage irrespective of their beliefs, identity or political affiliation. Later on, in 2014, the OSA team realized that its success story after more than one decade of operation should be documented and further developed. At the same time, although the office was mainly providing services to students and organizing activities, it realized that it could not be detached from the academic programmes and the faculties. For this purpose, the OSA engaged in a project titled A Participatory Institutional Analysis and Design Development Plans supported by USAID/Lebanon's Expand Your Horizons Program. The project engaged students, faculty, and staff members as well as stakeholders (parents and community members) which resulted in recommendations for improvements. An Operational Development Plan and Strategic Plan for the Office of Student Affairs were consequently developed and both are being closely monitored and evaluated to ensure their success. The project resulted in the development of the technical and professional capacities of the OSA Team to play a more effective role at the university and in the community. At the same time, the mission statement of the office of student affairs was revisited as well as guidelines, policies and procedures, handbooks, job descriptions, publications and others.

Typical services and programmes offered

It is the mission of OSA at UOB to offer services, programmes and opportunities to students that nurture personal growth and help them towards the fulfilment of their needs and ambitions. The typical services and programmes are detailed per division below:

Division	Service/Programme
Athletics Department	Offers students the opportunity to improve their physical well-being as well as boost their social lives through sports varsity teams and recreation. Organizes interfaculty games, school tournaments, sports competitions. Participates in national (university league, marathon) and international tournaments.
Campus Life and Student Development	Encourages students to join more than 50 diverse clubs and societies and participate in social, cultural and athletic events. Organizes all club events, awareness campaigns, and fundraising campaigns, events designed for the surrounding community, festivals, concerts, workshops, retreats and many more. The creative team markets and advertises all services and activities offered by various OSA divisions on bulletin boards, through e-mail and on social media.
Career Services Centre	Trains students to conduct a job search and secure employment. Offers career counselling and CV writing tips. Conducts mock interviews to students. Organizes the annual Career Fair and Community Fair day.
Counselling Centre	Provides psychotherapy to students with critical cases and follow up on an individual basis. It also addresses common problems at the group level and promotes activities to encourage students to visit the centre.
Highlights Newspaper	Involves students in the creation and publication of a newspaper; offers a free space to students to share their thoughts and concerns. Organizes workshops for contributors.
International Students Office	Offers international students proper guidance related to health coverage, visa, and residency renewal. Organizes trips, entertaining events and activities. Prompt students to apply for exchange programmes such as Fulbright, MEPI, NESA, ERASMUS+ and others. Represents the University in international symposiums.
Student Housing	Promotes a safe, secure, and healthy living-learning environment. Organizes events on and off-campus.
Student Work Programme	Offers students on-campus part-time jobs. Develop students' technical and interpersonal skills. Provides students with a monitored experience on real life jobs.

Qualification and training of staff

The OSA Team members come from different academic backgrounds but most of them share the common credential of graduating from UOB and being active students throughout their years of study. The Dean of student affairs holds a PhD; other staff members hold a Master's or Bachelor's degree and are seeking continuing education with the support of the university. The office encourages staff to develop expertise within their respective divisions. The USAID/Lebanon's Expand Your Horizons Program (mentioned earlier) provided the OSA Team members with the opportunity to participate in workshops, training and online courses as well as shadowing experience at leading institutions in the US. The university offers ongoing training opportunities for staff to adapt to changing needs. On the other hand, club-organized events especially those affiliated with faculties and programmes sometimes incorporate trainings, workshops, conferences and round table discussions that promote soft skills (capacity-building, leadership, entrepreneurship, monitoring and evaluation) and technical skills (social media, phone application development, policies development, graphic design).

Typical organizational structure of student affairs and services

The Office of Student Affairs (OSA) at the University of Balamand comprises the following divisions: Dean's Office, Campus Life and Student Development, Athletics Department, Career Services Centre, Counselling Centre, International Students Office, Student Work Program, Students newspaper and on campus student housing. In addition, there are off-campus coordinators at each campus that work closely with the main campus. The office, represented by the Dean, operates under the direct guidance of the President. The Assistant Dean assumes the duties of the Dean in his absence and plans and coordinates the implementation of issues of common interest to students. The Executive Secretary coordinates the work of all the divisions of the OSA. The Campus Life and Student Development Unit coordinate club events and helps students develop their leadership, communication, and problem-solving skills. A creative team is also responsible of promoting the office activities and reinforcing its corporate image through its publications, social media channels and the UOB-OSA mobile application. The International Students' Office caters to students coming from abroad and provides guidance related to application requirements, programmes, on campus services, health coverage, visa, and residency renewal. The Counselling Centre provides direct counselling, psychological assessments, intakes, appropriate referrals, and psychotherapeutic services to students. The Athletics Department oversees sports activities and manages sports facilities and the logistics of each sports varsity team associated with the University. The Resident Directors of student housing ensure that students residing on campus are satisfied. The Career Services Centre guides students to identify their professional goals and develop their skills and establish contact with local and regional companies for employment purposes and internship opportunities. The Highlights newspaper team produces a monthly student newspaper and manages a YouTube Channel that covers university events and activities. The student work programme has an integral role in the daily operation of the facilities, departments, centres, institutes and offices, including the OSA divisions.

Issues and challenges for student affairs and services

Being a multi-campus university mostly located in rural areas, the main challenge is the limited recreational and support services resources from the neighbouring community beside the growing number of students. At the same time, people were underprepared to cope academically and socially with university life. The OSA team has made extensive efforts to develop campus life and tie into the community taking into consideration political, religious and inter-cultural diversities. On the other hand, the university had to ensure that the heritage of the locale is preserved and well appreciated. For example, the neighbouring monastery of Balamand at the main campus goes back to the

eleventh century and contains a valuable heritage of manuscripts, icons and precious items. The Souk el-Gharb campus was developed in a historic area on the site of a former high school destroyed by successive armed conflicts and military occupation. The Akkar campus stretches on a scenic hill in a poor region in North Lebanon and its economy relies mainly on agriculture and gardening. Student affairs efforts and activities had to make sure it contributes to the redevelopment of historic areas and resources and economic development opportunities.

Website listing of student affairs and services, professional associations and organizations

Information regarding the office of student affairs at the University of Balamand, and its various divisions are accessible on the following link:

http://balamand.edu.lb/Offices/AdministrativeOffices/StudentAffairs

Furthermore, the office is active on social media under (Facebook, Instagram and Snapchat) under the account "OSAUOB", in addition to the phone application on apple and android devices under "UOBOSA".

Lithuania

Margarita Pavlovic
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The higher education system and the evolution of student affairs and services

SAS is an important part of the European HE system, particularly that of the Quality Assurance system under the Bologna Process.

Qualifications and training of staff

Currently there are no professional training programmes or national associations that unite student affairs faculty and professional staff within the country. The minimum requirement for entry-level professional staff is an undergraduate degree. A Master's degree cycle is preferred for most positions and is a requirement for management-level positions whilst a doctorate is preferred for the senior student affairs officer.

For university student affairs positions, candidates need to have qualifications in the areas of student development, higher education, counselling, psychology, amongst other related subjects.

Typical services and programmes offered

Student affairs may include: accommodation, catering/restaurants, finance (grants, scholarships), leisure activities (culture and sports), welfare and counselling, career counselling, entrepreneurship programmes, access supports, tutoring, international student mobility, religion/spiritual life, orientation activities, migration support, student organization mentoring, volunteering service on campus, language studies and practical information regarding living in Lithuania for international students, study skills, support of the Students' Union and the provision of a framework for student representation at all levels.

Organizational structure of student affairs and services

The student affairs department is generally located under the university administration or international affairs directorate. Most institutions do not have a senior student affairs officer at a vice-president (pro-rector) level within the institution. In addition, many of the typical student affairs functions are carried out by student committees.

Issues and challenges for student affairs and services

There is little institutional understanding as to the strategic role student affairs can play with regards to student learning. Therefore, some key issues include:
- Lack of recognition of student affairs as a profession and viable career option.
- Lack of professional training programmes.
- Lack of cooperation among HEIs in the area of student affairs.
- Lack of a national association for student affairs educators.
- Lack of information and a support mechanism for students with additional needs.
- Lack of choices of studies for students with additional needs.

Websites of student affairs and services professional associations and organizations

LCC International University, Student Life Division: http://www.lcc.lt/studentlife/

Lithuanian National Union of Students (LSS): http://www.lss.lt/

Vilnius University, Student Services and Career Division: https://www.vu.lt/en/studies/student-life

Vytautas Magnus University, Student Affairs Department: http://www.vdu.lt/sad/

Kaunas University of Technology, Student Affairs Department: https://2017.ktu.edu/en/

Aleksandras Stulginskis University, Student Affairs Office: http://asu.lt/language/en/

Kauno Kolegija/ University of Applied Sciences, Student Affairs Office:
http://www.kaunokolegija.lt/en/students-support-and-services/

Malaysia

Angela Pok
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The higher education system and evolution of student affairs and services

In November 2017, Malaysia had over 20 public universities, 36 polytechnics, 94 community colleges, 97 private universities and university colleges, and over 398 private colleges, serving more than 1.34 million students. There were 693,222 students (51.5 %) enrolled in private institutions of higher learning (IHL), 532,049 students (39.5 %) in the public IHLs, while the remaining 119,783 students (9 %) were enrolled in technical and vocational education and training (TVET) institutions. Malaysia also played host to over 134,000 international students from over 150 countries and aspires to be an international HE hub by 2025. The Ministry of Higher Education (MOHE) Malaysia is the central governing agency overseeing HE governance through four Acts: the University and University Colleges

Act 1971 (Amendments 2012), the Private Higher Educational Institutions Act 1996 (Amendments 2017), the National Council on Higher Education Act 1996, and the Malaysian Qualifications Agency Act 2007. The Student Development Division, Department of Higher Education, MOHE looks at policy and implementation of student affairs for public IHLs. The private IHLs manage their own SAS, with different nomenclature used to describe this functional area, such as 'student affairs', 'student services', and 'student administration', among others.

Typical services and programmes offered

The first agenda of the Malaysia Education Blueprint (Higher Education) 2015–2025, that is, 'Holistic, entrepreneurial and balanced graduates' outlines the overarching direction on student affairs for Malaysian higher education.

In Malaysia, student affairs includes, but is not limited to the following: Student development: Student Representative Council, student organization management, institutional-wide initiatives on personal and professional development, career services; Financial well-being: study loans, scholarships, student aid disbursement; Infrastructure support: on-campus accommodation, campus bus services, food courts, sports complex; Healthcare: on-campus healthcare services, sports and recreational activities; Interpersonal well-being: student counselling, religious guidance and services and Risk management in the event of accidents and deaths, and students' insurance coverage.

Qualifications and training of staff

The Office of Registrar at public IHLs or Human Resources division at private IHLs determines the qualifications of student affairs personnel. Some portfolios require specific qualifications, such as those serving counselling or health centres. Student affairs personnel take part in in-house training programmes, and exchange knowledge and experience through seminars and conferences. MOHE may organize meetings, knowledge-sharing sessions and training programmes for IHLs, subject to current needs. The ministry will invite representatives from both public and private IHLs to participate in the events.

Typical organizational structure of student affairs and services within an institution

MOHE, through recommendations made by the public university, appoints a Deputy Vice Chancellor/Deputy Rector of Student Affairs to oversee SAS at the public IHLs. Under the Deputy Vice Chancellor/Deputy Rector, units are organized based on functional areas required by respective IHLs. The Deputy Vice Chancellor/Deputy Rector is part of a network of Deputy Vice Chancellors/Deputy Rector (Student Affairs) established under MOHE, which coordinates and regulates matters relating to student affairs for all public IHLs. The network meets periodically through meetings, hosted by public IHLs on rotational basis. At the private IHLs, a Vice President/Dean/Director of Student Affairs oversees the Office of Student Affairs, which serves as a one-stop centre for the students' needs.

Issues and challenges for student affairs and services in the country

There are three types of issues and challenges rthar are similar across both public and private IHLs.

- Issues on student development. Employability of graduates, particularly from the public IHLs, is a major concern. IHLs need to ensure that their graduates have the skills and competencies for the workplace. The IHLs also need to manage issues related to diversity and inclusion, given the increased number of international students on campus. In recent years, more programmes on entrepreneurship, volunteerism, patriotism and national unity have also been introduced to the student cohort, in order to develop a strong sense of belong to the community.

- Issues on student welfare. This is more prevalent in the public IHLs, with higher enrolments of students from the Bottom 40 (B40) cohort, or households with monthly income of less than RM 3,000 (approximately US$ 735). IHLs have to ensure that various forms of student aid are sufficient to take care of the welfare of this cohort.

- Student affairs as a strategic institutional imperative. It takes great effort for the Office of Student Affairs to drive institution-wide holistic support services. The IHL community needs to realise that it takes a whole campus to educate a student, and good student affairs practices are essential for sustainable institutional development.

Websites of student affairs and services professional associations and organizations

There is no centralised website for student affairs in Malaysia. Individuals may refer to individual websites of IHLs for links and information related to student affairs. MOHE sends important circulars directly to IHLs.

Websites with links to student affairs publications and research

There is no centralised repository on publications and research related to student affairs in Malaysia. MOHE issues publications and guidelines to Malaysian IHLs on student affairs, both through online and in print copies.

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Malta

Ian Attard

The higher education system and evolution of student affairs and services

Mainstream education in Malta is highly influenceable yet dependent on public policy. Since Malta's independence in 1964, the development and provision of the educational system was influenced by international models of education (mainly British). Up until 1964, Malta's educational policy strived to become fully autonomous from other international models of education (Sultana, 1999). The current educational system in Malta which leads students to qualify for HE bases itself on an examination-based ranking system (Borg et al, 1995). State education is free of charge and Maltese students are also funded by the state if deemed eligible to pursue vocational or academic studies at a HEI. Between 1972 and 1985 the Maltese educational system adopted the British examination boards of certification system for all secondary school students to progress from secondary to post-secondary education. Examination boards included the London University and the Oxford University platforms.

As part of the national educational reform in 1985, Maltese policy-makers introduced an affordable local examination system aimed at the general public. This reform introduced a new local Maltese examination body, the SEC and the MATSEC. The London and Oxford examination process influenced the current SEC and MATSEC framework. The current Maltese educational system encourages students to sit for a series of examinations (SEC), which take place during the final stages of a student's compulsory secondary school cycle. The students' future options to progress to higher secondary, solely depend on the amount of one-time examination passes and their subsequent grades in the SEC system. Similarly, a student will need to prepare and sit for another series of examinations, MATSEC, to qualify for vocational or academic tertiary education at the end of a two-year post-secondary educational cycle. There are two main tertiary institutions in Malta, the Malta College for Arts and Science (MCAST) and the University of Malta (UOM). Both institutions have different admission requirements, depending on the course of studies. Concerns on Malta's educational policy have been in the spotlight for quite some time. As outlined in MATSEC's 2016 report, one in every five secondary school students in Malta, fails to achieve the obligatory set of examinations required to pursue a learning career at Higher Secondary levels, and is at high risk of exiting Malta's educational system at a young age (MATSEC, 2016). The launch of particular reforms in the past has raised questions about approaches of knowledge dissemination in Malta's education landscape. Studies are currently taking place to explore new significant methods to disseminate learning models to help learners achieve the necessary requirements to progress from compulsory school education to HE (Grima, Ventura 2006).

Quality assurance in Malta's higher education

The National Commission for Further and Higher Education (NCFHE) is commissioned to act as a regulatory body to assure quality in learning programmes offered by schools and institutions at a tertiary level. NCFHE focuses on providing accreditations to non-self-accredited institutions. There are only two self-accredited HEIs in Malta; MCAST and the UOM.

Higher education institutions in Malta

Vocational and academic education institutions are the main drivers of HE in Malta. HE in Malta is also referred to as post-secondary and tertiary education which are mainly offered by two main sectors; state and non-state.

Higher secondary state institutions

HE that is provided by the state is free of charge. There are five main institutions; Giovanni Curmi Higher Secondary School, Sir Michelangelo Refalo Sixth Form, Institute of Tourism Studies (ITS), Junior College, Malta College for Arts, Science and Technology (MCAST) and the University of Malta (UOM).

Giovanni Curmi Higher Secondary School (GCHS)'s aim is to offer students a 'second chance' to help students achieve the required examinations in order to qualify and further their knowledge in one of the main academic and vocational institutions, UOM and MCAST. This school has an open-door policy and offers a two-year course for students who completed their secondary school certificate but did not qualify, with the required SEC examinations passes, for admission into one of the main higher secondary Institutions.

Sir Michelangelo Refalo Sixth Form operates with the same context of GCHS but caters for students who reside in Gozo.

ITS offer students the opportunity to specialise their studies in preparation for work in the tourism and hospitality industries. Moreover, ITS is highly equipped to give students the opportunity to gain local and international learning experiences.

MCAST is Malta's higher vocational educational institution. MCAST is Malta's leading institution specialising in hands-on education. MCAST was founded in 2001 to give learners a second opportunity to be educationally successful, after failing to accomplish the SEC process. Since its conception, MCAST's mission statement has been striving to shift from its original concept that gives students a second learning opportunity, into being a successful alternative opportunity for students who prefer becoming specialists in various vocations by learning in an alternative setting. MCAST's current student population is 6,400 students.

The UOM is Malta's highest education institution. UOM is also state-funded but open for students who manage to achieve the required Matriculation and Secondary Education Certificate (MATSEC). The aim of the UOM is to create undergraduate and post-graduate courses that are relevant to Maltese society. The majority of the courses are academic, yet recently, the UOM has also opened new pathways for vocational teaching and learning courses. Besides being the highest institution, UOM is also the largest educational institution hosting more than 11,000 students. To qualify and register for a course of studies at UOM, students need to achieve a set of MATSEC certification examinations (specified by every course regulations) and attend any course offered by one of the state or non-state HEIs. Moreover, independent students can also enrol at one of the courses offered at UOM or MCAST by either completing the set of qualifications required autonomously or registering as a mature student.

Higher secondary non-state institutions

Non-state higher secondary institutions are divided into two categories; church and private. Church higher secondary schools have been present in Malta's educational system for many years. There are several church primary and secondary schools in Malta, however only three schools provide post-secondary education, De La Salle College, St Martin's College and St Aloysius College. Similar to the state-owned junior college, the three schools prepare students for the MATSEC to qualify for the UOM or MCAST. St Edward's College is a private and independent educational institution that caters for post-secondary students who want to complete an international baccalaureate (IB) programme. Apart from providing a post-secondary education that can prepare students for the MATSEC, St Edward's students can opt to choose a different pathway and read for an IB diploma. This diploma gives students the opportunity to pursue their tertiary education at Oxbridge or Ivy League universities in the UK and US. There are other private schools and institutions that offer higher secondary education, which are licensed by the NCFHE. A full list can be found through this link: https://ncfhe.gov.mt/en/register/Pages/list_licensed_institutions.aspx

Student organizations

Student organizations in Malta also play a very important and active role in both social and political affairs. The University Students' Council (KSU) is the most prominent organization that strives to be a voice for students at UOM. KSU is the oldest national student union in Europe. It is affiliated with various international organizations without political connections. KSU represents fifty other Maltese student organizations that are active in various civic societies, such as other prominent student unions PULSE and SDM. On the other hand, MCAST's Students' Council (KSM) sets out to be the voice for all ten vocational institutes that form part of the college.

Conclusion

In Malta more than one half of the student population qualify into HE which has a good reputation because of the qualification standards it offers at both graduate and post-graduate levels for academic and vocational education. Courses are also recognized by many prominent international institutions. Good quality qualifications are not the only factor that motivates students to pursue their learning careers in various areas of specialisations. Students who are registered in any courses offered at Malta's HEIs enjoy many international educational student exchange opportunities with other international HEIs. This makes Malta's HE sector attractive for other international students with an interest in participating on projects of international dimensions.

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Mauritius

Kiran Bhujun

The higher education system and evolution of student affairs and services

The HE landscape in Mauritius has undergone significant transformation over the past 20 years and now boasts a number of HEIs. One of the priorities of the Government of Mauritius is to turn the country into a high-income economy through, among others, the creation of an education hub. The growth in the number of HEIs, the associated required improvement in education and the improvement of quality and relevance of courses, are central to the progress of Mauritius as a high standard education hub. One of the pillars of this philosophy is that a well-educated workforce can help a country achieve satisfactory economic growth. Indeed, to survive in a competitive world, one needs people with knowledge and skills, imagination, the ability to think creatively and the power to translate thoughts into action in a diligent and clear manner. All these traits can be nurtured through the educational system.

The first university of the country, the University of Mauritius (UoM), was set up in 1965. At that time, access to HE in Mauritius was limited both quantitatively and qualitatively. UoM was founded as a school of agriculture to meet the requirements of a country depending on a mono-crop economy, namely sugar cane plantation. It has gradually evolved into a fully-fledged university and is presently regarded as the largest public HE provider of high repute in the country, with the aspiration to be one of the leading regional HE providers and a research-led university.

Today, the sector is quite diversified and encompasses some 10 public HEIs, each with its own specificity. Besides the UoM, HE revolves around the University of Technology Mauritius (UTM), l'Université des Mascareignes (UdM), the Open University of Mauritius (OU), the Mahatma Gandhi Institute (MGI), the Rabindranath Tagore Institute (RTI), Mauritius Institute of Health (MIH), Mauritius Institute of Education (MIE), the Fashion and Design Institute (FDI), and the Polytechnics Mauritius Ltd (PML).

In addition, 55 locally registered private HEIs provide education in diverse fields, with qualifications ranging from certificates to Ph.Ds, mostly in collaboration with international awarding bodies. The courses offered are generally delivered using a variety of modes including face-to-face and distance learning.

With the growing population of students, a student affairs unit in each university has been set up. The unit has been successful in supporting hundreds of students catering to their issues in a professional manner. All universities contribute to provide the best learning, administrative and counselling support and customer care, yet the student affairs unit remains the main interface between learners and universities.

Typical organizational structure of student affairs and services within an institution

The Registrar of HEIs is the senior officer responsible for all student affairs matters. All functions and staff in this area report to the Registar through the various unit heads.

Qualifications and training of staff

The registrar, administrative and support staff each have qualifications specific to her/his field of practice. the registrar typically holds a Master's degree from a recognized institution in educational

administration, management or education or an equivalent acceptable qualification and at least 10 years of experience in a managerial position in the HE sector. The administrative staff members working under his/her supervision are typically holders of an undergraduate degree or equivalent and at least 5 years' post-qualification administrative experience in the HE sector. The supporting staff members typically hold a Cambridge Higher School Certificate along with a Cambridge School Certificate with credit in at least five subjects.

Typical services and programmes offered

Student services
- Responsible for the administration of all student matters at the university.
- Acts as the first point of contact for students.
- Provides clear and accurate information regarding institutional policies and procedures.

Financial aid/needy students
- To provide counselling and assistance in completing the financial aid application (needy student), evaluation and determination of need.
- To provide counselling to students with regard to financial aid available to them including grants, loans, and scholarships.

International student services
- To assist and support international students concerning passports, visas and permits/ authorizations.
- To provide academic and local information to prospective students in order to properly prepare them for their stay.
- To enrich campus life by encouraging interaction between international and domestic students.

Campus activities/students' union
- To provide social and cultural activities that enhance the education and personal development of students in collaboration with the Students' Union.
- To provide opportunities for students to develop leadership skills and individual responsibility through participation and leadership in student activities and organizations.
- To work with students to develop arts and cultural programmes.
- To encourage students to get more involved in community service/volunteer activities.

Careers and industry-exposure services
- To assist students in their career exploration and decision-making.
- To provide placement to graduates into full-time and part-time employment.
- Linkage to industry to develop relationships with local employers who will assist in curricular experiences for students.
- To organize activities in collaboration with the Students' Union such as job fairs/conferences and recruitment sessions during which students and employers can meet for interviews or informational sessions.

Counselling services
- Providing counselling to students experiencing psychological problems that could be potentially disruptive to their successful academic, interpersonal and campus adjustment.
- Assisting students in learning new and more effective ways to cope with stress and disappointment, resolve conflicts, deal with specific problems.
- Serving as an advisor/counsellor for local and international students.
- Providing one-to-one support to students in crisis.

Sports and recreation services

- To develop sports, recreation.
- To provide participation in a variety of recreational sports activities which satisfy the diverse needs of students, faculty and staff.
- To provide extracurricular education opportunities through participation in recreational sports and the provision of relevant leadership positions.
- To supervise campus recreational programmes and services.
- The student affairs service develops and provides orientation programmes that will include the needs of a continually changing, culturally diverse student population. The student affairs services are integrated and comprehensive to support students in reaching their educational and employment goals and add value to the quality of their study experience.

Challenges and solutions in student affairs and services in Mauritius

Lack of inadequate support for career guidance: It has been noted that very often local students are not properly guided from the lower secondary level and end their secondary schooling with a poor choice of subjects that leads them to face difficulties while looking for a seat in the HEIs. To cater to this shortcoming, the Government of Mauritius has come up with the post of senior educator at the secondary level. One of the main duties of senior educators is to provide careers guidance to students. These senior educators play a vital role in helping students to develop the knowledge and skills needed to make wise choices, to ease the transitions from learning and move into the workplace. Moreover, the careers guidance service, which operates under the aegis of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research, works in close collaboration with these senior educators. Information pertaining to careers guidance is sent to senior educators whenever available to assist and update them. Additionally, the ministry, through the Human Resources Development Council (HRDC) is currently implementing a project for an online career guidance portal, which will allow students to have an interactive view of the requirements and aspects of different jobs, so that they can make a better subject and career choice.

Government initiative – Mauritius Higher Education Desk

The Government of Mauritius, through its ministry responsible for education has set up a HE desk to streamline affairs associated with HE. One of the tasks of the HiEdu Desk will be to follow-up on the setting up of a Students' Desk in each HIE and ensure that they all follow a standard procedure to ascertain an adequate training is being received by their students. The new procedure includes the assignment of a person in industry and in the HEI to look after a student, the submission of a signed logbook from the industry representative of activities claimed by the student as well as a presentation by the student of what s/he has learnt while in training.

Studying abroad is inherently challenging and builds independence and maturity. International students are building their own support groups, but this does not prevent the government from helping to enhance the international student experience in Mauritius. The HiEdu desk provides information and advice for pre-departure and arrival of international students such as: advice on travel arrangements, student visa procedures, health cover available, banking facilities, organize airport pick-up with TEIs,accommodation.,take the students for round of their locality and campus tours, information about HEIs in Mauritius and nearby tourist attractions and life in Mauritius.

Placement issues

Placement training is one of the most important aspects in the curriculum of courses, especially for Honours degree programmes. It provides students with on-the-job training knowledge and practice to enable them to gain opportunities in the labour market after graduating. Students are normally sent for placement training in public, parastatal and private organizations. Often, these organizations reserve their seats for placement training for students from top universities and consequently institutions find it difficult to place their students, so that there is likelihood that some students are penalised. On the other hand, even when some companies and organizations do accommodate students, the latter are given administrative tasks like filing to perform and are not able to satisfy the criteria required.

Financial difficulties

It had been noted that many students find it difficult to finance their higher studies. To allow the majority of Mauritian students access to HE, several types of loans are available for HE. These facilities are provided by banks, associations (Mutual Aid, Employees' Welfare Fund, etc). However, the rate of interest and associated terms and conditions are often prohibitive. The Government of Mauritius has come up with a scholarship scheme aimed at citizens who come from vulnerable families and who are registered under the Social Register of Mauritius. The HiEdu Desk is further considering coming up with a National Student Loan Scheme, which will assist students in finding means to pay their tuition fees, provided they meet university entry requirements.

Skills mismatch between graduates and labour market requirements

Government has observed that many school leavers and young graduates find themselves jobless and must wait for long periods to secure jobs in their respective fields of studies. Industry has attributed this to the fact that the graduates have no working experience in the particular field and that there is skill mismatch between industry requirements and the students' skills set. The Ministry of Labour has come up with the Mauritius Job Portal in which jobs are posted in different sectors and graduates are recommended to consult this portal to see those being advertised. The Government has also come up with a number of programmes to help school leavers and young graduates. They are recruited on contract and given placement in public sector bodies, in a measure that is in line with the strategy of the government to create job opportunities for young graduates.

Some of the other programmes are listed below:

Youth Employment Programme (YEP): www.yep.mu

Service to Mauritius Programme (STM): http://mof.govmu.org/English/Pages/Internship-under-the-Service-to-Mauritius-Programme-(STM).aspx

Graduate Training for Employment Scheme (GTES): http://gtes.hrdc.mu

National Skills Development Programme (NSDP): http://nsdp.hrdc.mu

Training Scheme for Pre-Registration Trainee Engineers:
http://www.govmu.org/English/News/Pages/Placement-of-young-graduates-Letter-of-offer-handed-over-to-first-batch-of-Trainee-Engineers-.aspx

Websites of student affairs and services professional associations and organizations

University of Mauritius: www.uom.ac.mu

University of Technology, Mauritius: http://www.utm.ac.mu/index.php/en/features/student-affairs

Université des Mascareignes: www.udm.ac.mu

Fashion and Design Institute: http://www.fdi.mu/international-students.html

Mauritius Institute of Education: www.mie.ac.mu

Mahatma Gandhi Institute: www.mgirti.ac.mu

Rabindranath Tagore Institute: www.mgirti.ac.mu

Open University of Mauritius: http://www.open.ac.mu/departments-ou

Mauritius Institute of Health: http://mih.govmu.org/

Private Institutions: http://www.tec.mu/private_institutions

Websites with links to student affairs and services publications and research

The HEIs generally enjoy a good relationship and cooperate fully with each other, and with the Ministry of Education and Human Resources, Tertiary Education and Scientific Research. However only the University of Mauritius has an online database containing research publications of its academic staff that is available at: http://vcampus.uom.ac.mu/pvcacd/.

The HiEdu Desk is looking into proposing a centralised database of courses on offer at all HEIs in Mauritius, while the Tertiary Education and Scientific Research Division of the Ministry is further looking into the setting up of 'SR^{2}', a platform to regroup information about all academic and scientific research endeavours undertaken in Mauritius, both as a showcase and a platform for scientists and academic researchers to network and initiate collaboration.
Website: http://ministry-education.govmu.org

Mexico

Enrique Lara Nuño
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The higher education system and evolution of student affairs and services

The Mexican HE sector, both private and public, has provided student services in an organized way for a long time. However, there are few HEIs 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 services provided by student affairs in México, it can be argued that in most Mexican HEIs this area is far from reaching its full potential.

An important consideration is that Mexico is one of the few countries in the world that has a mandatory component of service for every student enrolled in HE. Regardless of the HE sector, students in private and public institutions are required to complete a minimum of 480 hours of service in order to graduate. Service should align with students' majors and students must complete 75 % of their academic credits before beginning their service. Mexico's National Association of Higher Education

Institutions (ANUIES) and its Higher Education Commission for Social Service (CISS) helps manage the service component, but each university defines its own norms and processes for compliance.

Each institution determines for itself the characteristics required of programmes where students complete their hours of service. In that regard, a vast majority of Mexican institutions manage the service component to promote civic education and leadership development for students. In addition, most universities have models for a holistic development of students in a competency-based education that includes co-curricular components. The importance and recognition of the service component and the holistic education models have allowed for the recognition of SAS.

Typical organizational structure of student affairs and services within an institution

A typical student services division consists of a number of departments (social/community service, sports, cultural activities, career services, student organizations, etc.), with the coordinator of each department reporting to a director for SAS. In most cases, the head of the SAS division reports directly to the campus president or, in some cases, to the head of academic affairs. In other cases, the departments considered as student services report to different areas of the university (scholarships, extension, operations, etc.).

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, scholarships, and registrar.

Other not so common services offered mainly by some private institutions include housing, parent-related programmes, transportation services and student web services. It is important to acknowledge that housing is provided mostly by a handful of private institutions and it is not required for students to live on campus. The vast majority of students living in the residence halls are out-of-state or international students.

Qualifications and 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 US 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 HEIs 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 above-mentioned 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 HEIs 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 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. However, associations such as NASPA – Student Affairs Professionals in Higher Education have started to gain relevance in Mexico with the formalization of the NASPA Mexico Board and the creation of NASPA Latin America and the Caribbean (LAC) in 2015. Two relevant training efforts held by NASPA Mexico in recent years are the International Forum in Student Affairs celebrated in Monterrey, Mexico in June of every year since 2012, and the first Seminar for New Professionals in Student Affairs held in Mexico City in October 2015.

Issues and challenges for student affairs and 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 HE 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.
- The lack of informational resources specialized in student affairs available in Spanish.

Websites of student affairs and services professional associations and organizations

https://www.naspa.org/constituent-groups/states/mexico – México's website at NASPA – Student Affairs Professionals in Higher Education.

http://fidae.org – Website of the International Forum in Student Affairs held in Monterrey, México in June of every year since 2012.

Websites with links to student affairs and services publications and research

https://www.researchgate.net/profile/Alicia_Canton2/contributions – Articles and contributions by Alicia Cantón, NASPA México Director 2015 – 2018.

http://iasas.global/wp-content/uploads/2016/02/Mexico.pdf – "Exploring College Students' Sense of Belonging in México". Country essay for the IASAS/NASPA publication: "Supporting Students Globally in Higher Education: Trends and Perspectives for Student Affairs and Services."

Mongolia

Laura Roth

The higher education system and evolution of student affairs and services

The first university in Mongolia, the National University of Mongolia, opened in 1942. According to the Mongolian National Council for Education Accreditation (NCEA), by 2016 there were over 100 HEIs in the country. These institutions include public and private universities, technical training cen-

tres and vocational schools. The NCEA has accredited 28 universities in the country, many of these located in the capital city Ulaanbaatar.

Mongolia was primarily a socialist country heavily influenced by the Soviet Union until the democratic revolution in the late 1980s. The country held its first democratic elections in 1990. A World Bank report from 2010 indicates that there were four times as many HEIs in 2007 as there were in 1992 and six times as many students enrolled. This growth was driven by many factors including an increased demand for skilled workers and the legalization of private universities.

The push for the development of student affairs and student services in Mongolia came primarily from the students themselves. The Union of Mongolian Students (UMS) was created in 1942 with the development of the first university. It was recognized as an independent NGO in 1990. The Union of Mongolian Students main objectives are to protect students' rights while promoting student participation in all spheres of social and political life. Their areas of focus include student issues, democracy, human rights, and educational reform. Most universities in Mongolia have a UMS on campus with considerable influence on the operations of the institution.

Another impetus for the development of student services came from requirements for accreditation both domestically through the NCEA and international accrediting bodies like the ACBSP. One of the criteria for NCEA HE accreditation is student services: 'The institution must provide the students with environment, condition and appropriate services to support successful study, and opportunity to develop based on their individual needs and interests.' This criterion requires: policies and regulations to meet individual student needs, student collaboration on projects and research, access for students with disabilities, and development and support of student organizations.

The Institute for Finance and Economics was the first university in Mongolia to pursue ACBSP accreditation starting in 2008. As part of this process they expanded the services they offered as part of their student life programme to focus more on student support and student career development. They received this ACBSP accreditation in 2012. There are now 12 ACBSP accredited colleges.

Typical services and programmes provided

- Career development/job support/job posting
- Apprenticeships and internships
- Support for student club activities
- Support for student research and study activities
- Health services
- Volunteer and service activities
- Financial aid including scholarships and grants
- Student exchange programmes both in country and internationally
- Student support services focused on ethics, communication and personal development
- Art and culture programmes
- Sports programmes

The Mongolian International University, a private university started in 2002, is made up primarily of international students, faculty and staff. This university has a student care programme which matches each student with a faculty mentor who provides advice on academics as well as life outside of the classroom. The Mongolian International University also has mental health counselling services for students.

Qualifications and training of staff

There is not a formal training programme for student services practitioners in Mongolia. In most cases, the person providing these services is a faculty member or administrator who began responding to student requests or was tasked by the institution to respond to these needs. For example, at Dornod Poly Technical College, two English faculty members started student services programmes to respond to student needs. One now has the title of social worker where she supports student organizations and activities. The other became a career counsellor. In this role she organized an employer council to evaluate training needs and provides career planning and internship opportunities to students. These positions grew from increased demand from students as well as needs from external constituents like employers and parents.

As the departments grow, they are also beginning to utilize graduate students to work in these offices. The Mongolian University of Science and Technology has three Ph. D. students working in the student development and service department.

Typical organizational structure of student affairs and services

Having full time professionals serving in student affairs roles in Mongolia is a relatively new development. For example, at the Mongolian University of Science and Technology (MUST) in the capital of Ulaanbaatar, the student development and service department started in 1999 and reorganized in 2010. The department initially supported opportunities for sports and the activities of the UMS. As access to the internet grew, students began requesting services they were seeing at universities internationally such as career planning and assistance in finding jobs. Today the student development and service department has four full time staff.

The Mongolian University of Science and Technology has a dormitory for students, primarily providing housing for students from the rural areas outside of the capital city, students without families or international students. While the dormitories typically have staff living there to provide security and address maintenance issues, student programming and development is not common in these spaces.

Issues and challenges for student affairs and services

One of the primary challenges facing SAS in Mongolia is that this a relatively new field so there is not much support, resources or guidance for the staff serving in these roles. One student affairs professional shared that finding a budget to support any of these activities is always a challenge.

Websites with links to student affairs

Union of Mongolian Students: http://student.org.mn/

Mongolian Union Sports Federation: http://mssf.mn/

Mongolian University of Science and Technology Student Development and Service: http://must.edu.mn/eng/Introduction_student/

University of Finance and Economics: http://miu.edu.mn/4-student-life/student-life/student-care-program-scp/

Mongolian International University Student Care Program: http://miu.edu.mn/4-student-life/student-life/student-care-program-scp/

National University of Mongolia: http://www.num.edu.mn/

University of Education: http://www.num.edu.mn/

Mongolian National Council on Education Accreditation: http://accmon.mn/

World Bank Report 2010: https://openknowledge.worldbank.org/handle/10986/19470?show=full

Morocco

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The higher education system and evolution of student affairs and services

SAS at Moroccan universities are as diverse as the Moroccan culture itself. Services provided under the division of student affairs are different based on the university status: public, semi-private, or private. This report is a general introduction to the SAS Division at public universities and a semi-private university. Some private universities are following best practices such as those at Al Akhawayn University. Many private universities have only recently opened their doors in Morocco and thus their student affairs divisions are still quite young and information is not yet readily available.

Student affairs and services at public universities

With 12 universities, (reduced from 14 after 2009 after a wave of mergers due to recent reform aiming at decentralization and pooling of resources) and over 85 HEIs, an average yearly growth of 5.3 % and a student population that has increased from 600,000 in 2005 to over 900,000 in 2017, the Moroccan HE system is facing up to challenges characteristic of most developing nations not only in Africa but across the world. SAS 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 a relatively decentralized system and made the management of SAS somewhat autonomous. 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 HE to provide students with housing, meals, medical care, scholarships, and cultural and sports activities. A recently introduced change that was enacted by the previous government has been the introduction of a health and social services scheme for all students in institutions of public HE.

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 the various services mentioned above. These divisions support the services delivered at the HEIs:

1. The Scholarship Division (undergraduate home students, graduate students, Moroccan students abroad and international students). Although there is increasing pressure on the introduction of fees for students whose parents and bursars can afford to pay, university studies are still free and just over one-third of the students receive a state scholarship to cover basic living expenses. The amount of the scholarship that was limited to 430 Moroccan dirhams/month (approximately $ 45) has been raised by almost 50 %, and the number of recipients has gone up by 25 %.

2. The Sports and Social Affairs Division (housing and catering services, inspection and programming of university sports, the university health care services and social action services). A new health care programme has been introduced for the public university students, although for reasons still unclear, only 30 % of the potential beneficiary population have actually enrolled in the new scheme for which the government has allocated a budget of 110 million dirhams (12.3 million dollars).

3. The Information and Documentation Division (student information services, university information, documentation services and publication services).

At the universities and HEIs, the Irshad Attalib (Student Counselling) Centres are institutions intended to fulfil four main functions as services for students:

1. 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 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.

Not all universities and HEIs offer the full range of services but there is pressure from students and staff, as well as parents and bursars to offer as much support as possible.

Qualifications and professional training of staff

There has been no attempt to introduce some kind of training or professional development programme for the benefit of student affairs staff and practitioners. The staff involved in providing student services are still considered as state employees (functionnaires) 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 these are former primary- or secondary-school teachers who hold a high school diploma 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 SAS is available in the system of HE in Morocco.

Organizational structure of student affairs

In most institutions, the office of SAS is headed by a senior university officer (General Secretary or registrar) who reports to an academic Dean or President 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 at public universities

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, with no noticeable change since the 2009 report), this component is not high on the agenda of decision-makers. The existing structure provides accommodation and other amenities for no more than 30 % of the student population; although building of new structures has increased this rate to approximately 40 %. Housing, catering and health care facil-

ities need to be modernized and expanded. Although a new system in the university health care services and social action services has been set up, the majority of students are still reluctant to join and only 30 % of potential participants have actually enrolled in the plan.

The inability of SAS staff to provide adequate mental and psychological counselling services due to their lack of training, funds and resources in such areas may be one of the reasons why so few have joined the health care plan. Another factor that may be behind the relative failure of the system is the obvious lack of coordination between teaching and learning and SAS. 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 % in some institutions) that have plagued Moroccan HE ever since its inception.

Also, overcrowding, in open access institutions in particular, has led to highly unfavourable teacher-student ratios, which has led to high dropout rates.

A case study: Overview of student affairs at Al Akhawayn University, a semi-private university

Al Akhawayn University in Ifrane (AUI), the only NEASC-accredited Moroccan university that follows the North American liberal arts educational system, strives to offer its students enrichment activities and programmes to complement the classroom learning. These co-curricular activities are an integral part of students' whole educational experience. Through a variety of programmes and services, AUI endeavours to enhance campus life and provide opportunities for students to develop mentally, physically and socially.

The wide range of student services within student affairs helps create an educational setting that combines both self-growth and cognitive learning competencies. To this goal, the Division of Student Affairs at AUI oversees, among others, the following essential non-academic services:

1. **Health**
   The Health Centre provides AUI community with health care and assists students in developing preventive health practices. The medical staff consists of four physicians and four nurses who operate the centre on a 24/7 work schedule.

2. **Counselling**
   Individual and group counseling is provided to assist students who need to overcome any emotional and psychological difficulties. Counsellors also help students cope with their academic challenges. Mental health awareness campaigns are conducted for the benefit of the entire AUI community. Counselling services are provided by two full-time counsellors and one part-time psychiatrist. In cases of emergencies, patients are referred to some of the best mental health clinics with which AUI has business agreements.

3. **Athletics**
   The Athletics Centre supports students to engage in many sports activities and includes a large stadium, a gymnasium, an indoor Olympic-size swimming pool, a fitness room and a multi-purpose room. Athletics oversees more than a dozen athletic student clubs and sponsors regional and national sports competitions.

4. **Student activities**
   The student activities office provides services that promote personal growth and development. Its staff supports and orients students on how to develop campus-wide programmes and co-curricular activities. They also help new students integrate into both the AUI environment and community. Among the activities held are art exhibits, karaoke, intramural competitions, music nights, medical campaigns, poetry reading, live drama performances, movie screenings, trips, etc. The office also supervises approximately forty student clubs.

5. **Dining**

   Dining services are outsourced to two private catering companies. The university's fixed costs are charged to all students at the beginning of the semester with meals at cost price plus the university's variable costs. Every effort is made to provide a varied, healthy, and balanced diet.

6. **Housing**

   The main objective of the office of housing is to provide a safe and pleasant environment. Residential life on campus includes programmes that help students acquire diverse experiences which will enrich their scope of knowledge and help them to grow socially and personally.

7. **Bookstore**

   In collaboration with international textbook providers, the staff make sure that all textbooks and academic supplies are available to faculty and students before the start of each academic semester.

8. **International programmes**

   AUI is first and foremost an international university. The main objective of the office of international programmes is to help international students get integrated into AUI campus life and support them in their academic success. The office supervises student exchanges with partner institutions in addition to the development and administration of special programmes.

9. **Community involvement**

   Social responsibility is one of the treasured values of Al Akhawayn University. Hence, graduates from AUI must engage with, write about, and undertake a minimum of 60-hours community service with an NGO. The office of community involvement programme facilitates internships for graduating AUI students with more than 350 NGOs across the country.

10. **First-Year Experience Programme**

    The First-Year Experience Programme (FYE) is developed to help students make a smooth transition to college life and learning while engaging in the mission of the university. It consists of selected readings of relevant literature during the summer and winter, orientation, seminars, residential experiences, career workshops, and a series of events and programmes throughout the first year.

11. **Interfaith**

    With a mosque in its centre and a church in its off-campus residences and good relations with the Jewish community in Fes, the university preserves the right of its diverse community members to practice their faith in an environment of respect, peace and understanding. Discrimination or misconduct committed on the grounds of religion is prohibited and punishable. Students also have many opportunities to take part in interfaith activities hosted by the university or organized by student groups like the Interfaith Alliance.

Conclusion

Divisions of student affairs at Moroccan universities have made strides, especially at universities that are privately managed. While some progress has been made, however, student affairs at public universities can barely provide students with opportunities for development. The example of Al Akhawayn University is rare and provides best practices for other institutions to emulate. SAS at Moroccan and North African universities can benefit from following best practices at North American, European and other African universities where SAS is well developed. Partnerships with and professional development at North American, Southern African and European universities is one way to advance student affairs in North Africa.

Websites of student affairs and services professional associations and organizations

Al Akhwayn University: www.aui.ma

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

http://www.etudiant.ma

http://www.enssup.gov.ma/ar/Etudiant/Actualites/3629

http://bourses-etudiants.ma/organisme/enssup/

http://www.enssup.gov.ma/sites/default/files/SERVICES-ETUDIANT/

http://www.enssup.gov.ma/sites/default/files/STATISTIQUES/3304/Glossairedesstatistiques.pdf

Websites with links to student affairs publications and research

http://www.dfc.gov.ma/

Namibia

Taabo Mugume

The higher education system and evolution of student affairs and services

The HE system in Namibia has expanded rapidly most especially in the last two decades since independence. In 2017, Namibia had three universities, two public and one private. The University of Namibia (UNAM) was the first university in the country established as a public HEI in 1992. This was followed a year later by the establishment of the Polytechnic of Namibia which was created from the technical school. In 2015, the Polytechnic of Namibia was upgraded to university status as Namibia University of Science and Technology (NUST), becoming the second university. The International University of Management (IUM) was accorded university status in 2002; it is the third and also only private university in the country. All together, these universities have a student population of approximately 50,000. In addition to these universities, other institutions of higher learning include: institutes; polytechnics; and colleges.

The size of the HE system has to be understood in context. Namibia is a country with a population of just over two million and got its independence in 1990.

SAS divisions in Namibia's universities are a typical structure of university administration, with specific service provision focus on the student body. They have gradually developed in the role they play in these institutions with the increase in HE access in the country. The issues in student affairs

inter alia include: the challenge of students in financial stress, mostly those from poor households; limited student accommodation spaces on campus given the rapidly increasing student numbers; also health and wellness such as availing counselling services, HIV testing etc.

Organisational structure of student affairs and services

The SAS division in Namibia's universities is typically headed by a Dean of students or Director of student services and therefore, the structure is mostly referred to as the Office of the Dean of Students or Department of Student Services. While the terminologies used may differ from one institution to another, these structures are all responsible for student services.

They are headed by a Dean or Director who reports to a Deputy Vice Chancellor (DVC). As a department in a university, they preside over units which offer different or at times related services and programmes including: the unit for accommodation services; governance and leadership; culture and sports; judicial services; career guidance services; social programmes; students counselling and HIV/AIDS coordination services; health services; Student Representative Council (SRC); etc.

Typical services and programmes offered

In Namibian's universities, the office of the Dean or Director of student services is responsible for the non-academic support programmes and services for the student community. The programmes are designed to help mostly new students from high schools to transition with ease into university life with its freedom and level of independence and the responsibilities which come with them. They also cater for senior students.

The office of the Dean or Director of student services offers the following to students: career guidance services; accommodation applications and placements; governance and leadership training programmes. It also coordinates annual events such as: student orientation; opening ceremony; cultural festival; sports and recreation days; charity drives; donation excursions to children's homes, retirement homes, shelters.

They also provide professional services such as: psychosocial counselling and academic counselling; Disability counselling services; voluntary HIV/AIDS services; Health services which include blood donations; family planning; awareness-raising events on cancer, gender-based violence, substance abuse, child abuse and trafficking, suicides and other socially prevalent phenomenon that may impact negatively on society at large and students in particular.

The office of Dean or Director also caters for the Student Representative Council (SRC) and student organizations. This includes elections, training of student leaders and availing the operational space on campus and other necessary resources. Additionally, they cooperate with other tertiary institutions on matters of mutual interest and facilitate joint sports and cultural exchange amongst tertiary students. Generally, the services provided are designed to contribute to the health, social, academic, career, sports, cultural, social, emotional, intellectual and physical well-being of students.

Qualifications and training of staff

The highest qualification held by a Dean or Director of student services in a Namibian university is a Ph.D or Master's degree. Other staff members in the different student affairs units are responsible for providing student services in their respective function areas and therefore expected to hold academic qualifications in relation to the respective services. Most staff members at least hold a Bachelor's qualification but some hold diplomas and certificates. Most of these qualifications are in fields such as: psychology; nursing; and teaching. Staff development training is provided in these universi-

ties based on specific unit needs in relation to the services they provide to the students. Staff members in SAS departments of these universities are expected to act in a professional manner.

Issues and challenges for student affairs and services

The constantly increasing student numbers in Namibia's universities has contributed to the shortages in student accommodation on campus. Increasing student beds requires huge capital investment.

The professionalization of SAS is still a challenge, given the lack of student affairs-focused qualifications within Namibia's HEIs to train staff members. There is also a lack of research capacity to better understand student challenges and solutions. Also, limited personnel training in student affairs leads to limited coordination between the services provided by the student affairs/services department and teaching/learning.

It is important to note that, the heads of these SAS divisions in Namibia have kept close relations with their counterparts in other countries in the Southern African Development Community (SADC) region. The Southern African Federation for SAS (SAFSAS), a regional organization which often brings together SADC Student Affairs practitioners, uses networking opportunities while helping with promoting the professionalization of the field.

Websites of student affairs and services, professional associations and organizations

Southern African Federation for Student Affairs and Services (SAFSAS): http://safsas.ukzn.ac.za/

South African Association of Campus Health Services (SAACHS): http://www.saachs.co.za/

Websites with links to student affairs publications and research

Journal of Student Affairs in Africa: http://www.journals.ac.za/index.php/jsaa

New Zealand

Karen Davis
Jan Stewart

The higher education system and evolution of student affairs and services

Currently Aotearoa, New Zealand has 30 tertiary institutions (8 universities, 18 polytechnics and institutes of technology and 3 Wānanga[31]). Student services have been established, evolving and expanding in all of these institutions for well over 30 years, but particularly since the 1980s as the result of increased access to tertiary education around that time. In 2016, there were 398,807 students enrolled at tertiary institutions in New Zealand, equating to 236,510 equivalent full-time students (EFTS)[32]. Nineteen per cent of these were Māori and 8 per cent were Pasifika (students from Pacific

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31 A Wānanga is a tertiary institution characterised by teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding ahuatanga Maori (Maori tradition) according to tikanga Maori (Maori custom). (Section 162, Education Act)

32 Data from New Zealand Tertiary Education Commission, Te Amoranga Mātauranga Matua

Nations, both New Zealand born and island-born), with international students making up 14 per cent of the tertiary student body.

Typical services and programmes offered

Services are funded through the institutions' operational budget and through a student services' levy paid directly by students, plus commercial income and government subsidies for health, disability, Māori and Pasifika programmes. How services are provided varies within each institution. While many provide all the services 'in-house', some outsource to the community (particularly health and counselling) or deliver them in partnership with Student Associations.

Students now, invariably, access all student services' information via websites and intranet. Most institutions offer student services in the areas of health and counselling; learning services including mentoring; disability services; programmes for Māori students and those from equity groups; childcare; student housing; career development and employment; recreation; financial aid and advice; student administration; retention and transition/orientation programmes; and international student support. There is an increasing amount of research, data collection and analysis being done in the student services' area to inform best practice and to create online tools to support the work.

Qualification and training of staff

Qualifications for student services' staff depend on the role but most positions require an appropriate tertiary qualification and experience aligned to the particular service area. At present, there is no dedicated student services educational programme or career pathway, but professional groups are looking at the possibilities in this area.

Typical organizational structure of student affairs and services

Student services are usually grouped together within an Academic Service Portfolio and report to the teaching and learning Pro Vice-Chancellor or equivalent. Currently there are no stand-alone student services' positions at an executive management level.

Issues and challenges

One of the wider issues in NZ is the role student services can play in creating parity of achievement for Māori and Pasifika students. There is strong government policy and incentive to enhance Māori and Pasifika participation and achievement at tertiary level. Many developments in student services for indigenous students have their origins in innovation in Aotearoa, New Zealand. The experience and achievement of Māori students has been enhanced using culturally appropriate physical environments and approaches to holistic service delivery. The Treaty of Waitangi, New Zealand's founding document, guides a partnership approach that works to value students' cultural capital and embed the valuing of indigenous knowledge and practices. New Zealand is home to one of the largest Pasifika populations in the world and, with more than half of this community under 25 years of age[33], their achievement in tertiary education is a priority. Most tertiary institutions employ Māori and Pasifika student services professionals whose roles focus on working with students from their communities.

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33 *The profile of Pacific peoples in New Zealand*. September 2016. Ministry of Social Development

As in previous reports, there are continuing issues around managing the changing needs of student cohorts; increasing demand and expectations for services in tertiary institutions; and mental health issues and their impact on service demand.

On a positive note, the discourse around first year experience and the student experience has increased awareness of the collaborative and developmental role student services can play in universities. Linked to this is a new direction with an emphasis on employability skills. Student services are also leading the way in recognizing the value of the student voice and partnerships in the modern tertiary environment. Given these changes, a current professional development focus is the measurement the value and impact of services within this wider brief.

Professional organizations and publications

The pivotal organization for student services and centre for publications in Australia and New Zealand is ANZSSA (Australia and New Zealand Student Association): https://www.anzssa.com/

ATLAANZ (Association of Tertiary Learning Advisors of Aotearoa/New Zealand): http://www.atlaanz.org/

ISANZA (International Educational Association Inc.), an association for professionals who work in international student services, advocacy, teaching and policy development in international education in New Zealand: http://www.isananz.org.nz/

TWANZ (Tertiary Wellbeing Aoteaora New Zealand), a national network dedicated to creating resilient, thriving, healthy students and staff in tertiary institutions across Aotearoa New Zealand: http://www.twanz.ac.nz/

NZTEAP (New Zealand Association of Tertiary Education Accommodation Professionals): http://www.nzateap.co.nz/

Nigeria

Adesoji Oni

The higher education system and evolution of student affairs and services

The period between 1882 and 1929 could be described as the beginning of modern education in Nigeria (Babarinde, 2004). It was marked by intensive missionary activity and expansion in southern Nigeria. By 1932, Yaba College was established as the first higher institution of learning in Nigeria. Yaba College ran courses mainly in the sciences, with some in humanities and religion. By 1939, graduates of Yaba College were beginning to make an impact in public works, hospitals, agricultural sectors and government secondary schools. Meanwhile in July 1947, the college was upgraded to a university college. This later became the premier university, University of Ibadan, Oyo State in 1948.

In the early 1960s four more universities were established namely the University of Nigeria, University of Lagos, University of Zaria, and University of Ife all in 1962 (Anyanwu, 2010 Nwagugo 1999). From then there has been a phenomenal increase in the number of universities and other tertiary institutions and as of today Nigeria is the largest HE market in Africa with a total of 152 universities of which 40 are owned by the Federal Government, 44 owned by state governments, and 68 privately

owned. In spite of this, Nigeria is still unable to admit all qualified applicants applying yearly because of limited capacity.

Typical student affairs and services and programmes offered

Each university in Nigeria operates a Department of Student Affairs which has responsibility for welfare, discipline, reward, bursary/scholarships, and general well-being of students in the institution. It coordinates extra-curricular activities that are beneficial to the students' welfare and growth. The role and responsibilities of the SAS include:

- Admission services
- Orientation for fresh students
- Provision of student accommodation and related services
- Registration and regulation of student associations e. g. religious, ethic, clubs and township association
- Regulation of extra and co-curricular activities
- Oversight of student union government, elections and activities, as well as co-ordination of student groups through faculty leaders, student representative council class governors, association leaders etc.
- Provision of counselling and career related services
- Protection of the rights of local and international students
- Student discipline
- Provision of security
- Responsibility for scholarships, loans and bursaries for students
- Provision of enabling environment of physically challenged students

Organizational structure of student affairs and services in Nigerian universities

The University of Lagos serves as a case for the typical structure of the Student Affairs Division of Nigerian universities.[34] The Division is under the Office of the Vice-Chancellor and headed by the Dean of Students Affairs, who is a senior member of academic staff. No special qualification is required to function in this department apart from the general terms and condition of employment. However, there is ongoing in–house staff development. The structure includes the principal officer, which is the Dean, assisted by Sub-deans, in case of University of Lagos, who are all appointees of the Vice-Chancellor. They have supporting staff, who are given different responsibilities to carry out. The student affairs division is responsible for carrying out specific services and programmes as they affect the students on campus.

In addition to the Offices of the Dean and Sub-deans, and the Secretariat of the Dean of Student Affairs, the division at the University of Lagos has sub-units with staff that aid its general operation. They are the counselling centre, sport officers, residence hall officers, and the Students' Union executives.

Issues and challenges for student affairs division

The discharge of roles and responsibilities by the student affairs division in Nigeria Universities is not without its ups and downs. The numbers of candidates seeking admission to universities exceeds by far the vacancies available. For example, over 1.5 million candidates apply annually for admission

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34 This section draws on a personal conversation with the Sub Dean of Students Affairs, University of Lagos, 13 April 2017

to Nigerian universities but only about 500,000 are admitted. Some of these unsuccessful applicants becomes frustrated and sometimes, resort to crime. On the other hand, private universities which are mostly faith-based are far too expensive and beyond what many Nigerians can afford.

As a result of inadequate funding, Nigerian higher institutions are plagued with inadequate academic facilities and materials for practical skills and SAS. Despite this, students expect catering facilities, restaurants, modern sport facilities, modern and well-equipped halls of residence, meaningful health care services and counselling units in addition to facilities which are directly related to their studies such as adequate classrooms, libraries, laboratories and toilet facilities.

However, all these seem to be inadequate as a result of the underfunding of the system. Currently, the economic recession in the country affects several student affairs responsibilities (some of which have been noted above). The major identified challenges confronting student affairs divisions in different universities include:

- insufficient accommodation for students, illegal occupants on campus, and poor electricity and water supply;
- sexual abuse and harassment (by students and by lecturers);
- political party interference in Students' Union elections;
- militant Students' Union activities, i. e. protest, which at times lead to the proscription of the union and closure of schools due to student unrest; workers strikes and related school closures;
- cultism, as well as faith-based challenges;
- inadequate provisions for physically challenged students.

Some universities also face severe security issues with even terrorism and robbery on campus. Students in Nigerian campuses have battled with protracted insecurity for many years leading to loss of lives and destruction of valuables. Some of the activities fuelling insecurity are clashes by cultists, armed-robbery, and bloody upheavals by political opponents and unionism desperados. Similarly, the terror attacks of Boko Haram represent the biggest insurgency this nation has faced since its independence in 1960. Among the targets re some of the most vital national assets – institutions of learning – as many students, teachers and lecturers have died in these heinous attacks. For example, Bayero University Kano, established in 1977 suffered when on April 29th 2012 gunmen attacked, and at least 17 students were killed. A lecture theatre and a sport complex used by Christian worshippers at the old campus of the university were also attacked by gunmen. Further, the attack on Sa'adatu Rimi College of Education and that of Kano School of Hygiene on 23rd June 2014 has left an impression of a general state of insecurity. And there have been a series of attacks on the University of Maiduguri in the Boko Haram-ravaged North Eastern Nigeria.

Qualification and training of staff in student affairs

The principal officers of the student affairs division are academic staff. There is no attached qualification to the officers/offices. The selection of principal officers is based on their length of service and understanding of the basic needs of students. The status for the Office of the Dean is that of a full professor. The division also includes non-academic staff. There are usually in-house trainings conducted regularly for all staff and the aim is to upgrade and update them on best practices and current trends in the office as it affects the students. Also, the staff engage in local and international training, seminars and workshops, which may not directly relate to student affairs but are of value to the academic environment.

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Norway

Naomi Ichihara Røkkum

The higher education system and evolution of student affairs and services

The local Student Welfare Organization (Norwegian: *studentsamskipnad*) is responsible for the welfare of students at universities, university colleges, and some vocational schools. The first student welfare organization in the current form was established in 1939 in Oslo. Today there are fourteen such organizations which are regulated by the Student Welfare Organization Act.

The welfare organizations are run as private entities but report to the Ministry of Education and Research. It is also the Ministry that can establish, merge, and dissolve these organizations. However, the authority to dissolve has limitations as both the Student Welfare Organization Act and the Universities and University Colleges Act protect the students' right to welfare services. The student welfare organizations are autonomous from the educational institutions and provide services to several universities and colleges. In 2017 the number of universities/colleges associated to a student welfare organization varied from one to twenty-six institutions.

The fourteen student welfare organizations cooperate at the national level through the Association of Norwegian Student Welfare Organizations (*samskipnadsrådet*). The Association aims at facilitating best practice sharing and ensuring common political interests on a national level however has no direct authority over the local welfare organizations. The Chairpersons (students) and the CEOs of all the local student welfare organizations meet annually for the General Assembly, and among others, elect the Executive Board for the National Association.

Typical organizational structure of student affairs and services within an institution

On the local level, the Executive Board is the highest decision-making authority of the student welfare organizations and as a result decides on the services provided. The board has a majority of students; the Chairperson is also a student. The local Welfare Councils (student parliaments on welfare issues) or the student parliaments in the respective areas elect the student representatives on

the board. The Executive Board also consists of members chosen by the universities/colleges and representatives for the employees of the student welfare organization. The daily management is carried out by a CEO.

Typical services and programmes offered

All student welfare organizations offer student accommodation and dining cafeterias, while the rest of the services vary as to if or how they are provided:

- Student accommodation and housing: approximately 15 % of the student population live in student housing. First year students, exchange students, and people with disabilities are usually prioritized.

- Student dining, restaurants and cafés: the services vary from coffee shops, cafeterias, and restaurants.

- Gyms: some student welfare organizations have their own gyms, while others offer student prices at local gyms.

- Kindergartens: about half of the student welfare organizations offer kindergartens for children of students. The services are typically designed to take exam periods and other student specific situations into consideration.

- Health care and counselling: There is diversity in how the student counselling/health care services are provided. Some of the larger campuses have health care (general practitioners/psychologists/dentists) run by the student welfare organization. Others provide office space to doctors on campus while some have doctors/counsellors specifically for students as an integrated part of the public health care. Many student welfare organisations offer counselling (individual/couple/family therapy, group sessions etc.).

- Career services: Some offer career services with one-on-one guidance and workshops.

- Campus bookstores: Some student welfare organizations own bookstores themselves or in partnership with other student welfare organizations.

Qualifications and training of staff

Student services personnel have relevant qualifications specific to their fields of practice (housing, medical, accounting, sports etc.).

Issues and challenges for student affairs and services in your country

While challenges can vary according to the locality, two key issues that are currently being looked at by student welfare organizations and the Association of Norwegian Student Welfare Organizations are:

- Student housing: There is still a need to build additional student housing. The Norwegian National Union of Students (NSO) has set a target that student housing should be offered to at least 20 % of students to ensure affordable housing and education for all. We are still several thousand accommodation units behind that goal.

- Mental health: A student health and welfare survey (Studentenes helse- og trivselsundersøkelse – SHoT) from 2014 uncovered that 19 % of students have severe psychological distress symptoms which is significantly higher than in the general population.

Websites of student affairs and services professional associations and organizations

The Association of Norwegian Student Welfare Organizations (Samskipnadsrådet): https://studentsamskipnader.wordpress.com/

Local student welfare organizations:

Nord studentsamskipnad (Studentinord) www.studentinord.no/

Studentsamskipnaden i Agder (SiA) www.sia.no/

Norges arktiske studentsamskipnad samskipnaden.no/

Studentsamskipnaden i Indre Finnmark (SSO) siif.no/

Studentsamskipnaden i Innlandet (Student Innlandet) istudent.no/

Studentsamskipnaden i Molde (SiMolde) www.simolde.no/

Studentsamskipnaden i Oslo og Akershus (SiO) ww.sio.no/

Studentsamskipnaden i Stavanger (SiS) sis.uis.no

Studentsamskipnaden i Sørøst-Norge (SSN) www.ssn.no/

Studentsamskipnaden i Trondheim (Sit) www.sit.no/

Studentsamskipnaden i Volda (SiVolda) www.sivolda.no/

Studentsamskipnaden i Østfold (SiØ) www.siost.hiof.no/

Studentsamskipnaden i Ås (SiÅs) www.sias.no

Studentsamskipnaden på Vestlandet (Sammen) www.sammen.no

Websites with links to publications and research

The Student Welfare Organization Act (in Norwegian): https://lovdata.no/dokument/NL/lov/2007-12-14-116

Pakistan

Faisal Ferozali Notta

The higher education system and evolution of student affairs and services

HE in Pakistan is provided through a system of state owned/public or private sectors. Varying resource allocations to institutions in different sectors make significant differences in the quality of education provided by these institutions. Universities in both state/public and private sectors are regulated by a federal body called the Higher Education Commission (HEC), Pakistan. Currently, the HE system in Pakistan has aligned its goals with national and international focus areas such as access to and quality of HE, internationalization of HE, student and academic staff exchange programmes, ranking of HEIs in Pakistan, and cross border cooperation with overseas institutions. The HEC came into existence in 2002, as part of a reform process. Different strategic and HE plans have been developed in the past. Recently, the Pakistan Vision 2030 document promotes accessibility with quality to

HE learning. The HEC policy and actions are geared to support students and establish new universities and/or upgrade college to degree awarding institutions.

In the last 10 years, SAS have evolved rapidly in Pakistan. These services include attestation of documents, generic admission requirements and required level of qualifications, and guidelines for admission into HEIs. Even though these are very limited functions they are indicative of a realization that students are core stakeholders. The influx of students into HE in public and private universities in Pakistan has spurred on the creation of SAS.

Pakistan had only one university at the time of independence with more subsequently established under state control.. After 35 years of independence, the first private university charter was awarded to the Aga Khan University. Currently, there are 184 public and private universities in Pakistan for an estimated population of over 200 million; most of which were Most established in the last two decades. Now, focus is required to support students for matters outside the classroom which are critical for their academic success.

Typical services and programmes offered

In Pakistan, the common SAS are recruitment, admission, administration of examinations, grades and record-keeping, career counselling, convocation management, housing, finance and loan services for students, attestation of transcript and parchment, student voice forums such as clubs and societies, sports and recreational activities, student integrity/plagiarism, newsletter, and leadership programmes. Less common are parent programmes, disability services, health education and services, overseas educational visits, student residency life programming, student life, student advisor, psychological services, and multicultural or pluralism office. A few HEIs mandate the registrar's office to develop policy and procedures or other core student affairs activities.

Qualifications and training of staff

Student affairs has not become a 'profession' yet in Pakistan and there are no academic qualification and programmes developed. Hence, there is no pre-requisite qualification to work in student affairs. Graduates with general Bachelor's and Master's qualifications work in such areas. Only a few specialized areas in student affairs require certain qualification, for example, for psychological services a with at least a Bachelor's in psychology is required. Similarly, for health education and services health qualifications are required.

Typical organizational structure of student affairs and services within an institution

Typically, in public universities, the Student Affairs offices are less organized and less active than in compared to private universities. In the public sector, SAS are limited to admissions and documentation while in the private sector the needs and demands provoke the development of policies and procedures for student integrity and codes of conduct, diversity and inclusion, facilitating allocation of funds for students to publish newsletters, for student exchange visits, and for supporting multicultural social events. In Pakistan, student unions are not encouraged by university leadership. However, to develop student leadership, clubs and societies are formed to represent students at different forums. Broadly, clubs and societies include sports, culture, publications, literature, curriculum development, debate and performing arts.

Generally, the organizational structure of a typical student affairs office follows the model or governance structure of the institution. For example, the Director, Dean for Student Affairs/Student Services, or an academic Dean/faculty member may lead SAS. In some western universities, a dedicated Vice President or Assistant Vice President is assigned for student affair services who reports directly

to the President of the college or an institute. As academia grows, Pakistan may eventually follow the latter route. There are two distinct variations in the organizational structure of students' affairs in Pakistan. In one model more developed student affairs activities are led by a neutral body with the appointed leader being either the University Registrar or a Director/Manager who reports to the highest leadership such as the Provost or President/CEO, or the Vice Chancellor of the University. In the other model where student affairs activities are newly developed at the institution, an Academic Dean or a Faculty member would have an additional role to take care of student affairs activities. Some forward-looking HEIs that emphasize student experience would have an appointed Director for Student Experience or a Director for Campus Life of Students. Despite these differences, it is important to note that the student affairs structure generally facilitates collaboration across programmes and offices to provide meaningful learning experience to students.

Issues and challenges for student affairs and services in the country

SAS as a profession is a relatively new phenomenon in Pakistan which means there is no defined description of such services or qualifications for those working in them except for specialized areas as stated above. The only option is to hire those with experience in this area. The challenge is that there are very few individuals who are experienced in student affairs. Nowadays, expanding HE with national and international entries in Pakistan has created profound challenges. First, there are limited human resources who understand student affairs and its positive role for student success. For example, should SAS be similar or different for undergraduate and post-graduate students? Furthermore, only a few experienced individuals in Pakistan have been exposed to or have collaborated with overseas student affairs practitioners to learn how to align and benchmark their services with international best practices.

Two key global issues and challenges in HE are creating an impact on SAS in Pakistan, namely, online courses and cross-border institutions and programmes. With the evolution of new technologies, global HE is moving towards offering fully online, e-learning, and blended learning courses and programmes. For example, Ellahi and Zaka (2015) claimed that a large audience in Pakistan has been attracted to Massive Open On-line Courses, or MOOCs, though the infrastructure remains a challenge. It is important to recognize that there are, and will be, different forms of MOOC courses, so student affairs practitioners need to be open, flexible and utilize 'self-learning' approaches to deal with students enrolling in multiple courses or programmes at multiple institutions at the same time. They must also deal with recognition, certification, and accreditation of MOOC courses in the future. The growing cross-border institutions and educational programmes in HE also influence SAS in Pakistan. Local HEIs are establishing campuses and full-fledged institutions outside their home land. Similarly, with introduction of Knowledge Parks and Education City projects, overseas institutions are planning to establish their campuses and educational programmes in Pakistan. This creates challenges for SAS in understanding how to provide recognition of academic credits, degree, equivalence of qualifications, and accreditation of credentials in different national jurisdictions and their regulatory requirements. Besides, with strategic economic partnerships such as the China-Pakistan Economic Corridor (CPEC), there will be more collaboration between Chinese and Pakistani Universities and similarly with Turkish Universities. These new global developments are challenges as well as opportunities for Pakistan's HE as well as student affairs.

Websites of student affairs and services, professional associations and organizations

The State Platform of Higher Education Commission (HEC) Pakistan: www.hec.gov.pk

Websites with links to publications and research

News & Views, Pakistan Qualification Register (PQR), see the State platform of Higher Education Commission (HEC) Pakistan: www.hec.gov.pk

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Another viewpoint regarding student affairs and services in Pakistan

Muhammad Sadiq
Agha Muhammad Raza

The higher education system and evolution of student affairs and services

Historically, universities and colleges in Pakistan have had minimal resources devoted to student support and activities outside of the classroom. Though the Higher Education Commission (HEC) of Pakistan, since its inception in 2002, has been working to enhance tertiary education in the country, student support services have garnered little attention. HEC's Vision 2025 is focused on significantly addressing three key challenges of HE – improving access to HE through establishing and encouraging new universities; improving quality through establishing new councils and strengthening the existing ones; and promoting relevance through facilitating research and scholarship (HEC, 2018). Some aspects of support services viz., scholarship and residential facilities are addressed very briefly in policies like 'Guideline for establishment of a new university' and 'Parameters for Review (PFR)'.

With limited guidance from HEC and no model of student affairs to emulate, hardly any university has left any solid footprint for others to follow suit. Notwithstanding, some universities have assumed the significance attached to this aspect and have been endeavouring to streamline mechanisms to this effect.

Prior to the 1980s, student unions, often prompted by political affiliations, were nestled in major universities of Pakistan. These had the mandate to help solve day-to-day student issues, but they were generally looked upon as adversaries by the institutions. Fearing a relapse of campus activism, a ban was imposed on student unions through Martial Law Order in 1984. This ban did not last very

long and was rescinded four years later, only to be challenged in the Supreme Court of Pakistan on grounds that student unions were contributing to on-campus violence, use of weapons on campus was increasing, and these activities were distracting students from the primary focus of college education. Consequently, a ban was again imposed on student unions by the then Chief Justice in 1993 (Taimur, 2013, Kamal, 2017). Since then no concerted efforts have been made on the part of the government to encourage reestablishment of student unions in HEIs of Pakistan.

In recent years, multiple cases of campus violence have again focused the spotlight on student support services. Universities across the country are beginning to put in place programmes focused on community-building activities underscoring the importance and value of both academic curriculum and co-curricular activities in developing the range of skills and attributes that are important for developing civic responsibility and leadership among university students. In 2017, a Senate Committee passed a resolution to revive student unions in educational institutions stating that 'The Student Unions provide a platform for students to engage in social and educational activities and defend their rights at the same time,' read a resolution passed in the Senate during a session chaired by (the Senate) Chairman Raza Rabbani (Guramani, 2017). With a resolution by the Senate of Pakistan, there is hope that student unions will become active on college campuses again. However, HEIs are beginning to realize that they cannot rely on student unions to be the surrogate student affairs units.

Typical organizational structure of student affairs and services within an institution

A brief survey of 'Student Affairs and Services in HEIs of Pakistan (SSAS)' was conducted by the authors to gather information for the purposes of this study in February 2018. Twenty-nine universities, both private and public, responded to the survey. It was clear from the responses that universities are slowly awakening to the need to allocate resources to student affairs units as an essential part of their administration. These offices usually titled, student affairs office, directorate of student affairs and career counseling, or office of student life, are often headed by a director with a team of three to five officers. The more developed student affairs units also have responsibility for career counseling and industrial liaison. The director is often assigned additional teaching or administrative responsibilities. The services usually offered by student affairs offices vary widely and include, managing student events, cultural events, seminars, excursions/tours, counseling, financial aid, alumni affairs, students placement, internships, industrial linkages, student conduct, residence life, sports, food services, transport, student clubs and societies. In a nutshell, a typical student affairs office offers a variety of services to students and facilitates their co-curricular activities. This office functions as a friendly guide to students, a 'one-stop shop,' addressing their needs from the time they make the first inquiry regarding admission to the university till after they graduate. In some instances, it also bridges the gap between faculty, management/administration and students.

Qualifications and training of student affairs staff

A survey of institutions showed that about three out of four student services offices are headed by individuals with graduate degrees. However, those with PhD degrees (22 %) have additional responsibilities within the university and their educational backgrounds vary widely. The offices are staffed by two to three junior-level officers.

About one-third of the student affairs offices indicated they provide some form of training to their staff. However, the nature and level of training provided cannot be ascertained since there is no regulatory body for certification or continuing professional education for student services professionals in the country.

Issues and challenges for student affairs and services

The primary challenge for student affairs offices within the university stems from the lack of integration of student services with the academic programmes. Often, student affairs offices are looked upon as an unnecessary drain on the resources and a distraction from academics by the university administration. As a result, the offices are very poorly resourced. At institutions where the head/director has other responsibilities, especially teaching, student services is often not a priority for them. It appears that student affairs offices in Pakistan function on the periphery of the education system in the absence of a regulatory infrastructure to guide, oversee, or regulate student support services.

Other challenges identified by the survey respondents are listed below
- Lack of shared vision, mission and clearly defined policies
- Unclear authority/jurisdiction of student affairs offices
- Inadequate human and financial resources to meet the needs of support services
- No opportunities to arrange internship, job fairs, and employment for students
- Lack of physical infrastructure for sports, physical and cultural activities
- Staff that does not have training or background in student affairs
- Little or no training in managing diversity
- Divisions along political and ethnic affiliations

Webpages of selected respondents to the survey are listed below for reference

Air University, Islamabad (www.au.edu.pk)

Alhamd Islamic University, Quetta
(http://www.aiu.edu.pk/TestAIU/index.php/2012-08-07-04-46-55)

Beaconhouse National University, Raiwand
(http://www.bnu.edu.pk/bnu/Facilities/StudentAffairsOffice.aspx)

Forman Christian College, Lahore (http://www.fccollege.edu.pk/counselingcenter/)

G.C Women's University, Sialkot (www.sao.gcwus.edu.pk)

Habib University, Karachi (https://habib.edu.pk/student-life/)

Hajvery University, Lahore (http://1stop.hup.edu.pk/support/home)

Institute of Business Administration, Karachi (https://iba.edu.pk/studentfacilities.php)

Institute of Business Management, Karachi (https://www.iobm.edu.pk/student-centre/)

Lahore University of Management Sciences (https://osa.lums.edu.pk/)

Mohammed Ali Jinnah University, Karachi (https://www.jinnah.edu/student-affairs/)

National Defense University, Islamabad (www.ndu.edu.pk)

National Textile University, Faisalabad (http://ntu.edu.pk/osa/service-domains-of-osa/)

National University of Modern Languages, Islamabad
(https://www.numl.edu.pk/Offices/StudentAffairs/Default.aspx)

National University of Science and Technology, Islamabad
(www.nust.edu.pk/Campus-Life/Student-Affairs)

NED University of Engineering and Technology, Karachi
(http://www.neduet.edu.pk/CSA/index.html)

Sukkur IBA University, Sukker (http://www.iba-suk.edu.pk/ibasuk/cdc/wpMain.aspx)

The Islamia University of Bhawalpur (http://iub.edu.pk/director_student.php)

The University of Lahore
(http://www.uol.edu.pk/services/student-services/student-services-center)

University of Education, Lahore (http://ue.edu.pk/beta/page/office.aspx?campusCode=127)

University of Haripur (http://www.uoh.edu.pk/admissions)

References

Guramani, N. (2017, August 22). Senate passes bill to revive student unions in educational institutions. *Dawn*. Retrieved from https://www.dawn.com/news/1353193 (3/4/18).

Higher Education Commission of Pakistan (2018). *Higher Education Commission Vision –2025*. Retrieved from http://hec.gov.pk/english/HECAnnouncements/Pages/HEC-Vision2025.aspx (3/4/18).

Kamal, S. (2017, August 24). So what exactly are student unions and why are they being revived by our government. *MCampus*. Retrieved from http://campus.mangobaaz.com/student-unions-pakistan/ (3/4/18).

Taimur, B. (2013, October 19). Students in search of the lost union--Part 1. *Dawn*. Retrieved on https://www.dawn.com/news/1050331 (3/4/18).

Paraguay

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Willian Cantero Lusardi

Background information on higher education system and evolution of student affairs/services

The oldest university in Paraguay is the Universidad Nacional de Asuncion, created in 1889, followed by Universidad Católica Nuestra Señora de la Asuncion, created in 1960. After the fall of the dictatorship in February 1989, between 1993 and 1996, three public universities were created. In this context, universities began to focus on student well-being not solely motivated by institutional and state policies but to help students to develop as a whole. In this context, student centers were created along with departments focused on the needs of students such as student affairs.

In Paraguay, there are currently 54 universities, of which 8 are public universities financed by the central government. Focusing on public universities in Paraguay, three essential pillars can be identified: teaching, research, and university extension, the last understood as university social responsibility. In most cases, universities have very limited budgets with respect to the development of university social responsibility.

In 2014–2015, according to the official data from the National Council of Science and Technology – CONACYT of Paraguay, the numbers of students enrolled in undergraduate degrees include 70,668 enrolled in public institutions and 151,474 in private institutions (These data represent 88 % of the total enrollment in public universities and 75 % of the total enrollment in private universities).

Typical Organizational structure of student affairs / services within an institution

Currently, with the improvement of quality in university education in Paraguay, universities have seen the need to create policies to formalize student affairs work. However, institutions in Paraguay (both public and private) do not have a typical structure at the country level. Rather, this varies in each institution. Some of the formal structures or offices present include: directorates, coordination or secretaries, reporting to a rector office, or of the general extension directorate. In the last five years, improvements in organizational structure have occurred since the processes of evaluation and quality accreditation of the careers within each institution requires the creation of a specific area or unit devoted to the management of student well-being.

Typical services and offered programs

- Tuition Assistance: For students of limited resources and for academic merit
- Economic support for research
- Cultural activities or sports
- Admissions and Access: Information about institutional resources and admissions
- Psychology, Nutrition, and Medical services
- Student Mobility: national and international
- Funding for national and international scholarships

Qualifications/training of staff

In general, both public and private universities, have professionals in student affairs who have completed their training in fields of study such as: pedagogy, administration, health and social science, and human services. The leaders of these teams in small cases have graduate degrees or doctorates, but often not related directly to student well-being.

Issues and challenges for student affairs/services

Although advances in higher education have been notable in the last decade, there are still challenges that must be overcome, such as:

Job Placement: Finding a job after graduation is a priority for students, and this is not always their case in their field of study. Institutions in Paraguay most carefully analyze labor demand and academic offerings.

Public funding: Although the state invests in higher education through the public budget, it is still not enough. Several students cannot afford to attend higher education or must work full-time and attend part-time. Institutions in Paraguay need to think about flexible schedules, costs, and other factors that impact students who do not attend school full-time.

Proliferation of universities: In recent years, a number of private institutions have emerged, creating issues related to monitoring the quality of educational offerings. Currently Paraguay is enacting Law No. 4995/2013 of Higher Education, which seeks improvements for regulation, control, and direction of the educational system at the tertiary level. In Paraguay, both the National Council of Higher Education and the National Agency for the Evaluation and Accreditation of Higher Education will play a major role deciding on the future of post-secondary education.

Budgets and Investments: One of the biggest challenges in the current scenario is that under Plan 2030, the government plans to double public investment in education. During 2014, 4.8 % of GDP was invested in education and for the next three years it is planned to increase this figure to 7 %. Therefore, by 2018, an increase in spending is estimated for each student enrolled (basic, middle and

higher education) from 505 to 1,208 US dollars. However, it is yet to be determined if this plan will be implemented as described.

Websites of student affairs/services professional associations/organizations

Association of Public Universities of Paraguay-AUPP http://www.aupp.edu.py (Spanish)

Paraguayan Association of Private Universities-APUP http://www.apup.org.py (Spanish)

National Council of Higher Education-CONES http://www.cones.gov.py (Spanish)

National Agency for the Evaluation of Higher Education Accreditation-ANEAES: http://www.aneaes.gov.py (Spanish)

Ministry of Education and Science-MEC http://www.mec.gov.py (Spanish)

Websites with links to student affairs/services publications and research

Duarte Massi, S. A. (2016). Estadísticas e Indicadores de Ciencia y Tecnología en Paraguay 2014

Consejo Nacional de Ciencia y Tecnología-CONACYT ed., (2015). Vol. 1). Asuncion, Paraguay. Recuperado el junio de 2016, de www.conacyt.gov.py

García Riart, J., Morínigo, J. N., Galeano, L. A., & Krug, F. (2013). Pensar la Universidad. La Educación Superior Universitaria y su Marco Regulario. Programa de Democracia Sociedad Civil – Topu'á Paraguay. (S. p. Democracia, Ed.) Asuncion, Paraguay. Obtenido de http://topua.semillas.org.py/wp-content/uploads/2011/01/Pensarlauniversidad.pdf

González, P. G. (2012). Situación y Propuestas de la Educación Superior en el Paraguay. (S. C. color, Ed.) Asuncion, Paraguay. Obtenido de http://www.abc.com.py/edicion-impresa/suplementos/cultural/situacion-y-propuestas-para-la-educacion-superior-en-paraguay-445310.html

Servin, N. (2015). La Educación Superior en el Paraguay en la actualidad. Módulo de Tecnología Educativa. Especialización en Docencia Universitaria. (U. N. Itapúa., Ed.) Encarnacion, Paraguay. Obtenido de https://moduloteconologiaeducativa2015.wordpress.com/2015/07/14/la-educacion-superior-del-paraguay-en-la-actualidad/

Speranza, Y. (2014). Educación Superior. (S. E. Hora, Ed.) Asuncion, Paraguay. Obtenido de http://www.ultimahora.com/educacion-superior-n841866.htm

Peru

Beatrice Avolio Alecchi

The higher education system and evolution of student affairs and services

Over the past few years, Peru has experienced a university reform process guided by University Law No. 30220, which regulates and supervises the universities to improve the quality of education. This process is guided by the National Superintendency of Higher Education (SUNEDU) and the Ministry of Education, which became the governing bodies of university education. The roles of SUNEDU are to approve or reject licensing applications, subsidiaries, colleges, schools and programmes; to identify violations and penalize; to supervise the quality of education; to monitor the fulfilment of

the requirements to award degrees and diplomas; and to control the public resources of the universities, among others.

In Peru, there are 142 universities, 51 are public and 91 are private. In addition, there are 782,970 undergraduate students (309,175 enrolled at public universities and 473,795 at private universities) Graduate students total 56,358 (24,591 enrolled at public universities and 31,767 at private universities). It should also be noted that the number of graduates from universities has dramatically increased in the last few decades from 14,667 graduates from public and private universities, to 113,435 graduates in 2014. On the other hand, there are 59,085 university professors (21,434 at public universities and 37,651 at private universities). The majority of them are men (65 % at private universities, and 74 % at public universities).

There is no national organization for SAS in Peru. Each service is provided by local universities, and therefore, they differ from one another.

Typical organizational structure of student affairs and services within an institution

The Ministry of Education is the governing body that manages HE. SUNEDU is the public specialized agency attached to the Ministry of Education. It is an autonomous entity responsible for the licensing of the university system of HE and for supervising the quality of the university, including the provided services.

In Peru, the vast majority of public and private HEIs have Student Affairs Directorates (Direcciones de Asuntos Estudiantiles, DAEs). These directorates vary according to the organizational structure of each university, i. e. in denomination, rank order and functions. For example, in Pontificia Universidad Católica del Peru, one of the most important private universities in Peru, the Office of Student Affairs is part of the Academic Vice-Rectorate. The Academic Vice-Rectorate (VRAC) is in charge of the management, administration, academic innovation, and it is part of the University Council. The DAE offers services which include: social support, student orientation, student employment, health services, sports, student initiatives, scholarships, and publications for teaching. In addition, other universities such as Universidad Nacional Mayor de San Marcos, a public institution, has the General Office of University Welfare/Well-being, that includes offices for food services, sports and recreation, administrative coordination and social services (e. g. health services, events organization, job placement, and university housing). These areas are within the Directorate of General Administration (DGA). In other institutions, typically smaller, student affairs are limited to one office or service. For instance, Universidad Peruana Cayetano Heredia has the Office of University Welfare as part of the Academic Vice-Rectorate, and Universidad de Lima has the Office of Welfare as part of the Department of Welfare.

In Peru, there is no coordination or national organization among the DAEs, or similar offices, from different institutions.

Typical services and programmes offered

All services are offered locally at the universities and are quite heterogeneous depending on the institution. In many private universities, such as Pontificia Universidad Católica del Perú (PUCP), a wide range of student services are offered:

- Office of Social Support Services: Responsible for setting tuition scales according to the students' socio-economic situation, in addition to food subsidy, exoneration of past-due bills, among others.
- Office of Student Orientation: Provides psychological and educational psychology services.
- Student Employment Office: Supports students and graduates to find internships and/or suitable jobs.

- Health Services Office: Provides several medical services.
- Sports Services Office: Responsible for the physical training of students and the sports infrastructure in the university.
- Office of Student Initiatives: Responsible for managing the funds to support the initiatives from the different student organizations.
- Office of Scholarships: Responsible for managing the grants' funds.
- Publications Office for Teaching: Responsible for managing and coordinating the production of undergraduate courses teaching materials.
- Scholarships: Provides students the opportunity to continue studying at foreign universities.

In addition, for many of the public universities, such as Universidad Nacional Mayor de San Marcos (UNMSM), student services can additionally include:

- Office of Social Services – Health: It carries out medical appointments; physical and mental illness preventive care, provides health insurance, etc.
- Office of Social Services – Events: Several university activities.
- Social Services – Career Services: It provides job opportunities to the students.
- Sports Services: Swimming, trach and field, chess, championships, competitions among universities, fitness, among others.
- University Housing: Responsible for providing accommodation to students coming from provinces, and remote and high-risk areas of Lima.
- Student Dining Service: Responsible for providing free food to university members.
- Social Responsibility and Outreach Centre: Responsible for applying the knowledge offered at the university with the community.
- Transportation: This service is provided to efficiently mobilize the students to the campus.
- Scholarships: It gives the students the opportunity to continue studying at foreign universities.

At the graduate level, CENTRUM Católica Graduate Business School – accredited by the AACSB, EQUIS and the Association of MBA offers several services to its students, such as:

- International exchanges: Provides new experiences and knowledge to the students by engaging with other students, graduates and professors from different parts of the world.
- Schools and agreements: Alternatives to achieve professional and academic improvements by virtue of the extensive networks with several universities and schools.
- Dual international degrees: Offers the opportunity to obtain a second academic degree in all the academic programmes.
- Doing business abroad: Provides the opportunity to learn how to do business in other parts of the world.
- Doing business in Peru: Offers graduate students or foreign executives the opportunity to visit Peru in order to start up a business.
- Latin American alliance of business schools: Promotes excellence in academia and business education at the top Latin American business schools.
- Beta Gamma Sigma: Provides the opportunity to be part of the honorary society of graduates and professors who promote professional excellence and an ethical life with social responsibility.
- Incoming students: Offers exchange programmes at universities or partner schools in other countries.

Not all universities and faculties provide all these services. It depends on the university and the student profile. The services might be used to a greater or lesser extent in each institution and also depend on the knowledge of the existence of such services.

Qualifications and staff training

In general terms, according to University Law, the Rector of a university has to be a citizen in exercise of political rights and obligations, a full-time principal professor, and must hold a doctoral degree.

Professors must hold a Master's degree to teach at an undergraduate level, a Master's or Doctoral degree to teach at Master's degree and specialization programmes, and a Doctoral degree to teach in Doctorate programmes.

For student services staff, it is not compulsory to hold a degree. However, it is valued to have a tertiary qualification or relevant work experience in the field.

Issues and challenges for student affairs and services

Globally, before the university reform, there were several problems that restricted the appropriate development of the education. The enforcement of University Law leads to different challenges:

- **Lack of coordination:** To overcome institutional silos and the lack of coordination between units and departments operating at the university. Also, to connect the university no the community and the private sector.

- **Quality of Institutions:** To stop the rapid increase of 'for profit' universities and degrees that do not necessarily meet the needs of the country.

- **Research:** There is very little interest in conducting research and producing knowledge. This is not a priority for institutions focusing mostly on teaching.

- **Budget:** The budget for public universities has not increased in line with the increase of the university population in recent years; hence, this has created a deterioration of the system.

Additionally, there are challenges within the university academic life, such as:

- **Information:** To give correct information about the services provided by the university, so that students can benefit. The lack of knowledge of university services means they are only used by a small population.

- **Holistic development:** It is necessary to create a framework to promote personal and academic skills related to the social development.

- **Student engagement:** To improve the systems monitoring all the student activities, taking the institutional responsibility for the academic and non-academic development and well-being of the students.

- **Housing:** To improve the quality of life of students who live at the universities. Not all urban universities have housing. In many cases, public urban universities do not have an adequate infrastructure to provide students adequate housing throughout their university life.

- **Food services:** Universities providing food service shall comply with the nutritional standards for a balanced diet.

- **Cultural activities:** To carry out cultural activities to make public the diversity of the country. The formation of citizens is linked to the value that they give to their culture.

- **Social outreach:** Improve the implementation of social outreach offices at the universities. This is crucial, since the final objective of the knowledge produced in such spaces is to have social benefits.

Websites of student affairs and services professional associations and organizations

Asociación de Egresados y Graduados Pontificia Universidad Católica del Perú (AEG PUCP) (PUCP Alumni Association) http://aeg.pucp.edu.pe/

Asociación de Universidades del Perú (ASUP) (Peruvian Association of Universities) http://asup.edu.pe/

Asociación de Universidades Públicas del Perú (ANUPP) (Peruvian Association of Public Universities) http://www.uni.edu.pe/index.php/rss/item/1358-asociacion-de-universidades-publicas-del-pe-ru-anupp

CENTRUM Católica Graduate Business School Student Affairs Office http://centrum.pucp.edu.pe/centrum/asuntos-internacionales/

Pontificia Universidad Católica del Perú (PUCP) Internationalization Efforts http://internacionalizacion.pucp.edu.pe/

Pontificia Universidad Católica del Perú (PUCP) Student Well-Being http://www.pucp.edu.pe/unidad/direccion-de-asuntos-estudiantiles-daes/

Red Peruana de Universidades (RPU) (Peruvian Network of Universities) http://rpu.edu.pe/quienes-somos/#banner

Red De Graduados Universidad de Lima (Universidad de Lima Alumni Network) http://www.ulima.edu.pe/tags/nuestros-graduados

Universidad Nacional Mayor de San Marcos (UNMSM) http://ogbu.unmsm.edu.pe/

Superintendencia Nacional de Educación Superior Universitaria (SUNEDU) (National Superintendency of Higher Education) https://www.sunedu.gob.pe/

Websites with links to student affairs and services publications and research

University and quality

Cuenca, R. (Ed). (2015). *La educación universitaria en Perú. Democracia, expansión y desigualdades*. Lima, Perú: IEP. Received from http://repositorio.iep.org.pe/bitstream/IEP/603/2/estudiossobredesigualdad10.pdf.

Cevallos, D. (2014). La Calidad Educativa en la realidad Universitaria Peruana frente al Contexto Latinoamericano [Quality Education in University Peruvian reality facing the Latin American context]. *Revista de la Universidad Católica Santo Toribo de Morovejo, 7*(1), 3–8. Retrieved from http://repositorio.usat.edu.pe/handle/usat/104.

Post-secondary enrolment data

http://censos.inei.gob.pe/cenaun/redatam_inei/doc/ESTADISTICA_UNIVERSITARIAS.pdf

Pontificia Universidad Católica del Perú. (2016). *Dosier. Aproximaciones a la educación universitaria.* Lima, Perú: Autor. Retrieved from http://files.pucp.edu.pe/puntoedu/wp-content/uploads/2016/06/Aproximacimaciones-a-la-educacion-universitaria.pdf.

Student policies and gender agenda

Ames, P. (Ed). (2006). *Las brechas invisibles. Desafíos para una equidad de género en la educación*. Lima, Perú: IEP. Retrieved from http://repositorio.iep.org.pe/handle/IEP/90.

Vara-Horna, A. López-Odar, D.; et al. (2016). *La violencia contra las mujeres en las universidades peruanas. Prevalencia e impacto en la productividad académica en las facultades de ciencias empresariales e ingeniería.* Lima, Perú: GIZ & USMP. Retrieved from https://danielmorochoruiz.files.wordpress.com/2015/08/vcm_universidades_peru_2016_primera_versic3b3n.pdf.

Valladares, O. (2012). La incursión de las mujeres a los estudios universitarios en el Perú: 1875–1980. *Cuadernos del Instituto Antonio de Nebrijas*, *15*(1), 105–123. Retrieved from https://e-revistas.uc3m.es/.

In Peru, there is a set of theses archives and journals at the universities

Revistas PUCP: http://www.revistas.pucp.edu.pe/

http://biblioteca.pucp.edu.pe/recursos-electronicos/repositorios-pucp/

http://revistasinvestigacion.unmsm.edu.pe/

http://sisbib.unmsm.edu.pe/m_recursos/repositorios.html

http://www.upch.edu.pe/vrinve/dugic/revistas/

http://repositorio.upch.edu.pe/

https://revistas.ulima.edu.pe/

http://www3.ulima.edu.pe/bi/Block01/web002-f.html

National Science and Technology Council (CONCYTEC)
https://portal.concytec.gob.pe/index.php/publicaciones/revistas

Peru's Scientific Electronic Library Online (SCIELO) http://www.scielo.org.pe/

Philippines

Evelyn A. Songco
Bella Villanueva

The higher education system and evolution of student affairs and services

The Commission on Higher Education (CHED) reported[35] that there are 1,943 HEIs including 1,721 private and 231 public HEIs in the Philippines as of Academic Year 2016–2017. Of the private HEIs, 360 are sectarian institutions and 1,361 are non-sectarian. Of the 231 public HEIs 112 are state universities and colleges while 105 are local universities and colleges, with the remaining 14 classified as other government HEIs. These institutions are under the CHED which touches base with the different schools, colleges, and universities through its Regional Offices (CHED RO).

Created by Republic Act No.7722, known as the Education Act of 1994, the CHED is dedicated to policy direction and implementation of programmes that will ensure access to quality education in HE[36]. CHED is mandated to 'protect academic freedom for continuing intellectual growth, advance

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35 Ched.gov.ph
36 http://chedcaraga.com/index.php/citizen-s-charter/ched-vision-mission-sectoral-goal-mandate-target-organizational-outcomes

learning and research, development effective leadership in higher education, and enrichment of historical and cultural heritage.'[37] It is along this line that the HEIs continue to enhance their services to students.

Typical services and programmes offered

Recognizing the importance of student experiences outside the classroom, the CHED issued Memorandum No. 9 where it defined the programmes that support the academic success of students: student welfare services, which promote the well-being of the students; student development services, which develop the full potential of the student; and institutional student services and programmes which address the basic need such as food, health, security, housing, special needs and other similar services[38].

Qualifications and training of staff

The move to organize and improve the quality of student affairs practice in the country started with the formal organization of the Association of Deans/Directors of Student Affairs (ADSA) in 1992 which was changed to the Philippine Association of Administrators of Student Affairs (PAASA[39]) in 1994. Knowing the status of SAS in the Philippines, PAASA committed itself to enhancing the competence and skills of the practitioners as well as to influence development, trends, and practices of student affairs in the country. The Association began its journey in 1995.

Considering that student affairs practitioners have no professional preparation for the position they occupy, PAASA held annual national conventions and continuing professional development programmes for them. Except for guidance counsellors and health professionals, practitioners come from various fields of specialization. The Association makes sure that the national conferences are held in different islands (Luzon, Visayas, and Mindanao) to reach practitioners spread over the different parts of the country.

Other associations of student affairs practitioners were born in the 1990s. These are the Catholic Educational Association of the Philippines National Capital Region Students Affairs Committee (CEAP NCR SAC), and the Organization of Student Services Educators, Inc. (OSSEI). With the active participation of student affairs practitioners in the Asia Pacific Student Services Association (APSSA), the PAASA entered into a partnership with APSSA to create the Institute for Student Affairs (APSSA-ISA). Such partnerships led to an annual competence-building training programme in the country. To promote harmonious relationships among the different associations, the Network of Students Affairs was convened. The Network aims to:

1. Establish collaboration among student affairs related organizations;
2. Identify the trust of each organization;
3. Spell out the contribution of each organization in the development of student affairs in the country.

Consequently, the Network defined the role of each association. The thrust of PAASA is to raise the standards of student affairs in the country. Through the years, the PAASA has been conducting seminars and lectures on relevant issues affecting student affairs. It conducts conventions that focus on concept-building, trends and developments in student affairs, in addition to working on international

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37 http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.09-s2013.pdf
38 http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.09-s2013.pdf
39 PAASA is a non-stock and non-profit organization. It can be reached through www.paasainc.com

collaborations and linkages. PAASA has been instrumental in the reforms and developments in student affairs practices and standards in the Philippines.

On the other hand, CEAP NCR SAC focuses on capacity-building among student affairs practitioners specifically around the management of students and student affairs, student discipline, advocacy, and resource management. In partnership with the University of Santo Tomas Graduate School, the CEAP NCR SAC offered a certificate programme for student affairs practitioners consisting of 9 modules. Today, PAASA has also partnered with the University of Santo Tomas to offer an enhanced certificate programme on student affairs. APSSA–ISA focuses on research and assessment in student affairs.

Typical organizational structure of student affairs and services within an institution

Since the HEIs in the Philippines are classified either as universities, colleges or schools, and are largely privately owned, their structures vary and are dependent on each of the institutions' financial viability. Its position within the institutional organizational structure varies from institution to institution. The titles given to the heads of SAS also differ from institution to institution. Depending on the breadth of their jurisdiction, they are often called vice presidents, vice chancellors, directors, Deans, associate deans, or coordinators.

There is no pattern or trend in the structure of SAS in the schools, colleges and universities in the Philippines. This is true in both private and public HEIs.

In HEIs where the head of SAS is a vice president, all student services such as guidance and counselling, student formation and development, residences, discipline, campus life, student publications, security, health service, scholarship, international students are under his/her office. Each service is usually headed by a director or an assistant to the vice president. In some HEIs, student affairs fall under the Vice President for Academic Affairs; while in some, it is under the Executive Vice President of Vice Chancellor for Student Affairs.

In some private and community colleges and universities, the head of SAS is the director. In some, the head of student affairs is called simply the head. These practice leaves the office for SAS with less jurisdiction; consequently, limited budget and access to resources.

Issues and challenges for student affairs and services in the country

With the advent of the 21st Century SAS gained greater attention from the Commission on Higher Education (CHED). In consultation with PAASA, the Commission of Higher Education (CHED) issued Memorandum No. 21, series 2006 which set the policies and standards for SAS in the country. To further enhance the policies and guidelines on SAS, the CHED issued Memorandum No. 9, series 2013.

The officers of PAASA perceive these developments as gains for student affairs practitioners since their role in the academic community is given attention by the CHED. Today, CHED seeks consultation with PAASA regarding student affairs related issues and concerns.

With the trend for globalization, practitioners under the leadership of PAASA seek to address the following challenges: changing socio-cultural patterns; rapid technological advancements; globalization and ASEAN integration; changing demographic profile of students; migration; internationalization and student mobility; changing family patterns; health; market trends; and changing government policies.

In the Philippines, practitioners and professionals have positioned themselves towards two actions: responding and re-defining. Committed to the mission of helping students achieve academic and life success, they are seeking new strategies to respond to environmental challenges and those brought about by the Declaration of the ASEAN Community by 2020 (Takeda, 2015) [40] such as the introduction of K-12 in basic education, need for mutual recognition of university degrees in all ASEAN countries, faculty and student mobility, synchronization of the academic calendar, competitiveness and/or quality of graduates and programmes, greater regional cooperation on education and research (Takeda, 2015), the use of outcomes-based learning by the academics, the emphasis on transformative, active, experiential, and service learning.

PAASA has reviewed and amended its by-laws to be more inclusive of all those who are in SAS. It has recently adopted a new name: the Philippine Association of Practitioners of Student Affairs and Services (PAPSAS). As a professional organization, it seeks to contribute to the creation of a knowledge system in SAS through research and publication as it continues to push for standards in SAS work in the country. It continues to be guided by the philosophy of holistic development as it takes on the role of developing students outside the classroom and preparing them to become leaders in the 21st century. Indeed, the work of student affairs practitioners has never been more challenging.

Printed publications

Asia-Pacific Journal for Student Affairs. Official Journal of the Philippine Association of Administrators of Student Affairs. Volume 1, April 2015.

Batan, C. M., Abenir, M. A. and Songco, E. A. Researching Student Affairs and Services. University of Santo Tomas Publishing House, 2015.

Poland

Magdalena Bafană

The higher education system and evolution of student affairs and services

One of the recent key achievements of the HE sector in Poland has been its successful integration into the European Area. A few milestones along the path to integration are worth highlighting. In 1998 Poland joined the Erasmus programme for the first time and in 1999, the country followed the Bologna Process in implementing the ECTS (European Credit Transfer System). In 2004 Poland become a member of the EU.

The HEIs in Poland are either public or private. While the number of public institutions remained relatively constant in the last few years, (132 as of 2016), a significant number of new campuses were founded in the same period, most of them residing in other cities rather than with the original founding institution. In 2016 public institutions recorded 76.5 % of the total number of all university students. The number of private institutions has also greatly changed. The sector counted 100 institutions in 1996, 325 institutions in 2008 and 283 institutions in 2016. Both the private and the public

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40 Takeda, C. J.M. (2015). ASEAN Integration 2015 and the Philippine Higher Education: Trends and Challenges, MSEUF Quarterly, Vol. 53, 1, March 2015

institutions adapted quite fast to the needs of the labour market by opening new faculties and fields of study.

The overall number of students in Poland saw a rapid rise from 403,000 in 1990 to 1,954.000 in 2005 followed by a slow decline until 2016 (1.405.100). The above-mentioned numbers include international students as well. Polish HEIs are attracting more and more international students. Statistics from 2016 cite that there were 57,100 foreign students at Polish HEIs (most of them from the Ukraine). A positive trend regarding the number of international students can be observed; in 2016 for example there were 11,000 more international students than in previous year. One of the important factors in the internationalization of the HE sector in Poland is the participation in European programmes (recent statistics from the Erasmus+ programme: 14,000 of outgoing students and 11,000 incoming students).

HE in Poland is organized as university-type higher institutions (with at least one organizational unit being authorized to award doctoral degrees) and non-university higher institutions. Since 2007/2008 the academic system has been divided into the following degree programmes: 3–4 years (Bachelor's), 1.5–2 years (Master's, based on Bachelor's), and the final degree, (Doctor, based on Master's).

Generally speaking full-time studies at state institutions are free of charge for Polish citizens and citizens of the EU/EEA while part-time studies are paid for by students with the tuition fees being determined by the particular institution in question.

Current number of institutions and students in HE − 2015/2016 (summary): 132 public and 283 private institutions; 1,405,100 students (4,4 % less than in previous year); 57,100 foreigner students; 919,000 students in full time programmes and 486,00 students part time programmes, Erasmus+: 14,000 outgoing and 11,000 incoming students (*Sources of statistics: Central Statistical Office of Poland, Erasmus.*

Student affairs and services in Poland

There is no central organization in Poland that provides or coordinates student services at the regional or national level. Every HEI is responsible for services for its own students. There is no consistent or unified service offered across all institutions.

At state universities student services are typically carried out by their departments. Most institutions have a Vice-Rector for Student Affairs or a Rector Proxy for Student Affairs, who is responsible for the coordination of the services. Within the student services framework, the Student Senate, Student Government, has an advisory role. Some public and private institutions have offices for student affairs which implement activities specific to student need, such as financial aid. Furthermore, some institutions have offices that focus on certain student concerns, such as students with disabilities, international students, career development and well-being issues. These services can fall, in some cases, under the responsibility of one person, typically a Rector Proxy. It can sometimes occur that public HEIs outsource their student services to external sources for support, such as specific foundations, (e. g. ZAK Foundation in Olsztyn, MANUS Foundation in Wrocław and Bratniak Foundation in Krakow).

Typical services and programmes offered

The typical student services offered include: financial aid, housing, students with additional learning needs, international students, first-year orientation and induction, career counseling, European mobility support (for example Erasmus+ office), sport and cultural activities, student dining, health

services, counseling services, amongst other services. Both state and private HEIs provide financial aid to students. Students can also benefit from scholarships and grants from the Ministry of **Science. Additionally, there are a variety of scholarships based on bilateral agreements.** Students and Ph.D students can apply for need-based scholarships (income-related and for students with disabilities), merit-based scholarships, young researchers' scholarships and for international competition scholarships. Ph.D students can apply for doctoral studies scholarships. Students in Poland can apply for loans. In the academic year 2016/2017 students and Ph.D students were taking 3,603 student credits, with the loan repayments starting two years after graduation.

Qualifications and training of staff

Employees of HEIs are encouraged to attend training sessions, participate in staff exchanges with international partners, attend conferences, and attend other activities to stay current on national and international trends.

Issues and challenges for student affairs and services

- Internationalization
- Growing diversity of student population
- Centralization of student services
- Simplification of procedures related to student services
- Easier access to student services for non full-time students
- Providing wider range of services for students at private institutions
- Providing flexible organization of studies
- Providing services for students with children
- Developing closer relationship with the industry/labour market to support the labour market integration of students

Websites

Ministry of Science and Higher Education Republic of Poland www.nauka.gov.pl/en/

Conference of Rectors of Academic Schools in Poland (CRASP) www.krasp.org.pl/en

Ready, Study Go Poland (Service for international students, website of the Ministry of Science and Higher Education Republic of Poland) www.go-poland.pl

Central Statistical Office of Poland stat.gov.pl/en/topics/education/

University of Warsaw http://en.uw.edu.pl/

Jagiellonian University in Krakow www.en.uj.edu.pl/en

Wroclaw University of Science and Technology http://pwr.edu.pl/en/

Warsaw University of Technology www.pw.edu.pl/engpw

AGH University of Science and Technology in Krakow http://www.agh.edu.pl/en/

ZAK Foundation http://www.zak.olsztyn.pl/en/

Manus Foundation (only in Polish language available) www.manus.pl/

Bratniak Foundation (only in Polish language available) www.bratniak.krakow.pl/

Kozminski University in Warsaw www.kozminski.edu.pl/en/

SWPS University of Social Sciences and Humanities http://english.swps.pl/

Lazarski University in Warsaw http://recruitment.lazarski.pl/

Polish Association for Students Self Government (only in Polish language available) http://psrp.org.pl/

"Perspektywy" Education Foundation www.perspektywy.org/

NAWA Polish National Agency for Academic Exchange www.nawa.gov.pl/en

Central Statistical Office of Poland stat.gov.pl/en/topics/education/

Portugal

Diogo Moreira

The higher education system and evolution of student affairs and services

HE in Portugal has changed significantly since the political revolution of 1974 that ended the governmental dictatorship. Up to that time, HE was only accessible to the elite. In that year, 56,608 students studied in HE. Enrolment in HEIs in 2015 approximated 397,000. With the transition to democracy, the massification of HE, combined with an accelerated growth of the school population and of educational institutions, a network of HEIs developed. Therefore, there is now greater capacity in responding to the expectations of an ever-increasing number of students. Opening up access to HEIs was originally intended to help correct the socio-economic asymmetries that existed previously in Portuguese society. With increased and easier access, HE thus began a process of democratization. The State has since sought to create the necessary conditions to ensure equal opportunities in access to HE for all citizens, regardless of gender, economic or social condition. The last major reform of HE was carried out in 2007, with the main objective being the adaptation to new challenges faced by the sector. Therefore, the organizational model of public and private HEIs and similar institutions was greatly changed.

Currently HE plays a very important role in society. By having standard policies at expanding the recruitment numbers to HEIs, the historically low levels of academic qualifications can now change. Nevertheless, despite the efforts made in recent years by various governments and HEIs, the percentage of those aged 25–34 with a HE diploma is only around 30 %. This is 10 % below the average of the OECD countries. At the same time, there are still difficulties in accessing HE. In Portugal, the student's socio-economic context can seriously impact their ability to continue on their studies. The dropout rate of HE is particularly higher when compared to the average of other developed countries. In this context, student services play a crucial role in ensuring greater student success.

The current Portuguese HE student support system was established in 1974, with the creation of a financial support system for students. In 1980, this system evolved to the creation of a model of student services with administrative and financial autonomy in each HEI. The current organizational model has been in operation since 1993 and has integrated social services into HEIs and polytechnic institutes. Following the reform of the organizational and government model of public and private HEIs, in 2007, it was evident that the role of designated were necessary for student success.

Typical organizational structure of student affairs and services within an institution

Through its work with students, the State ensures the existence of a student support system that can facilitate both the access to HE as well as for academic success. The provision of the support services to students is left to the individual HEI and in some situations, certain services may be shared between various institutions. These services provide an important structure to the functioning of HEIs and therefore must be supported and further developed. The various student services are chaired by the Rector/President of the HEI, but the operational management is assumed by a senior manager called 'student services administrator'. The student voice is seen as a fundamental element and therefore students are actively encouraged to share their feedback to help steer future strategic plans.

Typical services and programmes offered

Under the student services system, the state guarantees support to students which is dependent upon their HEI. The type of services that are available to students depends on the specificity of each HE institution, its strategy and the profile of its students. The services that are made available to students more frequently include: scholarships; emergency aid; food service; accommodation; health; counselling; supports for students with special needs, especially those with disabilities; cultural events; sports; transportation and employment.

Qualifications and training of staff

In general, there is not one standard approach or qualification to work within student services, therefore there is a concern that HEIs need to support their staff by encouraging them to improve their skills through ongoing training.

Issues and challenges for student affairs and services in your country

The existence of an increasingly heterogeneous student body as a result of the expansion of recruitment, the internationalization process and the increasing use of distance learning formats, together with a reduction in public funding and a growing application of budgetary constraints, makes the process of managing SAS an increasingly complex exercise. As HEIs are faced with the need to develop and strengthen support services for their students, it is hard to address given financial and legal frameworks. At the same time, there are still difficulties in accessing HE for people from economically and socially disadvantaged backgrounds. This reality is forcing institutions to rethink the way they approach their activities. There is a need to develop approaches to social innovation that contribute to the goal of ensuring that the academic population of HEIs reflect the social reality of the country.

Websites of student affairs and services professional associations and organizations

Student services within Portuguese institutions can easily be found on the internet.

Websites with links to student affairs and services publications and research

Ministry of Education, Culture and Sports: http://www.educacion.es/portada-mecd/en/

Qatar

Khalifa Al Hazaa
Wadad El Housseini

The higher education system and evolution of student affairs and services

In the last 25 years Qatar has witnessed major advancements in HE and consequently in SAS. Qatar has one public university, Qatar University, established in 1977 and one community college established in 2010. In addition to that, Qatar hosts a number of international institutions affiliated with reputable HEIs from USA, Canada, and other European countries such as UK, France and the Netherlands. In addition, it is worth mentioning the two private institutions that offer graduate programmes only, namely Hamad Bin Khalifa and the Doha Institute. Student affairs as a profession in Qatar did not take its current format and structure before the establishment of the Qatar Foundation in 1997. As for Qatar University, its current structure came about from 2007 onwards.

Typical student affairs, services and programmes offered

The role of student affairs differs from one institution to another in Qatar. In some institutions, it encompasses a wide range of services and programmes including activities, leadership, special needs, and community services in addition to enrolment and student success. In other institutions, it is restricted to admission and registration activities in addition to some advising and counselling such as in the community college of Qatar. It is important to mention that student affairs departments at branch campuses mirror to a certain extent student functions and services provided on the main campus.

Qualifications and training of staff

The majority of SAS staff in public universities do not hold student affairs degrees i. e. they are non-specialized but strive to acquire the necessary skills and knowledge through various channels including but not limited to job training and shadowing, staff exchange, study tours at western institutions, and conferences organized by student affairs professional organizations. In private or semi-private institutions, such as Qatar Foundation branch campuses for instance, the majority if not all of the SAS teams come with at least a Master's degree in student affairs. However, other national institutions, like Qatar University, do not require of their staff to have an academic preparation in the SA field. They come from various backgrounds in various positions based on their interests or transferable experiences. The international professional organizations such as NASPA and ACPA remain the main and most reliable sources of information and providers of professional staff support. Moreover, NASPA-MENASA currently offers various opportunities through webinars or regional conferences in the Middle East to support the SAS manpower. It is worth mentioning that Hamad Bin Khalifa University started a Student Affairs Certificate in 2011. The HBKU Certificate in Student Affairs plays a key role in preparing novice and experienced student affairs professionals without a Master's degree in related fields to fulfil their job requirements by developing global perspectives and multicultural competence.

Typical organizational structure of student affairs and services

This diversity of institutions in terms of type, enrolment, campus size, country affiliation, and specializations is reflected in the departmental structures, position titles, and scope or work in respective institutions. Whereas large institutions i. e. Qatar University have a Vice President of student affairs,

who oversees a wide range of services including admissions and registration, student general services, housing and financial aid to mention a few, there is a director or a dean in smaller institutions. In addition, at Qatar University, SAS is comprised of four major divisions handling a myriad of functions pertaining to students and their university journey: Enrolment and Registration, Student Development, Student Success and Student life and Services. Branch campuses sponsored by Qatar Foundation and operating in Education City have different structures and scopes for their student affairs offices. It is worth mentioning that in Qatar University staff are mandated one specific scope of work rather than being generalists like in smaller campuses. In the former, staff handle only one area, i. e. advising, or housing, etc.

Issues and challenges for student affairs and services

At the time of writing, Qatar reconfigured its national priorities based on political and economic pressures imposed by the drop in oil prices as well as what is known as the GCC crisis, where Qatar is put under a blockade by neighbouring countries, Kingdom of Saudi Arabia and the United Arab Emirates. The blockade means limited diplomatic relations, transportation of goods and people's mobility between these countries. Those measures yielded a set of new challenges that student affairs departments need to address.

1. Budget cuts and decreased financial support heavily impact student affairs divisions nationwide and have implications for their organizational structure, departmental scope of responsibilities, and staff morale. Some innovative and student leadership and engagement programmes are put on hold because of the scarcity of resources. Downsizing might affect staff to student ratio and knowledge transfer and staff expertise. Moreover, reduced salary packages for expats and new staff and limited yearly increases might turn out to be a major source of demotivation for nationals and expatriates.

2. Limited opportunities for professional development among staff as financial support for international professional development has now become exclusive for nationals. The blockade is also restricting staff travel to the various parts of the region, where student affairs regional conferences take place. To keep staff up to date with field trends, student affairs divisions will be forced more than ever to explore creative professional development options, either on-site or through webinars.

3. Limited opportunities for specialized staff to be recruited to various positions especially after the review of allowances and packages for expats as well as locals.

4. Bilingual staff with student affairs specialization are very scarce.

5. Pressures to increase Qatarization ratios especially among senior positions is restricting the recruitment of experienced staff. This measure has significant implications on the hiring of student affairs professionals who are mainly expatriates and usually recruited to support the creation of student affairs divisions and departments based on North American field standards. It is important to note that Qatarization, a main focus of the Qatar National Vision 2030, is a governmental initiative aiming at increasing the number of Qatari citizens employed in public and private sectors.

Websites of student affairs and services professional associations and organizations

NASPA-MENASA, https://www.naspa.org/constituent-groups/regions/menasa

Qatar Foundation, https://www.qf.org.qa/

Qatar University, http://www.qu.edu.qa/

Hamad Bin Khalifa University (HBKU), https://hbku.edu.qa/en/about-hamad-bin-khalifa-university

References

Ministry of Education and Higher Education Website, http://www.edu.gov.qa

Romania

General Directorate for Education University (DGlu)

The higher education system and evolution of student affairs and services

The HE system in Romania has undergone numerous changes throughout the last two centuries. In 1999, Romania joined the European Higher Education Area and became a full member of the Bologna Process. This has influenced SAS as key stakeholders have had the opportunity to share information with other European countries. According to the principles promoted by the Bologna Process, the HE system is centred on students' needs and interests. The national education Law 1/2011, and other legislation, regulate the rights and duties of students in Romanian universities, as well as aspects connected to students' associations with regard to the decisive and consultative forums in HEIs.

Today, the Romanian HE system has 55 state-funded HEIs, with 256 faculties, together with 37 private HEIs. Private HEIs encompass a number of 96 faculties.

The fundamental principles that lie at the core of student activities within the academic community are those of non-discrimination, the right to assistance including free access to certain services on campus, the opportunity of participation in the decision-making processes, freedom of speech, the commitment to transparency and open access to information.

Typical organizational structure of student affairs and services within an institution

All HEIs are legally obligated to provide (art. 351 of the National Education Law 1/2011) career service provision to offer guidelines and assistance in student career planning. Within these Career and Student Orientation Centres, there are counsellors, sociologists, academic staff, educational psychologists, school and vocational counsellors who are trained to provide information on educational and occupational routes within higher education. They also analyse current trends and progression of students on Bachelor's, Master's and Ph.D courses of study. National regulations ensure that HEIs hire at the ratio of one counsellor or psychologist for every 2,000 students enrolled in a study programme within the institution.

The HE system provides psychological services as well as support for students with disabilities. Academic staff are also required to offer support and academic guidance to their students outside their classes.

Student organizations play a very important role in improving student life and connecting students to the labour market. In the Romanian education system, each faculty may have its own student association which can be part of a union organized at institutional level. Most often such organisations are also part of national student associations such as ANOSR, UNSR, USR, with the purpose of creating a nationwide common ground with the focus of the student experience. In Romania, there are 476 student organizations registered.

Other activities that are deemed part of student services are those offered by the alumni organizations. By offering their support to current students they can help them identify possible career options for their future.

In the Romanian HE system students are considered to be equal partners in the educational process and equal members of the academic community. Therefore, without exception, students are present in various forums where decisions are made. An example of this is where the University Senate requires a 25 % membership of students.

Typical services and programmes offered

Financial aid

The Romanian HE system has a scholarship and bursary system which rewards students with proven academic success. There is also financial support for students who experience financial hardship or an unexpected situation that may impact their studies. This financial support is offered throughout the year. In addition, there is funding available for entrepreneurial student societies where their members may want to initiate start-up companies. There is also financial support related to student mobility programmes such as Erasmus and Erasmus+.

Academic support and professional development

All HEIs provide career services and assistance in career planning to their students regardless of their academic level.

The Career Centres mainly provide four types of services:

1. Supplying information for high school students regarding the curricula proposed by each HE institution, as well as participating at educational fairs where they inform high school students about their future academic and career options.

2. Offering career guidance and counselling to students in the final year of high school and students enrolled in the HE system.

3. Preparation activities, such as job portfolio preparation sessions, job interview simulations, company presentations and so on, meant to increase the number of students/graduates securing jobs following graduation.

4. Informing and advising students on educational and professional paths within HEIs, for each of the degree levels; Bachelor's, Master's, and Ph. D.

The key stakeholders of the national HE system are aware of the necessity for professionally-oriented study programmes. This is crucial to strengthen the relevance of academically-oriented HE programmes. Evidence shows that students who participated in practical training before graduation are more likely to find jobs than those without relevant work experience. Thus, the Romanian HE system is one of the few in the EU that require a work placement experience in all education programmes. Students must complete internships or acquire other forms of professional experience in their study discipline in order to graduate. To achieve this, the law requires the HEI to provide 30 % of the required internship with 50 % to be found out in industry.

Student life

Most universities provide accommodation, canteens and libraries to their students. In addition, they can also offer students sporting facilities, such as pitches, sport fields, gyms and fitness centres,

swimming pools and so on, depending on the university. Another important service provided to students is the free medical and psychological centre on campus, or if deemed necessary, off campus as part of the national health care system.

Qualifications and training of staff

The Career and Student Orientation Centres are staffed by trained counsellors, sociologists, teachers, educational psychologists, school and vocational counselling, all with the remit of supporting students in a variety of ways.

Issues and challenges for student affairs and services in your country

In recent years, the Romanian HE system has been concerned with moving forward regarding SAS. For this reason, formal policies and procedures have been implemented ensuring the creation and implementation of Career and Student Orientation Centres at every HEI. Although the centres exist there are still numerous challenges with the biggest one being that of student engagement. Improvement needs to take place in communicating the message to students about this valuable resource as relatively few people access the service.

In Romania support is given to students of low socioeconomic status. For instance, students from low-income backgrounds benefit from a system of student loans that covers the tuition fee of study programmes within a HEI. Furthermore, graduates who practice their profession for at least 5 years in rural areas are exempt from paying 75 % of the loan.

Websites of student affairs and services professional associations and organizations

http://www.unsr.ro/

http://uniunea.ro/

http://www.anosr.ro/

www.ligastudentilor.ro/

http://www.studentiq.ro/catalog/organizatii-studentesti

Websites with links to student affairs and/services publications and research

http://www.anosr.ro/wp-content/uploads/2014/04/Serviciile-de-consiliere-si-orientare-in-cariera-Perspectiva-studentilor.pdf

http://www.uaic.ro/wp-content/uploads/2014/01/2014_raport_cercetare_companii_angajatoare.pdf

Russian Federation

Natalia V. Ralyk

The higher education system and evolution of student affairs and services

Student life is a complex, complicated and multifaceted 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 extracurricular life in Russian universities. SAS are distributed among and administered by various administrative and academic units of HEIs (commonly known as extra-educational students' activities departments). As an integrated part of the university process, they create student learning support through programmes and services that promote leadership, development and tolerance, and that communicate the values and standards of the university community.

Russian HEIs include 29 National Research Universities http://www.edu.ru/vuz/niu; 10 Federal Universities http://www.edu.ru/vuz/federal; and 11 main State Universities http://www.edu.ru/vuz/opornye-vuzy. To see a full list of recognized universities, go to http://www.russianenic.ru/english/cred/spisok.html.

The concept of SAS as a formal institutionalized single unit is receiving huge attention in universities. This report is based on the open-access information of current practices in the country's leading universities.

Typical services and programmes offered

Russian HEIs 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 colleges or faculties (British English). The main goal of these divisions is to work in every way for and with students to support 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; and alumni affairs.

Academic departments are responsible for academic admission, advising, registration and records. Students' academic life is guided 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, etc.). 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 include accommodation, facilities, dining halls, advisory services, university preparatory services, study abroad programmes, and programmes for international students. They are offered through various administrative units and centres for students' development.

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 and training of staff

Student affairs senior administrators hold kandidanauk degrees (Ph. D.), usually in humanities. Middle-level administrators have diplomas of HE (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 and services

The organizational structure varies in different HEIs mirroring their sizes, needs and requirements. Typically, the vice president for extracurricular activities coordinates the work of the departments for extracurricular activities. This includes coordination of extracurricular activities, enhancing students' self-governance and protecting the students' rights and social guarantees. This organizational structure (it can go by a number of names) 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 colleges or faculties. Each college is headed by a dean who is responsible for students' academic and extracurricular activities. The dean's main role is to directly support the students and 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 student affairs coordinator, student and faculty advisors, and educational and post-graduate international programmes advisors. For further information about education for international students refer to:

Russian Education Center for International Students https://eduinrus.ru/en/;

Education for Foreigners in Russia https://studyinrussia.ru/en/; http://en.russia.edu.ru/;

http://en.russia.edu.ru/edu/description/sysobr/905/; Russia – IIE (The Power of International Education);

https://www.iie.org/en/Research-and-Insights/Project-Atlas/Explore-Data/Russia.

Issues and challenges for student affairs and services

The main issues and challenges of the Russian HE system centre on how to effectively assure the integration of the Russian HE system into the European HE area, launched by the Bologna Process, as well as into the European research context. For further information refer to Russian Federation –

European Higher Education Area and Bologna Process http://www.ehea.info/pid34250-cid101592/russian-federation.html; Education in Russian Federation – WENR (World Education News + Reviews) https://wenr.wes.org/2017/06/education-in-the-russian-federation; Higher Education in Russia – SPHERE (Support and Promotion for Higher Education Reform Experts) http://supporthere.org/page/higher-education-russia.

The integration and protection of institutional interests raises 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 SAS? 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 HE sector is also necessary.

Websites of student affairs and services professional associations and organizations

All Russian universities provide SAS often under the name of extracurricular activities. A full list of the recognized universities can be found on the website of the National Information Center on Academic Recognition and Mobility, Ministry of Education and Science in Russian Federation http://www.russianenic.ru/english/cred/index.html; http://www.russianenic.ru/english/cred/spisok.html.

For current practices in some leading universities, go to:

Moscow State University: http://www.msu.ru/students/; https://www.msu.ru//

Far Eastern Federal University: https://www.dvfu.ru/en/campus/

National Research University – Higher School of Economics: https://www.hse.ru/en/our/

National Research University – Higher School of Economics in Nizhny Novgorod: https://nnov.hse.ru/en/

National Research University- Higher School of Economics in Saint Petersburg: https://spb.hse.ru/en/

Novosibirsk State University: https://english.nsu.ru/life/facilities/

Tomsk Polytechnic University: https://tpu.ru/en/life#menu-104

Tomsk State University: http://en.tsu.ru/student_s_life /

Saint-Petersburg State University: https://spbu.ru/studentam and http://www.spbu.ru/e/Intaffairs/exchange/students.html

Saratov State University: https://www.sgu.ru/en/node/5855/programma-razvitiya-niu

Ural State Technical University: https://urfu.ru/en/activities/

Research publications on various aspects of Russian higher education

Great attention is paid to research on different aspects of extracurricular activities for and with students in high education institutions. To read about the development of HE in Russia, go to https://www.sciencedirect.com/science/article/pii/S1877042815061200

Saudi Arabia

Awad Aljadani
Hashem Balkhair

The higher education system and evolution of student affairs and services

HE in Saudi Arabia dates back to 1957 with the establishing of the first public university, King Saud University, in Riyadh the capital city (King Saud University, 2016). Economic growth has dramatically developed the HE system. There are now 26 public universities and 42 private colleges and universities. The Ministry of Education supervises all higher educational institutes and the Council of Higher Education, that regulates all university and colleges, is part of the council of ministers. In public universities, students do not have to pay for tuition as the government funds all public universities. Also, the government supports students in private universities with partial scholarships.

The SAS sector has been given high priority in Saudi universities. Traditionally, most campuses were focused on specific aspects such as students support services, catering and housing, social and sport activities. However, the student services in today's campus go beyond those aspects to counselling, medical services, student transportation, etc. Counselling services used to be provided within a unit that was affiliated with an academic department such as psychology. In 2008 the Ministry of Education launched an initiative amongst the Saudi universities aiming to improve counselling services and provide them within centres that have a systematic approach (Aldlaim, 2011).

Typical services and programmes offered

Normally, most universities share their practice with each other in Saudi Arabia due to fact that some excel in particular areas, for example, King Saud University is well known for accessibility and their Universal Access Program (UAP). The University of Business and Technology supports its students with special needs through their disability services delivered by the educational support centre. In most Saudi universities, the deanship of student affairs is responsible for providing and planning for programmes on their campuses in the following areas: Disability support, counselling, athletic services, housing, campus events and activities, bookstore and student support,,international student,student organizations and clubs,student transportation, catering and food services, student funds and financial services, career and alumni services,clinic and prime aid,honouring and awarding students with high academic achievement and university rules and regulations (Code of conduct).

Typical organizational structure of student affairs and services within an institution

The student affairs organizational structure in Saudi universities follows a typical model that is known as the deanship of student affairs, a division that oversees all non-academic students' activities and services on a campus except the admission and registration services that are normally provided through the deanship of admission and registration. However, some small colleges and universities in Saudi Arabia do not necessarily follow these structures and integrate student affairs and admission/registration services under one division, the deanship of admission registration and student affairs.

The Dean of Students manages the departments, centres, and units related to student affairs on campus and reports to the university president. The dean nominates vice deans in multiple areas that the institute needs. This might include vice dean for planning and development, vice dean for activi-

ties, vice dean for other branch campuses of university, etc. Normally, the dean of student affairs and the vice deans are professors at the institution where they serve. The remaining positions within the deanship of student affairs differ variously based on campus needs. Starting from administrative assistant and student affairs officials to director level, they all organizationally collect around one of the vice deans within the institution and report in line of authority accordingly.

Qualifications and training of staff

The dean of student affairs and the vice-deans are primarily professors with Ph.Ds in any area of study and must prove leadership skills and possess a dynamic personality to serve. They are appointed by the institute executive administration to serve for a fixed term with possible renewal. However, other student affairs personnel must obtain at least Bachelor's degrees in any related field. There is no particular academic preparation available to work in student affairs. Nonetheless, psychology and sociology are the most widely held degrees. The concept of student development in HE is still growing among student affairs practitioners; however, the deanship of student affairs strives to provide training opportunities in various areas including student development.

Issues and challenges for student affairs and services

Strategic planning for student affairs within the institution is a challenge that faces most Saudi universities since student affair leaders serve in a fixed term and might change periodically. There is a need in Saudi universities to create a centre within student affairs deanships that is devoted to student development and that plans strategically for the long term in line with the institute vision. Another challenge is providing staff training that meets the particular needs of students and does so on a continuous basis with ongoing development of SAS. In a recent study about utilizing counselling services in Saudi universities, the findings showed that counselling professionals on Saudi campuses tend to focus on administrative tasks. There is also a need for more research and studies on college students (Aldlaim, 2011).

Websites of student affairs and services professional associations and organizations

In the early 2010s, the Ministry of Education formed two organizations that are mainly related to SAS in Saudi Arabia. They aim to unite universities together to share their issues and best practices; and to improve communication among universities:

Committee of Deans of Student Affairs in the Saudi universities: the committee members include deans of student affairs of all public universities in Saudi Arabia. It has two meetings each academic year at which they discuss ideas to improve their universities. These meetings maintain continuing coordination leading to unified outlooks on dealing with common issues.
http://www.sdosaffairs.com/

Saudi Universities Sports Federation (SUSF):
Through several annual sports tournaments, the Saudi Universities Sports Federation aims to enhance wellness, enrich the sports movement, improve the environment and prepare athletic students for professional opportunities. The Saudi Universities Sports Federation has affiliated with the International University Sports Federation since 2011.
http://www.susfweb.com/

http://www.fisu.net/about-fisu/member-associations-nusf/asia/fisu-member-associations/asia/saudi-arabia-ksa

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About. (n. d.). Retrieved March 10, 2018, from: https://www.seu.edu.sa/sites/en/deanships/aasa/Pages/About.aspx

Disability and Learning Support Services. (n. d.). Retrieved March 11, 2018, from: http://www.ubt.edu.sa/Educational-Support/Services/Disability-Services

Saudi Arabia (KSA) FISU Member Associations in Asia. (n. d.). Retrieved March 14, 2018, from: http://www.fisu.net/about-fisu/member-associations-nusf/asia/fisu-memberassociations/asia/saudi-arabia-ksa

Singapore

Teck Koon Tan

The higher education system and evolution of student affairs and services

Despite being a small country with a land area of 719 km^2 and a population of 5.6M, Singapore is a vibrant education hub. It has six autonomous universities, five polytechnics, two private institutions, and 10 branch campuses of foreign universities. The local universities and polytechnics come under the oversight of the Singapore Ministry of Education.

The six autonomous universities are: National University of Singapore (NUS, founded 1905), Nanyang Technological University (NTU, 1991), Singapore Management University (SMU, 2000), Singapore University of Technology and Design (SUTD, 2009), Singapore Institute of Technology (SIT, 2009), and Singapore University of Social Sciences (SUSS, 2017). The combined student population of the six universities stands at about 100,000 undergraduate and graduate students. The universities in Singapore are known for their global standing. NUS and NTU are among the top 20 world universities (QS World University Rankings, 2017), while NUS is among the top 30 universities in the world (THE World University Ranking, 2017) and the top university in Asia (THE Asia University Ranking, 2017; QS University Ranking: Asia, 2017).

SAS in NUS had a longer history of evolution than the younger universities. SAS in the formative years of NUS focused on support and served as the liaison between university management and students. This has changed and since the turn of the century, SAS in NUS and across the other local universities have been focusing on student support, community engagement, personal development, and career preparation.

Typical services and programmes offered

There is a high degree of similarity of SAS and programmes offered by the various local universities, although the context and emphasis may differ. Typical offerings include:
- One-stop student services (for student administrative and financial transactions with the university)
- Student housing services and residential life (pastoral and educational programmes)
- Student wellness and counselling
- Support for students with special needs (disability support)

- Guidance and support for student organizations, student events, and student activities
  (extra-curricular and co-curricular activities)
- Guidance and support for student community service
- Career preparation and internship programmes
- Community engagement and cross-cultural programmes
- Sports and recreational programmes
- Student leadership programmes
- Recognition and awards for student extra-curricular and co-curricular Activities achievements

In NUS, residential living and learning among its twelve residences (or halls) includes five residential colleges offering formal academic programmes.

Qualifications and training of staff

Except for specialist staff, staff recruited at the 'officers-level' into the Student Affairs/Student Life offices generally possess a university degree or equivalent, in any discipline. Relevant additional certification/accreditation or work experience with youths and students may provide an advantage for job applicants. New staff typically learn on the job, often alongside a staff-buddy or advisor. They may enhance their competencies by attending relevant training workshops and courses, student affairs conferences, or undertaking short study visits during their job. Specialist staff such as counsellors are recruited based on their professional qualifications in counselling.

Typical organizational structure of student affairs and services within an institution

The Student Affairs or Student Life office in the six universities is typically headed by the Dean of Students or Director of Student Affairs/Student Life or Registrar, and reports to the University Provost or Associate Provost. The organizational structure varies and reflects the key areas of student life and development emphasized by the respective university. Hence, within each Student Affairs/Student Life office there are sub-units or branches that oversee areas such as governance and oversight of student organizations, student housing and residential life, campus life/campus vibrancy (student extra-curricular or co-curricular activities), wellness and counselling, sports, community engagement, career development, and student code of conduct. There may be variations. For example, in NUS, the student well-being and counselling service is offered by the University Health Centre and the Centre for Psychological Service and not by the Student Affairs office; while career preparation service is offered by the Centre for Future Ready Graduates. The Student Affairs/Student Life office works closely with various internal partners (such as the office of Alumni Relations and Faculties) as well as external partners (such as employers, government ministries, voluntary welfare organisations) to enhance student life and to provide opportunities for student enrichment and development.

Issues and challenges for student affairs and services in the country

The local universities place importance on the holistic development of students beyond the formal academic framework. Hence students are strongly encouraged and supported in their involvement in campus life and engagement with the wider community. This is to enable students to hone their inter-personal and lifelong skills to navigate the global work environment, and to be more effective global citizens. Student Affairs/Student Life has therefore, seen good support and resources from university management for their work with students. While many students have leveraged on these opportunities to excel in areas such as student leadership, sports, community service, and the arts, others continue to be (academic) grade-centred and may miss out on opportunities for self-development through an active student life. Different strategies are used by different universities to signal the

importance of an 'all-rounded' education. NUS for example, has a 'grade-free' first year for all freshmen to encourage exploration and adventure in 'learning.'

Websites of student affairs and services, professional associations and organisations

There is no organized or formal Student Affairs/Student Life association among the six universities. The relative proximity of the universities in the island state and the collegiality among staff in the different Student Affairs/Student Life offices allow for networking, information sharing, and mutual consultation. The annual Singapore Universities Games 'SUNIG' jointly organized by the Student Affairs/Student Life offices of the six universities brings their students together for friendly sports competitions and help the staff to collaborate and build friendship. Many universities including NUS are members of the Asia-Pacific Student Services Association (APSSA; www.apssa.info/). NUS provided leadership for APSSA for on term (2006–2008) and hosted the 10th APSSA International Student Affairs Conference "*Empowering Students to Meet the Challenges of Globalisation*" in 2006. The websites of student affairs/student life of the six universities are:

National University of Singapore: http://nus.edu.sg/osa/

Nanyang Technological University:
http://www.ntu.edu.sg/CampusLife/StudentLife/Pages/index.aspx

Singapore Management University: https://studentlife.smu.edu.sg/

Singapore University of Technology and Design: https://sutd.edu.sg/Campus-Life/

Singapore Institute of Technology: http://www.singaporetech.edu.sg/studentlife/

Singapore University of Social Science:
http://www.suss.edu.sg/current-student/Pages/Student-Homepage.aspx

Slovak Republic (formerly known as Slovakia)

František Blanár

The higher education system and evolution of student affairs and services

The first university in Slovakia was the Akademia Istropolitana established in 1465 when geographically the current Slovakia was a part of Hungary. Since that time the structure and focus of the HE system in Slovakia has undergone many changes reflecting the social and economic needs of the country. The largest current university in Slovakia – the Comenius University in Bratislava – was established in the year 1919. Currently there are thirty-five HEIs; twenty of them are public institutions, twelve are private institutions and three are state institutions focusing on the education of the armed forces, police and medicine. Some foreign HEIs have satellite, or local, campuses in Slovakia as well. There are currently no academic undergraduate or postgraduate programmes focused on SAS. While basic information about HE is provided by the specific HEI, other information can be accessed through the Ministry of Education and other similar organizations. In 2016 more than 147 000 students were enrolled in Slovakian HE programmes. International students accounted for 7 % of the total enrolment. Due to the everchanging demographic, the total number of enrolled students varies from year to year.

Typical organizational structure of student affairs and services within an institution

This depends on each individual HEI.

Typical services and programmes offered

The offered services mainly include student housing and dining, services related to financial aid, study abroad and additional study opportunities within Slovakia, as well as Slovak language courses for foreign students.

Qualifications and training of staff

In Slovakia there are no formal academic preparation programmes for staff of student affairs. Those who are in post tend to have relevant qualifications depending on the remit of their role.

Issues and challenges for student affairs and services in your country

The biggest challenge is linked to the speed at which student needs can change and, therefore, institutions must strive to stay as adaptable as possible.

Websites of student affairs and services professional associations and organizations

www.minedu.sk – Ministry of Education, Science, Research and Sport of the Slovak Republic

www.saaic.sk – Slovak Academic Association for International Cooperation

www.srvs.sk – Student Council for Higher Education

www.radavs.sk – Council of HEIs in Slovak republic

www.fnpv.sk – Education Support Fund

www.portalvs.sk – HEI information system provided by EUNIS – SK (association of HEIs in Slovak republic)

www.cvtisr.sk – Slovak Centre of Scientific and Technical information – provides access to academic databases and resources, education statistics and other education-related information

Websites with links to publications and research

www.cvtisr.sk – Slovak Centre of Scientific and Technical information – education related statistics and sociological researches

Slovenia

Aleksandra Radusinović

The higher education system and evolution of student affairs and services

A case study at the University of Ljubljana

The University of Ljubljana is the oldest and largest HE and scientific research institution in Slovenia. The university, with its rich tradition, was founded in 1919. It has more than 40,000 undergradu-

ate and postgraduate students and employs approximately 5,600 HE teachers, researchers, assistants and administrative staff in 23 faculties and three arts academies. A list of faculties and academies can be found at: https://www.uni-lj.si/study/members/

All students have equal access to any and all student services carried out by the following:

Departments at individual faculties/academies responsible for admission, registration and keeping records;

Career services, organized both at the faculty and central (university) level: https://www.kc.uni-lj.si/about-career-centres.html;

Student Council: https://www.uni-lj.si/university/organization_legal_framework_and_reports/ university_management/student_council/;

Office for International Cooperation, which coordinates exchange programmes for students: https://www.uni-lj.si/international_cooperation_and_exchange/contacts/;

Tutoring system established at each faculty;

Center for Extracurricular Activities: https://www.uni-lj.si/extracurricular_activities/

Commission for dealing with student complaints (for more information please contact Ms. Tina Drganc, tina.drganc@uni-lj.si);

Commission for students with special needs;

Student Health Center: http://www.zdstudenti.si/en/

Alumni club for the entire University, not just individual faculties/departments, that was established in the beginning of 2018.

You can also read more about:

The University of Ljubljana and its strategy: https://www.uni-lj.si/university/strategy/

Studying at the University of Ljubljana for international students: https://www.uni-lj.si/study/

Študentski dom v Ljubljani (SDL)

Uroš Stibilj

The Javni zavod Študentski dom Ljubljana (Public Institute Hall of Residence in Ljubljana or SDL Ljublia) was founded in 1952. The institute is a legal entity of public law. The founder of the institute is the Republic of Slovenia. The founding rights and obligations are exercised by the Government of the Republic of Slovenia. The first dormitory was built in 1960, the last in 2006. SDL is managed by the Institute Council, director and Student Council of Residents. There are 90 employees. SDL has approximately 7,500 beds in 29 dormitories. The average subsidised price in March 2018: EUR 70.25 (from EUR 41.25 to EUR 124.18).

About us

SDL in Ljubljana is the largest student dormitory in the country. We offer approximately 7,500 beds for Slovenian and international students attending undergraduate and postgraduate study programmes. Furthermore, the institute provides non-profit accommodation for young researchers,

scholarship holders and visiting professors. With the onset of the refugee crisis in Europe, we have also welcomed students with international protection status. We want to provide residents with quality accommodation, a healthy diet, and appropriate cultural, sports and social activities. We pay special attention to persons with special needs, such as student families and other underprivileged groups. The institute also creates an environment of positive critical thinking for students, who are organized into the Student Council of Residents.

History

Študentski dom v Ljubljani (SDL) was founded on 22 June 1952. On the proposal of the Governmental Council of Education and Culture, the Government of the then People's Republic of Slovenia issued a decision declaring the student campus in Rožna dolina, Ljubljana, a self-financing budgetary institution. Its objective was to enable accommodation and smooth studies for regular students of faculties, academies and colleges who did not have permanent residence in Ljubljana. The campus also offered food and cultural services. The management body consisted of an administrator and a management board that already included student representatives.

Between 1949 and 1952, the first four dormitories, with a total of one thousand beds, were built by shock workers, comprised of students, youth and volunteers. The dormitories arose in Rožna dolina, situated in the western part of Ljubljana. The next phase of the much-need construction took place between 1961 and 1963. During this time, more than one thousand new beds were added. The third phase of construction happened in the period of 1968 to 1971 when another 765 beds were added. During this period, the student campus started to expand to other areas of the city of Ljubljana. With the help of citizens' contributions, dormitories with 2,868 additional beds were created between 1975 and 1985. In this period of over 60 years, adequate school policy in relation to student dormitories has been developed. Thus, we have a legal basis for allocating state subsidies to students for accommodation and food.

Undergraduate and postgraduate students

The ministry responsible for HE prepares an annual call for admission and prolonged accommodation for students of HE in student dormitories. The applicants must comply with the following requirements: they are citizens of the Republic of Slovenia; they have a student status and are enrolled in programmes that are conducted as part of full-time or part-time study; they are not involved in an employment relationship; the average gross income per family member in the previous year does not exceed 150 % of the average gross salary per employee in the Republic of Slovenia; they have a permanent residence at least 25 km from the place of study and have not been expelled from a student dormitory in the past. The undergraduate and postgraduate students who meet the criteria acquire the right to a subsidised accommodation, that means their monthly rent is reduced by the amount of the subsidy. The latter is paid by the ministry responsible for higher education. http://www.stud-dom-lj.si/en/residence-halls/locations

Young researchers, scholarship holders and visiting professors

SDL hosts young researchers (third-level postgraduate students with the status of a young researcher, who are employed by faculties), scholarship holders (third-level postgraduate students who are not citizens of the Republic of Slovenia but who receive scholarships in the Republic of Slovenia) and visiting professors invited by faculties of the University of Ljubljana or other research institutes. http://www.stud-dom-lj.si/en/dom-podiplomcev/about

Accommodation for exchange students through the Erasmus+ programme

The institute accommodates exchange students who are sent to us by the University of Ljubljana as part of the Erasmus+ programme. We host approximately 400 exchange students each year.

Accommodation for foreign scholarship holders

The institute also hosts foreign students who received a scholarship from the Republic of Slovenia on the basis of an agreement. We host approximately 250 foreign students each year.

Student families

Since 2010 we have a kindergarten unit situated in dormitory No. 12. It has room for 28 children of the first age group (1–3 years). Families with children live in two student dormitories that are in the immediate vicinity of the kindergarten. This enables them to attend regular lectures and seminars in the morning and, in the afternoon, parents and neighbours can help one another.
http://www.stud-dom-lj.si/bivanje/vrtec

Students with special needs

We pay special attention to the accommodation of different categories of disabled persons and, if necessary, their companions. Dormitory No. 5 (and some others) has special rooms for the disabled, that comply with special standards and offer specialized equipment. The admission requirements are the same as for other students, but they have the possibility of living in an accommodation more suitable for them.

Student activities

Students are extremely active within the Student Council of Residents, that consists of the president, his or her deputy and representatives (and their deputies) of all 29 student dormitories. The Council of is actively engaged in the decision-making process of the Institute Council: the president of the Student Council is one of the five members of the Institute Council. The Council is involved in the organization of numerous sports and cultural events. One of the biggest is Majske igre (May Games), a sports event that attracts up to 50,000 visitors. The council also publishes its own newspaper 'Na svoji zemlji' ('On our own land'). Last but not least, it organizes blood drives and other humanitarian events.

Among the various activities, there are various which are the result of the combined efforts of students and the administration. That includes projects in which students acquire various skills. An example includes the renovation of the restaurant and bar in the student campus where students prepared a conceptual design (http://www.stud-dom-lj.si/en/student-projects/renovation-restaurant-and-bar). To offer more such projects and, especially, more targeted projects for the acquisition of formal/informal competencies and soft/hard skills, we joined the European Association of University Colleges (EUCA) that has years of experience in in this area. This led to the organization of employability study visits and a project entitled 'Message to Europeans 3.0' (https://www.messagetoeuropeans.com), that encouraged democratic participation of students or rather, civic engagement among young people. The project is co-financed by the Europe for Citizens Fund.

SDL Website: http://www.stud-dom-lj.si/en
E-mail: studentski.domovi@siol.net

South Africa

Thierry M. Luescher
Angelina W. Fadiji

The higher education system and evolution of student affairs and services

South Africa has 26 public universities which enrol about 1 million students (2015) and over 120 typically small private HEIs that cater for about 150,000 students. In addition, occupation-focused HE is also provided by a subset of public technical and vocational education and training (TVET) colleges and private providers. Overall, the HE system in South Africa has been growing every year, particularly the number of contact students. South Africa now has one of the most massified HE systems in Africa with a GER of just under 20 % (DHET, 2017).

The public HEIs are differentiated in various ways. Historically, the legacy of segregated (apartheid) HE means that most institutions or specific campuses of merged institutions can be described as 'historically white' or 'historically black'. Aspects of the apartheid legacy remain evident in the staff and student bodies, institutional culture, curricula, and so forth. Officially, public universities are today classified either as traditional universities, universities of technology, or comprehensive universities in terms of the programmes and qualifications they offer. In addition to the 25 mainly contact universities is the dedicated public distance education university, the University of South Africa, which enrols about 340,000 students (DHET, 2017). An unofficial differentiation also divides the system into more postgraduate and research-focused universities, such as the University of Cape Town (UCT), University of the Witwatersrand, Stellenbosch University, and University of KwaZulu-Natal, and more undergraduate and teaching-focused institutions, such as most universities of technology, like the Tshwane University of Technology (TUT) and rural universities such as the University of Fort Hare.

The massification and related increase in the size and heterogeneity of student bodies has put pressure on the HE system as a whole – in terms of funding, infrastructure and staffing – as well as on SAS divisions in institutions, which are challenged to expand their provision of services to the growing and more diverse student body. SAS in South Africa is perhaps the most advanced on the continent and yet there are mounting pressures and related initiatives towards advancing the role of student affairs even further, contributing to universal access, student engagement and success, and a diversified, socially just, quality student experience. Despite legislated provisions for Student Representative Councils (SRCs) and their involvement in university decision-making bodies, student protests are a regular occurrence on many campuses and particularly in 2015/16, a new wave of student activism moved the university system to the core. The main issues highlighted by the nation-wide #FeesMustFall protests were skyrocketing student fees and the demand for free, decolonised, quality higher education. These protests were preceded by student activism against alienating, discriminatory or oppressive institutional cultures, Euro-centric curricula and unrepresentative staff demographics, starting with the #RhodesMustFall movement at UCT and sparking campaigns on other campuses across the country. The #FeesMustFall movement can be attributed directly to the expansion of HE and inclusion of increasing numbers of first generation and poor and working class students.

Typical organizational structure of student affairs and services

SAS departments or divisions in South Africa's public universities are typically headed by a senior or executive director for student affairs who reports to a deputy-vice chancellor or vice-rector with

that portfolio, or the registrar. The level of appointment is typically at the third tier of management and involves access to or membership in key institutional leadership bodies like top management, and governance structures such as the senate. The major foci of SAS divisions tend to be student accommodation and student life (arts, culture and student media) programmes, student governance (SRC) and leadership development, health and wellness, sports and recreation, and orientation. In addition, there are typically career guidance offices, gender and sexual equity offices, units for students with disabilities, social and civic responsibility offices involved in student volunteering, outreach, and community engagement, academic support and mentoring programmes.

Staffing of student affairs and services and staff development

The typical ratio of full-time SAS staff members to students is currently about 1:300. In addition, universities employ a large number of students as part-time and occasional staff assistants. In our sample of institutions, the staff complement of a typical student affairs department ranged from a maximum of just under a hundred to close to two hundred permanent and contract staff.

The qualifications of student affairs staff vary widely. In the traditional universities, the typical qualification is a first degree (i. e. Bachelor's), while in a university of technology, this is a national diploma. Staff in some sub-divisions such as health and counselling services often have higher qualifications on average. The typical qualification of a senior or executive director is a doctoral degree. While it is encouraging that the vast majority of student affairs staff have HE qualifications, there are almost none with qualifications in student affairs as a specialisation. This despite the fact that there are some institutions that offer – or used to offer – qualifications in student affairs (or HE studies with a minor student affairs component) at postgraduate level.

Over and above the staff development programmes offered by national SAS associations (see below), universities tend to offer a variety of internal, regular and ad-hoc staff development programmes on topics such as social justice and inclusion in higher education, student learning and development, advising and supporting, leadership training, administrative sills, project management skills, report writing skills, human resource skills, research skills, diversity and facilitation skills, and so on.

Theoretical influences in South African student affairs and services

In-house staff development programmes often include seminars or training in theory related to student affairs, typically once to twice a year. The large multi-campus Tshwane University of Technology, for example, organizes annually an internal 'mini-conference' for its entire SAS staff. In addition, staff development seminars will also include debates on current challenges, as well as practical training on matters such as co-curriculation and student assessment.

A number of concepts and theories tend to guide the work in South African SAS departments, including: Developmental Theories based in Psychological Theory; Environmental Impact theories of Astin and Tinto; Social work theoretical models of Social Justice; Intersectionality; Critical Diversity Literacies, Bronfenbrenner's Ecological Theory, Kuh's Student Engagement Theory, Wellness models, and so forth. In recent years, several influential American student affairs theorists visited South Africa on nationwide seminar series presenting their work. They include Vincent Tinto, John Schuh, and George Kuh. Among the key publications that are frequently used are: *A Guide to Student Services in South Africa* (Mandew, 2003); *Perspectives on Student Affairs in South Africa* (by Speckman and Mandew, 2014); the *Journal of Student Affairs in Africa* and other South African and international scholarly journals; *Student Services: A Handbook for the Profession* (by Schuh, Jones and Harper, 2011) and *Student Development in College: Theory, Research and Practice* (Patton et al, 2016).

Some institutions are making concerted efforts at developing their knowledge base by employing a dedicated research staff member. In such institutions, there are typically higher numbers of staff who are involved in postgraduate studies. Approximately 10 % of staff are engaged in Master's or doctoral research, while about 20 % are involved in reflective scholarship, including evaluation studies, surveys and impact studies. Apart from top management, institutional research units and academic development units, SAS departments tend to be the only non-academic departments with a measurable research output.

Professionalising student affairs and services

The increasing professionalization of student affairs in South Africa is indicated by a number of ongoing developments. Among them are initiatives aiming at the co-curriculation of programmes to align them with specific learning outcomes and assessment criteria. In this way, individual students can also be credited for their participation and achievement in co-curricular activities on their academic transcripts. One type of programme that is currently being co-curricularised in several institutions is student leadership development.

More than 50 % of staff in South African SAS departments are actively engaged in specialised student affairs associations across the country. These associations are collectively organised in the Southern African Federation of Student Affairs and Services in Higher Education (SASFAS). Many institutions support staff membership, and attendance of associational meetings is meant to augment the in-house staff development described above. Some associations have established specific training structures such as ACUHO-I's South Africa Training Institute.

Another area of professionalization that has been receiving increasing attention is research and scholarship on student affairs. Fairly well-developed areas of research are student counselling, academic development, the first-year experience and students-at-risk. In 2013, the *Journal of Student Affairs in Africa* was established upon the initiative of South African SAS professionals and HE scholars as a dedicated scholarly journal to provide a forum for SAS researchers and professionals and a resource for the growing number of practitioners who pursue specialised studies.

Issues and challenges for student affairs and services

The development of student affairs in South Africa occurs within the context of various social, environmental, and student experience-related challenges. Some of them are indicated by the student protests noted above; they include poverty on campus and general financial hardships of students, ongoing problems in the administration of national financial aid; student accommodation-related challenges; party-political strive in student governance; sexual harassment and violence against women; matters of gender identity and sexual orientation and related problems of sexism and homophobia; student discontentment with the academic and social life on campus; and so forth. These challenges have a three-fold impact: on the SAS department, on staff in the unit, and on the students.

While students are, of course, the most affected by these challenges, in the student affairs departments, they have resulted in slowing down progress, such as co-curriculating programmes, given that limited resources are redirected towards student funding. The student protest campaigns of 2015/16 have particularly impacted on the daily running of SAS departments: from managing crises, providing counselling services to students and staff, organizing open debates and engagements between students and managements, to dealing with property damage and juggling budgets to cover for unforeseen expenses. The wave of student protests has also led to a reduction in the work morale of some SAS staff. But there are also upsides. Apart from a renewed debate on campuses on key matters of

the future of HE, the student campaigns have also resulted in ensuring that students are more engaged and connected to SAS staff and peers and in increased participation in SAS programmes.

Websites

Journal of Student Affairs in Africa www.jsaa.ac.za

Southern African Federation for Student Affairs and Services (includes links to all major national student affairs associations) safsas.ukzn.ac.za/homepage

Spain

Adriana Pérez-Encinas

The higher education system and evolution of student affairs and services

The Spanish HE system is formed by 83 HEIs. They are divided into public and private institutions with 50 public and 33 private. According to the report *Datos y Cifras del Sistema universitario español* 2015–16 (2016) published by the Ministry of Education, Sports and Culture, the number of enrolled students in Bachelor's and Master's programmes during the academic year 2014–15 was around 1.5 million students; 1,321,907 bachelor students and 152,087 master students. Of the overall numbers, international students represent 4 % bachelor students and 18 % master students.

In comparison with other countries, Spain attracts 2.5 % of all types of foreign students (including credit and degree mobility) in comparison with the US (16.5 %), UK (13.0 %), Germany (6.3 %) and France (6.2 %) (OECD, 2013). There are different types of mobility programmes. In the case of Spain, this is characterized by 'credit mobility' students which is described as temporary mobility in the framework of ongoing studies at a 'home institution' for the purpose of gaining credit, is the most common type of mobility for international students (Kelo, Teichler, & Wächter, 2006). Spain is famous for the high enrolment of students in the ERASMUS+ programme and numbers increased substantially since the beginning. According to the European Commission report *Erasmus facts, figures and trends 2012–2013*, student mobility has grown from 3,244 international students in the academic year 1987–88 to 268,143 in the academic year 2012–13.

Spanish HEIs are regulated by the Organic Law 6/2001 of universities. Universities are considered to have autonomy and self-government. In this sense, Spanish universities organize student services with autonomy and freedom according to the institutional needs and demands. There is no standard organizational structure that universities follow regarding the offering of services, and for this reason, support services can vary from one institution to another.

Typical organizational structure of student affairs and services within an institution

The structure of the Spanish HE system is composed by undergraduate and postgraduate programmes, such as Master's or Ph.Ds. Most of the universities in the Spanish system offer degrees of 240 ECTS (4 years of study or more depending on the specialization), although they can also amend their programmes to 3 years or 180 ECTS credits (minimum) to coordinate with programmes abroad.

In relation to service provision, generally Spanish HEIs offer a well-established and equipped service. As they do not cover all needs that students might have, this is an area for improvement. Sup-

port services at Spanish institutions mainly use a decentralized system where information is not centralized within one institution.

Typical services and programmes offered

Support services can be a key factor in the recruitment and retention of both home and international students. By reflecting upon the student lifecycle, certain stages have been identified as a common experience of students when they arrive to university. In this sense, we might identify different needs of students related to different support services. The Academic Cooperation Association (ACA) report states that the most important support areas identified by students include information and orientation, integration activities with local students, the institution, and/or surrounding community, language support, and other practical considerations, including assistance with visas and other administrative procedures; housing; support for families; and career and internship guidance (Kelo et al., 2010).

The mostly commonly provided support services at HEIs include: admissions, academic issues, language support, practical information and community information. Public Spanish universities do not tend to offer accommodation services for either domestic nor international students. Accommodation service support is provided in collaboration between the university and organisations called 'Colegios Mayores' and not in isolation.

Volunteer student organizations play an important role in supporting students by helping with, and offering extra-curricular activities, together with institutional offices on campus. It is important to focus on student needs along all stages of their student lifecycle. This can be done by offering a comprehensive provision of services to cover their needs through the implementation of a collaborative approach.

Internationalization of support services in Spanish higher education institutions

Internationalization within HE has been a trending topic for the last decade. In October 2014, the Spanish government launched a Strategy for Internationalization of Spanish universities 2015–2020, which includes the following objectives: identifying staff with international experience, raising the number of mobile students (incoming and outgoing), providing internationalization at home for those students who do not study abroad, increasing the attractiveness of universities by investing in facilities, creating welcome services (support service for arrival, stay and departure) and identifying the potential demand for university products and services. Beyond the directive to formalize the internationalization process at Spanish institutions, these objectives also point to the importance of identifying the needs of international students.

According to the Erasmus Impact Study (Brandenburg et al. 2014, 164), the increasing number of both incoming and outgoing students through Erasmus has led to a rising awareness of the necessity of support services and the streamlining of administrative procedures. Kelo et al. (2010) recognize that 'student support' and 'student services' are highly equivalent and refer to a wide variety of services that may be on offer to students. Student services can thus range from practical amenities such as accommodation and dining halls, to information provision and welcome activities, and even to academic or language support. Spanish universities have a great interest in the development of language services for foreign students. Furthermore, they are interested in developing internationalization at home as well as the provision of quality educational programmes (Internationalisation of Universities Working Group 2014). Support Student Services should be provided for all students as support has been requested by both home and international students.

Qualifications and training of staff

In the university system there are no professional academic programmes designed for student affairs administrators. Employees in public universities are in most cases civil servants that have passed an official examination organized by the institution. There is no specific training or qualification required in respect to support services.

Issues and challenges for student affairs and services in your country

Student affairs in the Spanish HE context need to be monitored, evaluated and developed to offer a strategy on what is currently being done and what needs to be done to best support students. The driver to provide better provision is important as the enrolment of national and international students in the sector continues to increase. A recent report launched by the Spanish government about the first national *Strategy for the Internationalisation of Spanish Universities* (Internationalisation of Universities Working Group 2014) emphasizes that Spanish HEIs need to be internationalized. One of the key strategies discussed in the text is the aim to promote Spanish HE through enhancing support services for international and local students.

In order for this implementation to take place, governments and institutions should set up strategies within a collaborative approach between all services and key stakeholders within the institution.

Websites of student affairs and services professional associations and organizations

Servicios de Orientación e Información Universitarios, SIIU: http://www.um.es/web/siou/

Ministerio de Educación, Cultura y Deporte (Ministry): https://www.mecd.gob.es/educacion-mecd/

CRUE (Rectors' Conference): http://www.crue.org/SitePages/Inicio.aspx

Websites with links to student affairs and services publications and research

Datos y Cifras del Sistema universitario español 2015–2016 (2016)
https://www.mecd.gob.es/dms/mecd/servicios-al-ciudadano-mecd/estadisticas/educacion/
universitaria/datos-cifras/datos-y-cifras-SUE-2015-16-web-.pdf

Datos y Cifras del Sistema universitario español 2014–2015 (2015)
https://www.mecd.gob.es/dms/mecd/servicios-al-ciudadano-mecd/estadisticas/educacion/
universitaria/datos-cifras/Datos-y-Cifras-del-SUE-Curso-2014-2015.pdf

CRUE, La universidad española en cifras 2014–15: http://www.crue.org/Boletin_SG/2016/10.%20
Octubre/UEC%2014-15 %20Presentaci%C3 %B3n.pdf

Sudan

Selma Haghamed

The higher education system and evolution of student affairs and services

The development of HEIs in Sudan started around 1912 with the establishment of the Scientific Institute of Omdurman, followed by the first medical school in sub-Saharan Africa, the Kitchner Medical School in 1924 (Hussein, 2008). This institution was later known as the University of Khartoum

which had first emerged as an external campus with strong ties to colonial British HE systems. The University of Khartoum provided rigorous education to prepare the elites of the country for work in the colony. After independence in 1956, more universities were established. The Ministry of Higher Education was established in 1972 to provide more funding and improvement for institutions of HE. Juba University and University of Aljazeera were established around 1975.

Admission into the institutions of HE at that time followed affirmative action rules granting students from different parts of the country access solely based on academic merit and intellectual performance. 'Sudan has implemented affirmative action at universities since the 1970s for students coming from war zones and remote areas.' (Tenret, 2016). Although the principles of affirmative action were a driving force behind admission, it was implemented at varying degrees across institutions.

The purpose of establishing HE in Sudan is largely impacted by colonial influences rather than the actual needs of a true Sudanese nation or society (Sharkey, 2003). The first Colonial Development Act aimed at increasing British colonial trade rather than stimulating social development. As a result, these institutions, although well-established from a colonial point of view, did not meet Sudanese people's needs, ambitions and aspirations for social and economic development. Furthermore, holistic development of the student was not at the central mission of these institutions.

During the nineties of the previous century, HE witnessed a revolution in Sudan. Around 20 public institutions were established in different parts of Sudan which was composed of 26 states at that time. The establishment of these institutions was coupled with new changes in admission requirements. In addition to this, many of these institutions shifted from using English to Arabic as the medium of instruction. As a consequence, HEIs were faced with serious challenges because the quantitative expansions took place at the expense of quality. According to El Hassan (2013), many of these institutions were not providing enough structured opportunities for students to engage in co-curricular activities.

Typical organizational structure of student affairs and services

According to the Ministry of Higher Education web site, there are currently around 37 government-funded universities, 15 private universities, 46 colleges, 18 technical colleges and 8 research centres. As a result, it is not feasible to present student services across all HEIs. A general overview based on the analysis of the organizational structure of the major HEIs is presented.

Due to its historical and colonial ties to the British HE system, a more European approach to student services was adopted and embedded into the state bureaucracy, with a few institutions adopting an American approach to student affairs administration managed within and by the institution. This is evident in statements made by the institutional leadership in reference to student services being part of the educational experience of the student.

In four-year institutions, there is an administration for student affairs with the Dean of Students as the highest authority. Admission and registration are usually undertaken by a separate administration. The Dean of Students typically supervises units such as physical education, counselling and guidance, cultural education, international students, special needs, housing and restrooms facilities and information and public relations. A unit that supervises students during scientific trips is also part of the deanship of students. Student housing is not part of the responsibilities of the dean of students but forms part of the infrastructure management at HE in Sudan.

Typical services and programmes offered

Some student services are common across institutions; others are unique to specific institutions. This review lists the services that are common among four-year public institutions.

In Sudan, there is a disconnect between theory and practice of student affairs. For instance, in theory, the principle that services to students are part of the educational process and work hand in hand with the academic mission of the institution forms the foundation of services. However, the implementation differs by institution. The practice is also deeply rooted in 'in loco parentis' attitudes and values.

Counselling in most institutions is part of the student affairs administration. Religious guidance is seen as part of counselling, reflected in student services and based mainly on the teachings of Islam. Normally special attention and care is given to the units that provide counselling and guidance. However, counselling is provided only for students who are experiencing difficulties rather than for all students to help them cope with the day-to-day aspects of the college life. There is no evidence for specialized counselling for students with aspirations for better career opportunities upon graduation.

There is a documented absence of career guidance in HE in Sudan. According to a study by Banerji, Sanyal and El Sammani (1979), career guidance in the sense of matching interests and capabilities with the needs in the job market is limited. Students obtain their advice mostly from parents, relatives and friends. The capacity of HE institutes and student affairs services in specific is very limited in this regard.

Academic advising is the sole responsibility of the academic affairs administration. In almost all four-year institutions in Sudan, academic advising is the responsibilities of the faculty. There are no staff trained and dedicated to academic advising. As much as counselling is concerned with students who are experiencing difficulties, academic advising is administered in the same manner. Faculty who may feel the need to address students on academic difficulties might dedicate some of their time to speak to students. In this regard, faculty is not provided with professional development to improve their academic advising skills.

Student conduct units that provide behavioural guidance are supervised by the Dean of Students. These units provide services mainly to students who have not followed university policies with regard to behaviour. The services are based on principles of 'in loco parentis'. Units for student conduct offer supervision, typically, through committees formed of faculty and some administrators.

Sports, recreational activities, clubs, associations, art, and cultural activities are part of the services provided by student affairs. Although student leadership and government organizations such as student unions are common in HE in Sudan, there is no evidence that advising or guidance under the leadership of the dean of students is provided to these units. Student unions played a significant role in student life in Sudan but at some point in history, they were highly involved in the political life. Recently HEIs shy away from these unions, trying to limit their role to academic life and shifting attention away from politics.

It appears that specialized services for at risk students, such as first year students, senior students, commuter students or students with financial needs are not available. In some institutions, there were units in charge of providing services to students with special needs as well as units in charge of international students. In this case, these units are considered part of student affairs administration.

Qualifications of staff and level of professionalization

Employees of student affairs units have diverse educational backgrounds. There is no specific educational background required to work in this area. Specialized academic programmes that prepare administrators to enter the field of student affairs are not available. However, most employees in the counselling units have degrees in psychology. Some of them have Master's degrees in counselling and a few have PhDs in either psychology or a closely related field such as social work or child development. Counselling degrees are not required for student affairs administrators.

The development of HEIs that took place between 1990 and 2001, implemented a number of policies that created challenges to institutions as a whole and to student affairs administrations in specific. The implementation of the 'Arabization' policy which led to the shift from English language as the medium of instruction to Arabic language created a gap between the practice of student affairs administration in Sudan and the global communities of practice.

The disconnect between student affairs administrators and their counterparts in other parts of the world had led to less attention to professional standards of practice. Currently, there is no evidence that student affairs administrations in Sudan are involved with professional associations, such as the Student Affairs Professionals in Higher Education (NASPA) in North America, the Associations in Southern Africa (SAFSAS) or Europe (ECStA).

According to El Hassan (2013), universities that are limited to teaching in Arabic alone narrowed the choices available in terms of textbooks, journals and teaching material. This limitation reflected negatively on the practice of student affairs administration knowledge and skills. The shift in the medium of instruction, coupled with the lack of financial resources to enable practitioners' professional development led to the competencies and skills in this area.

Issues and challenges for student affairs and services

Students in HE organizations in Sudan have played a significant role in political life. Throughout the post-colonial history of HE in Sudan, students contributed with their thoughts and leadership. They had a strong voice and had organized unions to oppose ruling regimes. Many times students directly led protests in the streets. The political involvement of students presented a challenge in following the academic calendar set by institutions. For instance, exam dates had to be changed because of student strikes or because of a conflict between the students and police forces. In many instances, officials had to close universities to avoid violence and calm the political unrest caused by student activists. This behaviour of student political activists presented a challenge not only to other students but also to institutions. To control the situation, some regimes would apply drastic measures on institutions of HE and the student activists. These measures ranged from forcing institutions to expel students to draining these institutions from their financial resources. The social-political conflicts in Sudan contribute towards the instability at HEIs.

Faculty and students in these institutions contributed to the major issues that was important to Sudan such as the peace process by doing research and preparing papers that addressed the causes of war in Southern Sudan and its remedy (Wadi, 2006). Such issues were not uncommon in student life in these institutions. Although diversity, inclusion, multiculturalism education and creating a culture of peace were important priorities for Sudan, the role of student affairs administrators in designing programmes or providing guidance in this direction is not clear and appears unsupported. More is required to utilize the influence of SAS in the stability of the country.

Resources and websites of student affairs and services and professional associations and organizations

University of Medical Sciences and Technology http://www.umst-edu.sd/

Sudan Ministry of Higher Education and Scientific Research http://mohe.gov.sd/index.php/ar/institute/main/1

University of Khartoum http://www.uofk.edu/index.php?lang=en

University of Aljazeera http://www.uofg.edu.sd/

University of Khartoum Repository http://khartoumspace.uofk.edu/

References

Banerji, R., Sanyal, B. C., & El Sammani, A. Y. (1979). *Higher education and employment in the Sudan*. Tubingen, Germany: Mohr.

Hassan, K. E. (2013). Quality assurance in higher education in 20 MENA economies. *Higher Education Management and Policy, 24(2), 73–84*. doi: 10.1787/hemp-24-5k3w5pdwhjg9t

Hussein, G. (2008). The Sudan experience. *Journal of Academic Ethics*, 6(4), 289–293. Doi: 10.1007/s10805-009-9077-0

Sharkey, H. J. (2003). *Living with colonialism: Nationalism and culture in the Anglo Egyptian Sudan*, Berkeley: University of California Press.

Tenret, E. (2016). Exclusive universities: Use and misuse of affirmative action in Sudanese higher education. *Comparative Education Review*, 60(2), 375–402

Wadi, I. A. (2006). Academic freedom in Sudanese universities: Issues of war and peace before the general peace treaty. Retrieved from University of Khartoum DSpace website: http://khartoumspace.uofk.edu/

Sweden

Stina Olén

The higher education system and evolution of student affairs and services

There are no national organizations for student affairs/services within HE. Neither is there one consistent model of this support at HEIs. Therefore, practices differ among the various institutions. On the national level, there are several agencies tasked with certain aspects related to education:

- The Swedish Council for Higher Education (Universitet och Högskolerådet or UHR) is the governmental agency that is responsible for the education sector. It coordinates admissions to university and provides support and information to those interested in studying in HE. It also maintains the accreditation of foreign HE qualifications and for brokering international exchange programmes.

- The Swedish Higher Education Authority (Universitetskanslersämbetet or UKÄ) is the governmental agency that monitors universities and university colleges, evaluates the quality of HE, analyses developments and has the overall responsibility for the official statistics about HE.

- The Swedish Board of Student Finance (Centrala Studiestödsnämnden or CSN) is responsible for student finance including loans and grants for both domestic and international students.

- Student housing providers (both private and public) are organized under the Federation of Swedish student housing providers (Studentbostadsföretagen).

Typical services and programmes offered

- Typical services offered at the universities include academic advising/educational counselling, orientation programmes, counselling for mental health issues, financial aid support and advice, support service for students with disabilities, career services and the study abroad office. These services may vary in scope depending on the individual university.

- Universities offer a certain amount of student accommodation; however, it is foremost for the international students. The vast majority of accommodation is offered by external companies, both private and publicly owned, who liaise directly with the students.

- The Federation of Swedish Student Housing Providers owns and operates the national student accommodation portal that was established to help students in finding companies offering student accommodation.

- The universities do not offer services that fall within the responsibility of other agencies or organizations, or that remain the responsibility of the students. This includes legal advice, student dining/food services/student restaurants, child care, student jobs, sports, cultural activities, travel agencies, and bookstore.

Qualifications and training of staff

Qualifications are specific to the job role within SAS.

Organizational structure of student affairs and services

Since there is no national organization, services differ among HEIs.

Issues and challenges for student affairs and services

Given that there is not a centralised approach or common offering among HEIs, this may create challenges from time to time.

Websites for student affairs and services organizations

Swedish Higher Education Authority (UKÄ): www.uka.se

Swedish Council for Higher Education (UHR): www.uhr.se

Swedish Board of Student Finance (CSN): www.csn.se

Federation of Swedish student housing providers (Studentbostadsföretagen): www.studentbostadsforetagen.se

Swedish portal on student housing: www.sokstudentbostad.se

Tanzania

Please see East Africa: Kenya, Uganda and Tanzania insert.

Thailand

Rachawan Wongtrirat

The higher education system and evolution of student affairs and services

The formal HE system in Thailand is comparatively new, dating from the early nineteenth century after King Chulalongkorn (Rama V) assumed the throne in 1868 and introduced his vision for educational reforms. The first university, Chulalongkorn University, was founded in 1917. Under the Ministry of Education, the Office of Higher Education Commission (OHEC) is responsible for managing HE provision and promoting HE development based on academic freedom and excellence. The Commission reported the following information in 2015[41]:

- Institutions: 155 (80 public and 75 private)
- Enrolment: 2,025,234 students (86 % in public and 14 % in private)
- New enrolment: 542,995
- Total staff in HEIs (academic and supporting): 189,375

HE systems and student affairs practice in Thailand are influenced by Western countries, particularly by the US. Although student affairs in Thailand now have a similar structure to the US, the early focus was on cultural and intramural sports. The original aim was to assist students in making necessary adjustments in the areas of self and social adjustments. Over time, the vision gradually expanded. After the mid-1970s, the work and objectives of student affairs have become more and more important in HE and have played critical roles within the universities.

Nowadays, SAS has expanded its objectives and become more and more comprehensive. It will continue to develop due to increasing student enrolment, functions within an institution, and demands from the business and society. In many institutions, the work of student affairs focuses on leadership development, global citizenship and community services, in addition to serving and assisting students. The current design is similar to the US, with the exception of Greek Life. Future development and focuses of student affairs are highlighted below:

- Increase in meaningful co-curricular activities with the aim to expand lifelong learning with the focus on socialization, baseline competencies, and tactical knowledge and ability,
- Student learning and development beyond the classroom with the focus on communication, decision-making, leadership, problem-solving, teamwork, resilience, morals, etc.,
- Prepare students to be global citizens by supporting foreign languages and global cultures and learning,
- Holistic evaluation and assessment of student affairs' faculty and personnel in academic, extra-curricular, and ethics,
- Enhance career guidance/services which includes counselling, learning centre, exhibit and networking job opportunities for students and employers,
- Develop and promote understanding of diversity and value of student mobility, including student exchange, especially within member of the Association of Southeast Asian Nation (ASEAN) community.

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41 http://inter.mua.go.th/wp-content/uploads/2016/07/Thai-HE-fact-figures_edited.pdf

Typical services and programmes offered

Area of services generally includes following functions:sorientation, counselling services (studying, occupation, personal. and social aspects), job placement services (part-time jobs on-campus), financial aid and scholarship, health services, student activities (club/organization, community services, university and cultural events), student discipline, on-campus housing, food and dining services, international student services, intramural sport and recreation, religions and reserved military services.

Qualifications and training of staff

Most student affairs personnel do not have an academic background in HE administration or student affairs experiences prior to serving as student affairs personnel. The Office of Higher Education Commission arranges training and seminars for student affairs personnel as part of their professional development in addition to internal support from an institution. As for academic preparation, there are only 2 universities that currently offer Higher Education Administration programmes: Chulalongkorn University and Srinakarintwirote University. Both universities are located in Bangkok.

Typical organizational structure of student affairs and services

In Thailand, HEIs share a basic ideological principle and philosophy, although the establishment and operation are different from institution to institution. Institutions have a similar organizational structure within the area of SAS, which are modelled after the US. Generally, the Vice President of Student Affairs oversees the overall mission and operation of SAS. Internally, each institution has its own organizational structure, but their work generally focuses on the same: student development, student activities, and administration. Within the Ministry, the Office of Higher Education Commission (OHEC) has its Bureau of Student Development which supports and promotes student well-being and development. The Bureau has the following responsibilities: to propose policy recommendations and set standards for student development; to enhance student development in terms of skills and competencies; to promote student activities to enable the wholesome development of students physically, mentally, and intellectually; to promote learning networks and enrich student life experiences by working with the community and enterprises; to support development of student welfare and services to the disabled, disadvantaged and talented students and to cooperate with, and provide support for, the operation of other relevant organizations.

Issues and challenges for student affairs and services

▪ Professional development/network: there is a need for an active student affairs personnel professional association/organization/network and collaboration between institutions,
▪ Student affairs as a career: student affairs are not currently well recognized as an admirable career field,
▪ Personnel: limited number of well trained and qualified student affairs personnel/administrators. Professional development is necessary,
▪ Understanding: need the campus community to understand the role and function of potential contributions of student affairs to the life on campus. Student affairs, faculty and personnel need to cooperate more and promote the variety of services and functions of student affairs available on campus,
▪ Planning: need strategic planning and continuity of operation and management. There is a lack of collaboration and integration between academic departments and the office of student affairs,
▪ Funding: need financial support to provide effective operation, services and programme initiatives,

- There is a need for a holistic approach for overall evaluation and assessment for student affairs, quality of students, lifelong learning, and employability of graduates.

Websites of student affairs and services professional associations and organizations

Association of Private Higher Education Institutions of Thailand: http://apheit.org

Office of the Commission on Higher Education: http://www.mua.go.th/ohec/

The Asia Pacific Student Services Association: http://www.apssa.info/

Trinidad and Tobago

Chandar Gupta Supersad
Letitia Williams

The higher education system and evolution of student affairs and services

The evolution of HE in Trinidad and Tobago is closely tied to the nation's history. At the turn of the 20th century there was limited HE and the colleges that existed were vocational, focused on training priests, teachers and nurses. However, movements for representative government and political independence provided the impetus for the expansion of tertiary education. The initial response was the formation of a regional university, the University of the West Indies. The Trinidad campus was established in 1948. Local and global changes signalled the need for a diversified economy and higher levels of human resource development. This led to the expansion of the tertiary education sector in Trinidad and Tobago beyond the regional university. Two nationally-funded institutions were formed, the College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT), established in 2000 and The University of Trinidad and Tobago (UTT), established in 2004. The major private institution, the University of the Southern Caribbean (formerly Caribbean Union College), was established in 1927 and is privately operated by the Seventh-day Adventist Church.

With the increase in HEIs, the Accreditation Council of Trinidad and Tobago (ACTT) was established in 2005 as the principal body responsible for quality assurance at the tertiary level. Data from ACTT shows that there are over 50 registered institutions providing HE and, of those, 12 are fully accredited with the agency. Religious bodies continue to play a significant role at the tertiary level and of the 12 fully accredited institutions, four are private church-affiliated institutions. In addition, there are a number of private institutions that are providers of packaged courses and programmes from North American and British Universities. They provide a combination of tuition on location and distance learning. Tertiary-level institutions, whether they are state-owned or private, award their own qualifications or coordinate programmes internationally with institutions in numerous countries such as the US, Canada and the UK. The awards offered from foreign universities in Trinidad and Tobago must be recognized by ACTT.

All citizens of Trinidad and Tobago pursuing tertiary education in approved local and regional institutions and programmes are eligible for state-sponsored tuition coverage through the Government Assistance for Tuition Expenses (GATE) programme, established in September 2004. First-time undergraduate students receive free tuition and postgraduate students can access grants to cover up to a maximum of 50 % of their tuition fees. There is a three-year commitment to the country at the end of the programme. GATE has served to widen access to tertiary education. Today there are approxi-

mately 65,000 students registered in undergraduate tertiary level programmes and 8000 in postgraduate programmes.

Student services in Trinidad and Tobago has a relatively short history. This is because many of our tertiary level institutions are less than 20 years old. Initially student services primarily comprised the staff of the Admissions, Records and Examinations sections of the Registry. However, neither the administration nor the staff of these departments visualized themselves as providing student services but rather ensuring the processes of the university were managed efficiently. Outside of these departments, the most common student services were the dormitory matrons and wardens on campuses with residences. These positions were limited to maintaining order and safeguarding the morals of students. There was a limited focus on student personal or holistic growth. However, with globalization, the expansion of the tertiary sector and the increasing numbers of students with access to tertiary education, student services began to expand to meet emerging needs of a more socially and academically diverse student population.

Typical organizational structure of student affairs and services

The organizational structure of student services varies at each of the four main institutions. However, many similar services are now provided. In almost all institutions there are separate departments for Admissions, Records and Examinations, all under the ambit of the Registrar. These were the fundamental student services at the start of most institutions. Student services departments are led by a separate department head. The chief student services officer reports to the president or head of the institution or the chief academic officer. The titles range from vice president and assistant vice president to director. In all cases the chief student services officer is part of their institution's senior leadership.

Today student services comprise a number of units. The units include career development and placement, counselling, student development, activities, sport and recreation, academic support and residence life.

Typical services and programmes offered

Today student services departments play an important role in facilitating the learning process and the missions of their institutions by offering students comprehensive co-curricular programmes and services to support their transition into the university, successful matriculation and personal development throughout their programme of study and preparation for their chosen career path. The programmes and services include, orientation, career counselling and placement, including internships and co-op, counselling and health services, advocacy, student activities, community engagement, student government, clubs and societies, sports and recreation, student leadership and mentoring programmes, housing and residence life and off campus housing. More recently providing intentional academic support with the view to improving retention has become an important focus of student services with resources including peer tutors and mentors. There has also been an increase in the numbers of students with disabilities enrolling in tertiary institutions. To better support them, Disability Service Units have also become a part of most student services departments. At some institutions cafeteria services and transportation are also administered by student services.

Qualifications and training of staff

Required qualifications vary from institution to institution. At most institutions the chief student services officer must hold at least a Master's degree. However, there are persons holding this position with a doctoral degree. Other staff members generally hold a Bachelor's degree in Social Sciences,

Humanities, or Education. However, it is not a requirement to have a qualification. Recognition of the need for more training in the field has been spurred on by the development of regional HE professional associations. Student services staff have four avenues for professional development: skills training, that is relevant, although not directly linked to their field, offered by a variety of local educational institutions and professional associations; student support workshops and seminars hosted by the Caribbean Tertiary Level Personnel Association (CTLPA) or other regional HE associations; enrolling in the Master's in Higher Education-Student Personnel Administration offered by the University of the West Indies Jamaica campus; and online certificate courses, workshops and degree programmes in the field offered by a variety of US-based institutions.

Issues and challenges for student affairs and services

Perhaps the primary challenge relates to the perception by faculty members and some administrators that the SAS department is not significant to an institution successfully fulfilling its primary function of teaching and learning. This challenge stems from the dichotomy in the minds of some faculty and staff between academic success and learning and the holistic development of students. Low resource allocation for co-curricular programmes is a challenge that stems from the first and limits the type and level of programming that student services departments can offer.

Most of the studies of student development were developed in the US. The lack of a homegrown literature and theory base on Trinidad and Tobago and Caribbean student development is a serious issue for student services practitioners. There is still limited research and publications produced by student services professionals in Trinidad and Tobago. A fourth challenge is the lack of sufficient training of student services staff, with limited specific training available in the country. The need for training is of even greater importance with the increasing diversity of the student population as the number of students accessing HE has more than doubled over the last decade and half. Much of the new student enrolment has come from non-traditional, often part-time students. Adequately serving the changing student population and finding ways to incorporate technology to expand the reach of these departments is another challenge that student service professionals in Trinidad and Tobago are working to overcome.

Websites of student affairs and services professional associations and organizations

Caribbean Tertiary Level Personnel Association (CTLPA) (an International Division of the American College Personnel Association (ACPA) – http://www.myctlpa.org

The Association of Caribbean Higher Education Administrators – http://www.acheacaribbean.org

Turkey

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The higher education system and evolution of student affairs and services

The Council of Higher Education (CoHE) was established with Higher Education Law number 2547 dated 6 November 1981. With this law, all HEIs in Turkey have gathered under the roof of CoHE. State

and non-profit foundation universities are the two types in Turkey. Faculty, graduate school, post-secondary school, conservatory, post-secondary vocational school and research and application centre are the units existing within the structure of universities. The Council of Higher Education is an autonomous institution responsible for the planning, coordination and governance of HE in Turkey in accordance with the Turkish Constitution and HE law. The CoHE is also responsible for HE strategic planning, establishing and maintaining quality assurance mechanisms. Moreover, CoHE is also in charge of the regulation of central university exams and placements.

Turkey has 193 universities including 84 non-profit foundation universities and 109 state universities. There has been a rapid expansion in the enrolment rate in HE since 1980s and the number of students has reached 7 million. The Turkish HE system is the second biggest in Europe in terms of number of students. The country is a full member of the Bologna Process and European HE area since 2001. There has been substantial development related to student-centred learning, internationalization, mobility, quality assurance and recognition of diplomas.

Typical services and programmes offered

SAS vary from university to university but can be categorized in three groups:

1. Student services and processes related to education and training of students: first registration and programme registration procedures, records related to background and academic process of a student and also any kind of administrative duties during academic process of a student.

2. Supportive services for students living: these include accommodation, dining/food services, health, social and sports activities and scholarship.

3. Supportive services for student development: these include monitoring and evaluation of students' academic process, academic advising, academic counselling/advising, career counselling and psychological counselling.

Qualification and training of staff

Student affairs staffs have a diverse educational background and the majority have a Bachelor's degree at minimum. There are no regular pre-service and in-service training programmes and there are no formal student affairs training programmes in Turkey. State or non-profit foundation universities could attend in-service training or basic services related to student affairs. Staff of student affairs office generally have hands-on learning experience such as peer learning and master-apprentice learning. Student affairs office professionals are comprised of civil officers and experts. Civil officers are recruited via public personnel selection examination and experts are recruited after a written exam and interview conducted by the institution.

Typical organizational structure of student affairs and services

The administrative structure of HEIs is based on Higher Education Law No. 2547 and Delegated Legislation No. 124 dated 1983. Therefore, the organization of student affairs in state universities is based on Higher Education Law No. 2547. In Law No. 2547, Article 47 defines the organizations of activities; Article 51 includes procedures and requirements and it describes the details for administration organizations in HEIs. Matters concerning educational regulations, periods of study and student rights are subject to the provisions of this law. According to Law No. 2547, the institutions of HE are responsible for taking necessary measures for the mental and physical well-being of students; providing social needs of students regarding nutrition, studies, relaxation, use of leisure time; assist-

ing graduates in finding jobs; establishing centres for guidance and psychological counselling and trying to solve personal and family problems of students.

The administrative structure within a HEI is designed by the Article 46 in Delegated Legislation No. 124 dated 1983. This legislation describes the administrative structures of a HEI in detail. This law provides to establish two basic structures within a HEI: one a student affairs office and the other one a health, culture and sports office. Student affairs in universities are structured-based on Article 26 in Delegated Legislation No. 124.

Article 31 in this Legislation assigns the role of student affairs and based on this, the student affairs office is in charge of admission, register and course selection processes; conducting graduation and identity cards, monitoring alumni and carrying out other services related to students. In addition to student affairs office, deans of faculties have student affairs' unit structured based on Article 38a in the Delegated Legislation.

The health, culture and sports office structure, based on Article 32 in the Delated Legislation, is responsible for health and treatment of both students and staff; accommodation, food services; sports, recreation and cultural activities. Article 46 in Higher Education Law No. 2547 provides a budget to health, culture and sports office. According to this article funds collected from student-paid fees are to be used primarily for subsidizing student meals, health, sports, cultural and other social services, as well as for the operating expenses of the university, investments related to development plans and programmes, currency transfers, and payment to students employed on a temporary, part-time basis.

The administrative structure of non-profit foundation universities depends on their own regulations and the organizational structure. Offered services vary according to non-profit foundation universities. A few universities, but not many, prefer to establish dean of student affairs which combines two basic structures; student affairs office and health, culture and sports office. Others are structured as a sample of state universities. These universities having the dean of student affairs provide activities including supports for academic performance, mentoring and guiding students, social and sports activities. In addition to these structures, some universities establish research and application centres for career and alumni employment development, learning and student development. Here are websites of two universities; Boğaziçi Universities (http://www.boun.edu.tr/en-US/Content/Students/Dean_of_Student_Affairs) is an example of a state university and Bilkent University (http://www.bilkent.edu.tr/bilkent/admin-unit/dos/gbilgi.html) of a non-profit foundation university structure.

Issues and challenges for student affairs and services

The change in students and university profile had led to a change in the structure and approaches of the student affairs office. Most universities have started to evaluate student affairs as an academic organization rather than its usual structure as a student registration office. In the Strategic Plan for 2016–2020, CoHE claims to benefit from internationalization via being an attractive education centre with a particular focus on East and Asian countries. CoHE has been adopting action lines of the Quality Assurance process across Turkey to respond to external drives for change such as internationalization and globalization.

Website listing of student affairs and services, professional associations and organizations

There are no national official student affairs/services professional associations/organizations in Turkey. Specific research on student affairs is rare in Turkey for lack of recognition of student affairs as a professional viable career position. There is a tendency to look at student affair professions as

academic rather than as administrative. Hacettepe University conducted the first student affairs congress in 2014 and hosted keynote speakers from IASAS, including Roger Ludeman, Birgit Schreiber and John Schuh. This congress changed approaches towards student affairs adding an academic dynamic.

Websites with links to student affairs and services, publications and research

Some universities have started to offer postgraduate programmes in HE studies and establish research and application centres for HE studies. There are two journals on HE studies; the Journal of Higher Education and Science, and the Journal of Higher Education.

Uganda

Please see East Africa: Kenya, Uganda and Tanzania insert.

Ukraine

Olga Dietlin

The higher education system and evolution of student affairs and services

As with every nation, the approaches to the organization of student services in Ukraine are best understood in the context of the political, cultural, and socioeconomic realities, especially when the country undergoes a complete overhaul. Having gained its independence in 1991, Ukraine has been faced with a myriad of serious challenges, impacting HEIs and society at large. While a careful review of these challenges is beyond the scope of this report, I will mention a few factors that influenced the development of student services in the past, as well as some forces at play today.

Historically, the holistic development of college students was understood as the shaping of their moral character and citizenship, in addition to academic training. In Soviet times, the aim of supporting student development was reduced to the 'upbringing of a person for the totalitarian culture,' adhering to the values of the Communist Party of the Soviet Union (Lukin, Musienko, & Fedorova, 2011). The Komsomol (short for the Communist Union of Youth) played an active role in the organization of student life from its inception in 1918 to 1991, the year it ceased its existence (Komyakov, 2017). With the collapse of the Soviet Union and its ideological foundations, the notion of holistic education, as understood before, was no longer applicable to the new political realities. Although the climate was now conducive to creativity and innovation, Ukraine experienced severe financial crises, resulting in narrowing the focus of HE faculty and administrators to mere survival with any non-academic functions deemed nonessential. I personally recall how in the cold winter of 1992 I sat in the large, unheated auditorium struggling to focus on the lecture with the temperatures dropping to single digits.

Student activism was growing rapidly, with attention primarily directed towards larger societal problems rather than the student issues and the university life. Students played a significant role in the Orange Revolution (November 2004 to January 2005) when millions of Ukrainians participated in nonviolent protests against the fraud in the presidential election. Adrian Karatnycky (2005) reported

how 'students living in university housing were told by university officials that if their districts voted for the [opposition leader], they would be evicted from their dorms in the middle of winter' (p. 2).

For decades, Ukraine experienced a growing cultural divide, with its western, Ukrainian-speaking regions turning towards Europe, while the Russian-speaking southern and eastern territories were open to the unification with Russia (Magaziner, 2016). When, at the end of 2013, pro-Russian President Viktor Yanukovych refused to sign an agreement with the European Union, he was ousted from his post and replaced with the pro-Western government as a result of the Euromaidan Revolution, also referred to as the 'Revolution of Dignity.' In response, Russia promptly annexed Crimea in the South, and the military actions in the Donbass region led to the proclamation of two independent territories (unrecognized by most countries): the Donetsk People's Republic (DPR) and the Luhansk People's Republic (LPR) in the East (Magaziner, 2016). As a result of the armed conflict, an estimated 1.67 million people were displaced internally (Maziner, 2016) and over 10,000 killed (including civilians, armed forces of Ukraine, DPR and LPR forces). The Ministry of Education evacuated 16 universities and 10 research institutes from the conflict zone (British Council, 2015), and more than ten thousand students sought transfers to HEIs in other regions of Ukraine (Krashchenko, Sorokina, & Degtyarova, 2017).

Although Ukraine joined the Bologna Process in 2005, the commitment to change was compromised by the political events described earlier. The 2014 Law on Higher Education introduced a colossal reform of Ukrainian HE granting greater autonomy to HEIs, targeting corruption, inefficiency, and isolation from the global academic community (O'Mally, 2015). The law also drastically reduced the number of universities, as Ukraine had 800 of them – more than any other European country – many without credible practices or infrastructure. The contents of this law were prepared by a group of faculty, administrators, and students, rather than governmental officials (Rusnak, 2016). One relevant distinction of the new law is its support for student interests, primarily through the expansion of self-government and student participation in the decision-making. According to the Law, 'students can protect their rights and participate in university management not only through higher collegial bodies of student self-government but also via the creation of other student organizations and unions' (art. 63, as cited in Nikulina, 2017, p. 50). Several years later some progress has been made. Yet, 'universities are still not financially autonomous, the new Quality Assurance Agency is still not functional, students are not meaningfully involved in decision-making, and websites freely offer degrees for sale' (Williams, 2015, para. 10).

Typical organizational structure of student affairs and services within an institution

Functions that are associated with SAS are typically assigned to various academic and administrative offices, without a systematic method or a specific model across the institutions of HE. Activities related to 'work with students' are distributed among the administration and across the academic departments. While some institutions may have a more centralized approach to coordinating student services, such a pattern is rare. Some programmes typically associated with student affairs are implemented by students themselves, without university funding or administrative support.

Typical services and programmes offered

With the implementation of the 2014 Higher Education Law, each institution should have an administrator assigned to serve as a liaison to the student body and assist with students' self-governance. Students are also provided with information and guidance regarding admissions and financial aid. 'Open doors' (campus visit) days and student orientations are commonly held at many universities. The Higher Education Law specifies that each institution should take responsibility for students' 'healthy lifestyle' but no specific services or programmes are mentioned. The review of various uni-

versity websites revealed the presence of services related to protection of student well-being; social support; and student activities. Academic curators are responsible for academic advising and also address student issues related to academics. Most universities offer preparatory courses for their applicants coordinated by the academic departments. Students are typically engaged in many cultural and artistic activities, as well as the subject-based clubs. Athletic facilities are available at most universities; many students are involved and excel in sports. Student housing is offered at most institutions, although staff responsibilities beyond record- keeping, maintenance and cleaning, and enforcement of policies are rare. In fact, in many institutions heads of dormitories are still called commandants, the name from the Soviet era with a distinct role in mind. Some universities offer dining services, but facilities and menu are often limited.

With 64,066 international students from 147 countries (Ukrainian State Center for International Education, 2018) universities with a robust international recruitment offer various services related to international student support, including pre-departure information, orientation, and support during the study. Ukrainian students are provided with the information about study abroad, although the level of support in this area varies greatly among the institutions. Many universities have a medical centre, usually staffed with a nurse and primarily available for emergency purposes. Several universities started offering psychological counselling by psychologists who either also teach or exclusively focus on counselling to students and staff.

While some institutions feature the centres for student employment, there are no central data on employment of graduates, nor are there standardised mechanisms or support services to help students find jobs. While the best universities try to facilitate employment for their graduates, for many, parental connections or the black market are the realities of job-finding. (British Council, 2015, p. 7).

Qualifications and training of staff

Since the functions related to student services are primarily carried out by academic administrators, their backgrounds are typically related to the teaching discipline. Residence hall managers must have a minimum of a high school diploma or college degree (that does not need to be relevant to the job). The Higher Education Law sets out new roles and responsibilities for academic and teaching staff, including provision of academic and personal support (British Council, 2015), but paths to develop professionally in order to offer quality student services are not easily identified.

Issues and challenges for student affairs and services in your country

The lack of student services in the Ukrainian HEIs is perhaps best revealed in the difficulties experienced by student refugees who transferred to continue their education elsewhere in Ukraine. A recent study involving 370 internally displaced students from Donetsk and Luhansk regions found that only 5 % of the respondents identified the university staff as a source of support primarily relying on their family and friends during their adaptation (Krashchenko, Sorokina, & Degtyarova, 2017). Meanwhile, student refugees experience psychological problems caused by 'the destruction of their accustomed mode of living in the hometown, sudden rupture of social ties with relatives, friends, the uncertainty of their future, worry for their relatives that remain in the occupied regions' (p. 390).

Faculty and staff from the evacuated universities forced to restart their work and study outside of the war zone have demonstrated resilience and resourcefulness attending to many aspects of adjustment and partnering with local and international organizations to create a positive learning environment. As an example, Luhansk Taras Shevchenko National University was relocated with 80 per cent of its faculty and staff and half of its 20 thousand students to a small town 100 km west of the conflict zone. Students unable to relocate but willing to continue their studies were able to do so online

(Grove, 2015). The difficult times have forced many Ukrainian HE leaders to take a new look at teaching and learning. Serious barriers to development of HE and student support remain, and while the Higher Education Law states radically different aims for HEIs, the pathways to these aims (including student support) are not clearly defined. As long as the country struggles to reach peace, to grow economically, and to eradicate corruption, provision of comprehensive, holistic student services available in other parts of the world will remain a hope for the distant future.

Websites of student affairs and services professional associations and organizations

Ukrainian Association of Students (UAS), a branch of the European Students' Union https://www.esu-online.org/?member=ukraine-ukrainian-association-of-student-self-government-uass

IMPRESS (a pan-European project working with partners in the UK, Belgium, Czech Republic, Spain and the Ukraine to support the student journey and enhance their career prospects) http://www.impress-eu.com/partners

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United Arab Emirates

Natalie Cruz
Cassandra Shukla

The higher education system and evolution of student affairs and services

The United Arab Emirates (UAE) is a young, wealthy nation on the Arabian Peninsula that has experienced significant changes and growth in its 45-year history. The UAE was founded in 1971 and consists of seven emirates and 9.2 million people. Approximately 85 % of the population is ex-pat or non-national, and the vast majority of residents live in the emirates of Abu Dhabi and Dubai. The UAE grew at a rapid pace initially due to the large presence of oil, but the economy has diversified in recent years into other areas like aluminium production, tourism, aviation, re-export commerce and telecommunications.

In the 2015–2016 academic year, close to 140,000 students were enrolled in HEIs, with women comprising about 58 % of the students. Twice as many students were enrolled in private institutions as public institutions. The UAE has three public, federally-funded institutions that Emirati students are able to attend for free. The United Arab Emirates University was the first HEI founded in 1976, and bills itself as the flagship institution for the UAE with 14,000 students. The Higher Colleges of Technology was founded in 1988 and currently has 17 campuses spread across the country offering varying disciplines. Founded in 1998, Zayed University is the third federal institution and has campuses in Abu Dhabi and Dubai. There are also over 60 private or semi-government institutions in the UAE, many of which are international branch campuses from countries like the USA, UK, India, France, and others. The primary mode of instruction and business is English in the vast majority of HEIs, although there is a recent push to preserve and teach the Arabic language. One culturally significant aspect of HEIs in the UAE is the presence of institutions that offer gender-segregated classrooms or campuses, which can be attractive to more conservative families.

The rapid growth in the economy and the creation of new HEIs seems to be levelling off after a pace of rapid increase since the UAE's inception. The vast majority of UAE HEIs were established in the last 15 years. The new era of HE will likely find students focusing more on transferable skills for private sector jobs. SAS departments are found in most HEIs, but the services and number of staff employed can vary widely.

Typical services and programmes offered

SAS in the UAE has historically been a shifting landscape. Currently, across the country, traditional offices can be seen at many institutions, such as career services, counselling, disability services, enrolment, health services, housing, recreation, student life, and tutoring. There are some student services that are unique compared to UK and US models, including offices providing transportation, Islamic sororities, and intensive English language skill development courses. English proficiency is required for students entering most universities as degree programmes and faculty commonly use English as the standard medium for instruction. International student offices can be seen at some institutions that host larger international student populations. There are no large differences in student services between public and private institutions, but international branch campuses may have a greater breadth of student services.

Nationally there has been a push to develop degree programmes and student services focusing on supporting national students and the needs of the nation, such as the recent push towards STEM principles. There seems to be a consensus that student services should help students develop outside the classroom and cope with struggles that may prohibit them from being successful students, such as language proficiency and employability. One unique aspect in the UAE may be the content of student programming. An example of this is the development of parenting knowledge and traditional skill development as a critical learning area.

Qualification and training of staff

Traditional SAS degree programmes are not currently offered in the UAE. Many of the student affairs staff in private institutions come from other countries with more traditional undergraduate and graduate preparation programmes. However, in the past decade, many student services positions have seen an increasing number of UAE nationals take on the responsibilities for student development, particularly in the federal, public institutions. This phenomenon is caused by a process known as 'Emiratization,' which is a government initiative to employ more citizens in meaningful positions. There is now an increasing need to ensure that student affairs staff beginning in the field receive support through professional development. Some individuals search for programmes abroad before taking on roles here in the country. Certificates and alternative qualifications are popular and accepted in the UAE, so it may be a future possibility to offer a shortened training programme for new student affairs staff that do not have specifically related degrees. Lastly, there is a growing trend to evaluate the validity of online degree programmes that some people may use to transition to student services positions. In the future this could present challenges for student affairs professionals if local preparation programmes are not developed.

Typical organizational structure of student affairs and services

Institutions may have anywhere from 3 to 50 student affairs staff employed. Many larger institutions like Zayed University have a separate department and dean or provost for student affairs, but many of the smaller schools may fall under the academic area. Across the UAE, departments have seen certain influencers shape their structure and services. For example, a growing trend is for more Emirati nationals to fill staff positions at the university level, particularly in student affairs staff. This has begun to change the concept of critical student needs and may greatly change what services are offered and provided, including more culturally appropriate advising for students. Depending on the institution and nationality of the students, parental involvement can also affect the services offered and the overall availability of the students. There are very few international students enrolled at public universities, but the private universities typically have larger numbers of non-Emirati students.

Issues and challenges for student affairs and services

In the past decade SAS has changed due to changes in the environmental and social context of the community. New and developing countries may begin by emulating traditional US or UK models of student affairs but may quickly find that services and programmes are not universally relevant. Unique aspects in the UAE have required that the services and professionals adapt to needs in different areas of the country. Although the UAE is a small country, it has developed educational hubs in the emirates of Abu Dhabi, Dubai, and Sharjah. The remaining other four emirates play host to institutions, but the number is smaller. The emirates each have different personalities and cultural expectations when it comes to the decorum of students. This has impacted the nature of student affairs roles and is expected to continue.

An area for growth continues to be preparing students inside and outside of the classroom for future jobs in the private sector. In the past, UAE students graduating had a high chance of receiving a well-paid government job. However, with the economy changing and the UAE government looking to the future, students are strongly encouraged to seek jobs in the private sector and even create their own companies.

A challenging area is the increasing need for counselling and mental health services. In Emirati culture, private and sensitive issues are not typically discussed outside of the home. Counselling services can be stigmatized and students naturally rely on social connections before seeking professional help. The presence of Arab and non-Arab counsellors has been shown to be helpful to students who may be concerned about the cultural implications of seeking counselling.

An additional challenge is the evolving definition of what co-curricular activities students should participate in. The country is currently in preparation for EXPO 2020, an international event that Dubai will be hosting. This event is expected to bring jobs and exposure to the country and has motivated the government to have themed countrywide initiatives in order to prepare citizens to be participants. This has been seen in campus programming as well as changes in government-mandated courses on topics like social entrepreneurship. The change has also created dynamic learning opportunities, but it required universities to adapt to new themes annually.

Lastly, the role of happiness as a conversation piece has continued to grow and shows signs of becoming instrumental in education. In fact, federal institutions and public K-12 education have a shared focus on happiness. Following the guidance of Nordic countries, the UAE has been investing large amounts of resources to improve their ranking and the lives of people living in the country. In education, this has been manifested by looking holistically at the structures in the K-12 and HE systems. One interesting conversation is the role of things like 'homework,' and the cultural implications to the local society. It seems that the trend at the moment is the Emiratization of not only the workforce, but the entire concept of education.

Website listing of student affairs and services, professional associations and organizations

The 11th annual MENASA NASPA conference was recently held at NYU-Abu Dhabi in April 2017 with over 150 attendees. NASPA is a general student affairs association based in the USA. It offers professional development and a variety of resources to thousands of members engaged in HE and student affairs work around the world. While the Middle East is a growing region in NASPA, only in 2015 did it officially become its own region. Along with an annual conference, MENASA NASPA also has an advisory board and monthly professional development sessions typically offered in English and Arabic. The annual conference offered a variety of roundtable and presentation sessions including topics like mental health, the future of international branch campuses, academic and student affairs collaboration, cultural competency training, and much more. With budgets continuing to

change, more regional conferences will grow in importance as an alternative to an expensive student affairs conference typically located in the US. The United Arab Emirates also has the benefit of being a part of the NACADA Middle East Branch. NACADA is an academic advising association that frequently hosts its international conference in the Middle East, with the 2016 conference hosted in Dubai. There is also a more informal network of colleagues that work in the UAE and share relevant information among themselves. Additionally, in recent years a Middle East Career Development Conference has taken place for Career Counsellors in the region. The MENA/MENASA region continues to grow and proliferate in its student affairs professional development opportunities. Student affairs professionals in the UAE need more culturally relevant information for their jobs. It is the hope that more associations and professional development opportunities can arise in near future, hopefully driven by national staff and faculty.

MENASA NASPA: https://www.naspa.org/constituent-groups/regions/menasa

Middle East Career Development Conference: http://stellamandehou.wixsite.com/mecdc

NACADA Middle East Conference:
https://www.nacada.ksu.edu/Events/International-Conferences/Dubai.aspx

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United Kingdom

Benjamin Parsons

The higher education system and evolution of student affairs and services

The UK HE sector comprises a core of publicly-funded providers plus a large number of smaller private providers. The government funding available for providers, as well as the rules and governance, are different for each component country of the UK. Student services provision is a consistent feature across all providers, except where an institution's student numbers are too low to warrant dedicated in-house services, usually less than 500 students.

Traditionally, SAS were a support function designed to level barriers to academic engagement for students facing challenges such as physical or mental health difficulties, financial hardship, or lack of study skills. However, now at many UK institutions, SAS is key for shaping the learning experience for all students, not only those facing barriers to success, especially in terms of extra-curricular learning gain, retention and developing employability. This means that many SAS departments tend to have a broad remit of responsibilities to support the institutional mission.

The student experience is also shaped by independent, student-led unions, which provide services in collaboration with, or independently of, the institution.

Typical organizational structure of UK higher education student affairs and services

UK Student Services tend to be organized in integrated models, in which different service areas can collaborate and use data effectively to take a holistic view of each student's requirements and challenges. A trend over recent years is to co-locate services, which includes the development of student hubs, one-stop shops and centralised information points, as well as digital and online resources for students.

Student services are usually structured with departments for different areas of provision (for example, disability support, international student support), overseen by the director or head of student services. Increasingly, separate divisions such as counselling, mental health, and health promotion are combined into 'wellbeing', reflecting a focus on the holistic student experience.

Directors or heads of SAS tend to be senior figures, two steps from the top of the management hierarchy at over half of UK institutions.

Typical services and programmes offered

Across the UK the SAS remit is very broad and differs widely from institution to institution. The most commonly offered are:
- Mental health and well-being support and initiatives, including counselling.
- Support for students facing barriers to academic engagement, including disability and dyslexia support services.
- General advice and guidance, including financial advice.
- Grants, bursaries and loans for students facing financial hardship.
- Support for students who have experience of local authority care.

The remit also commonly includes health promotion, international student support, student fitness to study, safeguarding, chaplaincy and faith-related activities, induction programmes, careers and employability, and residential services and support.

Qualifications and training of staff

Many members of staff usually hold generic academic qualifications, such as a first or higher degree (in particular for more senior staff). Some possess management-related qualifications. For some staff, specific professional qualifications are also required (for example in healthcare and counselling). A small number of UK HE providers offer postgraduate degree programmes related to HE administration, management, and SAS. When recruiting, such qualifications are desirable, but tend not to be a formal requirement for a role. Ongoing training and professional development are usually outsourced to professional training or qualification bodies, and to professional associations.

Issues and challenges for UK student affairs and services

- Increased demand for services, including increased volume/complexity of student mental health issues. Increased demand reflects SAS' appeal to a wider student body than just those in need of help (for example, well-being and student experience strategies are aimed at the whole student body), and also the phenomenon of escalating student mental health challenges also reported in other western countries.

- Pressure on resources, including budgets and non-financial resources, such as time and space. For many institutions this reflects increasing student demand without accompanying SAS budget or staff increases. Also, changes to UK government student recruitment policies means that SAS at

some institutions are supporting larger student populations, while others are experiencing cuts because student numbers have dropped.

- Changing or increased student expectation, which may be related to student and parental ideas of customer service and value for money since tuition fee and maintenance loans have replaced government grants in most UK countries. Also, the UK government has explicitly promoted the 'marketisation' of higher education, which contributes to students' perception of themselves as consumers.

- Changing regulatory or legal context, including major changes in UK government policy impacting higher education, which have been introduced very quickly. These include the introduction of loans to replace almost all government grants, the removal of the cap on student recruitment, changes to government support for disabled students, and legislative requirements for institutions to prevent radicalisation among students. Also, sector guidance related to tackling sexual violence, harassment and hate crime, and changing institutional culture, have impacted the work of SAS.

Websites of student affairs and services professional associations and organisations

AMOSSHE, The Student Services Organisation – the key professional association for Student Services leaders in higher education – www.amosshe.org.uk

Academic Registrars' Council (ARC) – www.arc.ac.uk

ASET- the UK Work Based and Placement Learning Association – www.asetonline.org/

Association of Dyslexia Specialists in Higher Education (ADSHE) – adshe.org.uk

Association of Graduate Careers Advisory Services (AGCAS) – www.agcas.org.uk

Association of Heads of University Administration (AHUA) – www.ahua.ac.uk

Association of University Administrators (AUA) – www.aua.ac.uk

Association for Student Residential Accommodation (ASRA) – www.asra.ac.uk

British Association for Counselling and Psychotherapy: Universities and Colleges (BACP UC) – www.bacpuc.org.uk

National Association of Disability Practitioners (NADP) – www.nadp-uk.org

National Association of Student Money Advisers (NASMA) – www.nasma.org.uk

RAISE – Researching, Advancing and Inspiring Student Engagement – www.raise-network.com/

Society of College, National and University Libraries (SCONUL) – www.sconul.ac.uk

UK Council for Graduate Education (UKCGE) – www.ukcge.ac.uk

UK Council for International Student Affairs (UKCISA) – www.ukcisa.org.uk

University Mental Health Advisers Network (UMHAN) – www.umhan.com

Websites with links to student affairs and services publications and research

AMOSSHE public and member resources, including SAS research projects, research into the UK Student Services sector, policy updates and discussions, are available here: www.amosshe.org.uk/our-resources

Additional research and other publications are available from the websites of the professional associations and other organisations referred to above, as well as from sector-wide bodies such as:

Universities UK – www.universitiesuk.ac.uk

National Union of Students – www.nus.org.uk

Higher Education Academy – www.heacademy.ac.uk

Equality Challenge Unit – www.ecu.ac.uk

United States of America

Jeanna Mastrodicasa
Darbi L. Roberts

The higher education and the evolution of student affairs and services

HEIs in the United States differ widely in history, culture, mission and traditions, as well as size, reputation, resources, geographic region and academic specialization. The 7000+ 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.

In the early history of American HE, from the establishment of the colonial college until the early 20th century, the small number of faculty members took on most functions within the university, including looking after the well-being of the student. As postsecondary enrolments grew nationally after the First World War, the student affairs profession emerged in response to increased student numbers and the need to serve a more diverse student population. 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 United States 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. In 1937 and again in 1949, a group of university administrators came together to write a statement called the 'Student Personnel Point of View' which, for the first time, outlined the philosophy, 'coordination,' and future of the student personnel profession, a founding document that would shape the future growth of the student affairs profession. A massive influx of students to United States campuses after World War II, often called 'massification,' 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 are considered to be a major part of the general administration and educational programme of the American university.

Typical organizational structure of student affairs and services

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. Institutional size, mission, culture and traditions determine the organizational structure of the student affairs division. For ex-

ample, 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 president and senior academic officer(s), the academic organization, financial resources, technology and legislation and court decisions.

Typical student affairs 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: academic advising; admissions; assessment, research and programme evaluation; athletics; campus safety; career development and resources; 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 and accessibility support services; enrolment management; financial aid; fund-raising and fund development; graduate and professional services; Greek affairs; health services; international student services and global programmes; student conduct and conflict resolution; leadership programmes; lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ) 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, clubs and organizations and government; Title IX and other federal policy compliance; veterans' services; 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 and training of staff

Many pathways exist for entry into and training for the student affairs profession. Professionals in the United States often 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, HEIs, 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://apps.naspa.org/gradprogrammes/.

Issues and challenges for student affairs and 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 HEIs. 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, such as graduation and job placement rates. Rising costs of providing services combined with a decline in both state and federal funding creates the need for additional external sources of funding as well as finding new ways of managing costs and resources. 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 and services professional associations and organizations

Major professional organizations in SAS include:

ACPA – College Student Educators International – http://www.myacpa.org

NASPA – Student Affairs Administrators in Higher Education – http://www.naspa.org

Numerous regional and specialized organizations are associated with all of the student service functional areas. You can find a list of these here:
https://www.studentaffairs.com/resources/websites/professional-associations.

Websites with links to student affairs and services 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 or are available electronically through campus library services. Those include the NASPA Journal of Student Affairs Research and Practice, the Journal of College Student Development, About Campus, the Journal of College and Character, and many more. A brief listing includes:

Journal of College Student Development –
http://www.myacpa.org/journal-college-student-development

About Campus – http://aboutcampus.myacpa.org/

Journal of Student Affairs Research and Practice (NASPA members only) –
https://www.naspa.org/publications/journals/journal-of-student-affairs-research-and-practice

Journal of College and Character –
https://www.naspa.org/publications/journals/journal-of-college-and-character

NASPA Journal About Women in Higher Education –
https://www.naspa.org/publications/journals/naspa-journal-about-women-in-higher-education

Extensive listings of student services and student development resources can be found at Jossey-Bass Press – www.josseybass.com.

Uruguay

Adriana Fernández Otero

The higher education system and evolution of student affairs and services

Currently, Uruguay enrols an estimated 160,000 students across five universities. Universidad de la República, founded in 1849, was the first university established in the country. Today, it operates as a state university with fifteen departments and several branches in Montevideo, the capital city, and throughout other provinces of the country. It enrols the majority of students reaching over 139,000. In 1995, a change in the legal regulations authorized the creation of four other universities, which are private: Universidad Católica del Uruguay, Universidad de la Empresa, Universidad de Montevideo and Universidad ORT Uruguay. There are also other three institutions: Latinoamericano de Economía Humana (CLAEH), Universidad Tecnológica del Uruguay (UTEC) and Universidad del Trabajo del Uruguay (UTU). These institutions function under regulations issued by the Ministry of Education and Culture. Uruguayan universities offer a wide variety of degrees at the undergraduate and graduate level among different areas of study including but not limited to: architecture, business studies, communications, engineering, law, medicine, to name only a few.Only about a 12 % of the Uruguayan population holds a Bachelor's degree. Every year a survey is administered to describe the profile of Uruguayan university students (http://www.pro-universitarios.com/encuesta2016). That survey is conducted by Pro Universitarios, a media network of students, young professionals, and academics of the different Uruguayan universities.

Typical organizational structure of student affairs and services within an institution

Generally speaking, the highest-ranking officer regarding student services is a director reporting to the vice-chancellor of the institution. In the case of the universities which do have a guidance counsellor or academic advisors, they have offices in the different campuses and their role is to offer advice and support for students' daily needs. All Uruguayan universities have the basic structure of a rector, vice-chancellor, deans, academic directors and administrative directors. Each dean is in charge of a specific department (e. g. Business, Communications, Engineering, Humanities, Law, etc). The budget depends highly upon enrolment and specific activities are funded by the different areas. There are academic departments in charge of creating and supervising the programmes and daily academic activities. In each department, there is also a registrar's office responsible for the main administrative duties.

Typical services and programmes offered

The most common areas present in student affairs include: Academic advisory services, admissions, alumni office,cafeteria/food services, career development, computer labs and conference rooms, guidance counsellors, international affairs, scholarships and sports and recreation.

Student affairs is handled differently, to a certain degree, from one university to the other, but there are commonalities in a variety of areas in all of the previously mentioned institutions. While the services offered by the private and the public university do not differ that much, there are significant difference in the number of students per class and in the personalized assistance that they can get when dealing with academic and administrative staff. Another area worth highlighting is that most of the private universities have a scholarship department that is in charge of assigning financial aid, normally in the form of tuition discounts (based on grades and admissions scores). Students with a very good performance in the previous years can apply for an excellence scholarship which is the one that provides the higher amount of discount. If a student needs an additional discount after the results are given, they can ask for an interview to explain their personal situation and submit the case into further consideration of the university authorities.

As it pertains to student affairs, some universities have developed more specific services to increase student satisfaction and well-being such as:

▪ Career services: Access to job opportunities, internships placement, advice on how to create a résumé, networking opportunities and workshops.
▪ Peer mentoring: Performed by senior students previously selected by the academic members of the staff.
▪ Support for entrepreneurs: In the form of a specific unit which provides guidance for the emerging companies, offers tutors, and economic support.
▪ Guidance counsellor: Offers vocational advice or support in the case of emotional problems that may interfere with the academic performance of a student.

Seminars, workshops and conferences are frequently offered for free. These activities are usually designed as extracurricular. Internet access is now granted in all institutions through computer connection in labs and internet. Universities in Uruguay do not offer housing facilities because our educational system is not residential. International students, and those coming from the provinces, often rent an apartment, which is the cheapest solution when thinking of a long-term stay. It is common for them to share the rent and live in an apartment in groups.

Qualifications and training of staff

Generally speaking, the heads of the different administrative departments hold Bachelor's or Master's degrees. In the case of the directors of the academic units some have attained a Ph.D, though this is not a special requirement. For student services staff, it is not compulsory to have a degree; however, it is valued to have a Bachelor's or technical degree or relevant work experience in the field. This applies to both private and public institutions.

Issues and challenges for student affairs and services

Staff: The main challenge is to improve and expand the existing services and to achieve that goal it would be necessary to have a larger budget available for universities to invest in hiring more specific personnel and develop new units.

Retention: The low retention rate in universities is a national concern, considering that only a fraction of the population has finished post-secondary education. As previously mentioned, only about a 12 % of the population holds a Bachelor's degree. One of the possible reasons for leaving the university is the need to get a full-time job. Another reason could be that in some areas the final degree is not required to actually enter the work force of that sector of activity. The development of an engagement and retention programme is crucial to try to promote the advantages of finishing a university career.

Budget: There is a general concern about the appropriate use of resources and budgeting. The allocation of resources by the state tends to be limited and needs to be appropriately spent. As the government has other priorities, there is a limited budget assigned for educational purposes so the institutions have to prioritize in which areas they wish to invest the money.

Alumni services: Alumni offices need to offer a wider variety of services. Not all of the universities have an alumni department. The ones that do generally offer them access to job opportunities, networking with colleagues, a magazine and free access to courses for further training. Procedures on how to manage this unit differ and the budget tends to be limited to provide additional services.

Research programmes: Research offices within the different faculties should be promoted and created. There is a lack of researchers producing documents and papers to be published in indexed and peer-reviewed journals, which is important for the universities international reputation and to share knowledge with society. The development of research units is still at a developing stage.

Doctoral programmes: There are limited opportunities for further academic development in the country. Some programmes are offered by the public university and only a few by the private ones. For example, Universidad Católica del Uruguay offers a PhD in Psychology and Universidad ORT Uruguay a PhD in education. At the present time, no career path or programme exists to prepare student affairs professionals.

Infrastructure for students with disabilities: Special units designed to take charge of matters regarding students with learning or physical disabilities are also to be taken into account. Improving accommodations for this segment of the population is something that has been ignored.

Socialization spaces: The development of new spaces for student socialization should be considered by all of our universities. This would help promote the feeling of belonging to the institution and the involvement in the proposed academic and recreational activities.

Websites of student affairs and services professional associations and organizations

Ministry of Education and Culture (Ministerio de Educación y Cultura). www.mec.gub.uy

International cooperation and exchanges (Oficina de Planeamiento y Presupuesto). www.opp.gub.uy

Websites with links to student affairs and services publications and research

Universia. www.universia.edu.uy

Instituto de Educación – Universidad ORT Uruguay. http://ie.ort.edu.uy/

Venezuela

Alexander Díaz Velasco

The higher education system and evolution of student affairs and services

University education in Venezuela has historically functioned in the public domain. However, since the second half of the twentieth century, the number of private institutions has grown considerably. Today there are five autonomous national public universities (Universidad Central de Venezuela, Universidad de Los Andes, Universidad de Carabobo, Universidad del Zulia, and Universidad de Oriente)

led by authorities selected by each academic/university community. On the other hand, there are a total of 47 national experimental universities and 19 technological institutes and university colleges of technical education. This group of institutions is in charge of testing new programmes in accordance with the areas required for the integral development of country. These institutions are governed and depend on the administrative, financial and decision-making processes of the national government.

In the private sector, the first universities were established in 1953 with the creation of Universidad Católica Andrés Bello and Santa María University. Today, there are 46 private institutions including universities, technological institutes and university colleges.

In the middle of the twentieth century the idea of allocating resources and guidance for the comprehensive care of university students arose. In 1943 the Student Welfare Organization (Organización de Bienestar Estudiantil) in the Universidad Central de Venezuela (UCV) was created. It was formed by a multidisciplinary council with representatives of the national government, academics, students and graduates. After years of transformation, today it is part of the Secretariat of the UCV. Around the same time, the Student Welfare Organization of the Universidad del Zulia was created in 1947. After a series of continuous changes over 48 years, it became known as the Directorate of Development and Student Services (Dirección de Desarrollo y Servicios Estudiantil). Currently, in Venezuela, the Ministry of Popular Power for University Education, Science and Technology, has set up the Office of the Vice-Minister for Student Well-Being and the General Directorate of Living Well and Student Care. These two offices have established public policies for the administration of resources destined for student well-being across national universities. In addition, they have supervised the proper functioning of student services in private HEIs.

Typical organizational structure of student affairs and services within an institution

In most Venezuelan universities, both public and private, student services report to the Rector, the Administrative Vice Chancellor, or in the vast majority of cases, the Secretariat. The most common organization is that of a Department of Student Services or Student Development, including a number of services offered to students. One example of the way student services is organized comes from the public sector. The UCV Student Welfare Organization includes the following departments: planning and evaluation, medical assistance, entrepreneurship programmes, social work programmes, psychological services and dental care.From the private sector, the Universidad Católica Andrés Bello (UCAB) houses its student services in the General Directorate of the Dean of Student Development. This department includes units focusing on: economic support programmes, nursing, cafeteria, bookstore, among others and stands out for having community action programmes and care for students with disabilities.

Typical services and programmes offered

The departments that integrate the Departments of Student Services or Student Development are mostly divided into those dedicated to caring for the integral development of the student through complementary activities such as cultural and sporting events, and those areas linked to student care providing services such as: vocational guidance, psychological care, medical care through a health care fund managed by the national executive, guidance and nutritional care, among others.

One of the areas of student services mostly developed by the private sector, but historically consolidated with fewer resources in the public sector, is the socioeconomic well-being of the student through partial or total scholarship programmes, work grants, student assistantships in administrative or academic areas of the university and recently in the public sector a so-called social programme

(mission) managed by the national government. The private sector has developed incentive mechanisms for its students with debt forgiveness programmes or exemption from payments for educational services based on academic performance or participation in community service programmes. In some cases, private companies linked to a particular institution can also generate financial assistance programmes for students of private universities.

It should be noted that since the beginning of the 21st century Venezuelan universities have also created entrepreneurship programmes for their students, to help develop the idea of the student community and to channel successful projects into the local, regional, national and international markets.

Finally, universities in Venezuela also include departments or units representing: university residences, dining rooms, transportation and library.

Qualifications and training of staff

The planning, coordination and services in student affairs are generally directed by multidisciplinary teams that include professionals and technicians from areas such as medicine, nutrition, psychology, social work, planning, among others. Depending on the hierarchical system of each institution, these areas are directed by full-time academics or by administrative staff with some specialization or a Master's degree related to any of the aforementioned areas. The trajectory and experience in the management of services and student management are well valued and taken into great consideration when forming the teams in the aforementioned departments.

Issues and challenges for student affairs and services

Government funding. The state has tried to centralize resource allocation for higher education, excluding a large number of students from autonomous and private universities. This has been a major topic of concern, in particular when institutions are not ideologically aligned with the project of the current government.

Deficiency in services offered. There are services without optimal levels of quality such as university dining rooms. Also scholarships granted from the state do not meet the needs of a regular student and high inflation in the country.

University residences. One of the services with the greatest deficit in relation to their demand is that of university residences, mainly located in provincial universities. This has forced students who require this service to go to unregulated external suppliers with prices set by the local market, often out of the student's budget.

University facilities in a state of disrepair. The social situation of the country has led to serious maintenance problems and a lack of development of university infrastructure. Generally, the facilities are in disrepair and there are no available resources to rehabilitate damaged or worn out facilities.

Political ideology. Unfortunately, there are institutions that condition access to student benefits or services according to political or ideological loyalty to the current national government. This causes a larger rift between groups of students caught in the middle of a deep political crisis.

Discrimination. Discrimination based on gender, sexual orientation and disability, continue to shape the campus experience. As a whole, orientation programmes and a culture of respect and healthy coexistence must be cultivated within the university community in general.

Websites of student affairs and services professional associations and organizations

Types of Universities (Spanish) http://noticias.universia.edu.ve/vida-universitaria/noticia/2004/07/06/181143/tipos-universidades.html

Dean of Student Development – Universidad Católica Andrés Bello (Spanish)
http://w2.ucab.edu.ve/InicioDDE.html

Dirección de Asesoramiento y Desarrollo Estudiantil – Universidad Metropolitana (Spanish)
http://www.unimet.edu.ve/atencion-al-estudiante/

Organizational Chart of the Ministry of Popular Power for University Education, Science and Technology (Spanish) https://www.mppeuct.gob.ve/ministerio/organigrama

Student Well-Being – Universidad Central de Venezuela (Spanish)
http://www.ucv.ve/organizacion/secretaria-general/coordinacion-de-la-secretaria-general/direccion-de-organizacion-de-bienestar-estudiantil-obe.html

Secretariat of Student Affairs – Universidad de Los Andes (Spanish)
http://nube.adm.ula.ve/daes/#.WYGBvtOGPq0

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Zambia

Birgit Schreiber

The higher education system and evolution of student affairs and services

Zambia, landlocked within the Southern African region, is a prospering country (Jumbe, 2010) with most of its 16 million inhabitants located in and around Lusaka, in the southern region of the country bordered by the Zambezi river. Kenneth Kaunda was the first president after independence from British Colonial rule. As with many other African countries, liberation from colonial rule meant build-

ing a relevant, functional, and accountable HE sector for the youth of the country so as to contribute towards the development of an African state. African emancipation is linked to the establishment and promotion of a strong and rigorous tertiary education sector. In Zambia, the HE sector is managed by the Ministry of Science Technology and Vocational Training (MSTVT) which is aligned to labour and human resource development. After secondary school, over 30 universities, colleges and HEIs offer a wide range of degrees and certificates with primary focus on teacher and nurse training colleges. The university of Zambia, established in 1966, has over 30,000 students enrolled in degree and post-graduate studies and is well respected, has a range of international collaborations and supports students towards the attainment of student and institutional goals.

Typical services and programmes offered

The universities in Zambia, like most HEIs across the world, focus on teaching and learning to advance graduate competencies in line with national development goals. A range of supportive student services are offered and these include support for student representation, student associations and student unions, student counselling and welfare, accommodation services and academic support, as well as career services and health services.

The primary goals of student services at the University of Zambia are:
- Application of policies and guidelines on general counselling services, life skills and career development, social welfare amenities, student governance and industrial relations.
- Participation in sport, recreation and socio-cultural activities for the enhancement of students' personal development, growth and potential.
- Provision of support services and systems for the enhancement of non-academic aspects and social welfare needs of students.
- Promotion of information flow and communication between the various structures of student organizations and the university management systems.

Qualifications and training of staff

Members of staff in the office of the dean of students can be classified in three categories, those with post-graduate qualifications (i. e. Master's or Ph. D. degree); those with undergraduate qualifications (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.

Issues and challenges for student affairs and 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 and services professional associations and 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.

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Zimbabwe

Blessing Makunike

The higher education system and evolution of student affairs and services

In 2017, Zimbabwe has seventeen HEIs and the University of Zimbabwe in Harare is the leading university. There are eleven state universities and six private universities. The approximate number of students enrolled in Zimbabwe HEIs is 75,000. Key issues currently occupying student affairs are costs of studies, transport and availability of affordable on-campus accommodation.

The University of Zimbabwe, which is a state university, is the oldest. It was incorporated by Royal Charter in 1955 and then known as the University College of Rhodesia and Nyasaland; it became the University of Rhodesia in 1971 and the University of Zimbabwe in 1980. Student enrolment increased from 2,280 at independence in 1980 to 17,000 in 2017. Notably, the enrolment of female students increased from 22 % in 1980 to 52 % in 2017 at undergraduate level. A total of 6,100 students live on campus. As the university increased in size, complexity and heterogeneity of the student population, the need arose for SAS in order to enhance student growth and development. Student affairs was created because students needed academic, social, personal and various other support and development to ensure responsible future leaders with desirable attributes, and students needed assistance other than on curricular affairs.

Organizational structure of student affairs and services at the University of Zimbabwe

Taking the case of the University of Zimbabwe, the head of student affairs is the Dean of Students, who is assisted by a Deputy Dean. This office is concerned with student well-being, resilience, support and development. The organizational divisions are: Disability Resource Centre; Sports and Rec-

reation Department; Counselling and Advisory Services; Chaplaincy and Ecumenical Services Department; Student Health Services Department; Department of Accommodation and Catering Services; and Life Skills Department.

The Dean's office oversees student orientation, student governance structures, and organizes career fairs in addition to the overall coordination of the Student Affairs Department. The Disability Resource Centre gives academic and non-academic support services to students with disabilities from registration until graduation. The Sports and Recreation Department runs programmes that ensure the physical wellbeing of students and maintains sports facilities. The Counselling and Advisory Services runs programmes on positive mental health for students and also provides individual voluntary counselling. The Chaplaincy Department regulates and registers fellowships, coordinates chapel business, visits the sick, attends funerals and memorial services and gives pastoral services. Provision of health care and health education to all students is the responsibility of the Student Health Services. Leadership development and mentoring programmes are provided by the Life Skills Department. Students' hostels and canteens fall under the Department of Accommodation and Catering Services. Overall, 93 officers are employed across the full department of student affairs at the University of Zimbabwe.

Qualifications and training of student affairs staff

The Dean of Students holds a Ph.D (at least at the University of Zimbabwe, Harare) and is a member of the university management team. Each senior administrative staff member has at least a Bachelor's degree in their specific field, e. g. in sports, counselling. Demand-driven staff development workshops are held. However, challenges around publishable research about their fields of work or study persist since they are categorised as non-academic staff members within the staffing structure of the university. During the discharge of their duties, staff are guided by the University of Zimbabwe motto: knowledge, diligence, integrity. Staff are expected to be professional in the discharge of their duties and to practise fairness and understanding as well as respect for diversity.

Issues and challenges for student affairs and services in the country.

One of the challenges facing student affairs in Zimbabwe, and at the University of Zimbabwe in particular, is political party interference during student elections for the Student Representative Council and the Student Executive Council. Moreover, students face challenges of raising money for fees, transport and accommodation. Female students are also vulnerable to sexual harassment. Thus, the University of Zimbabwe has put in place measures that restrict entry into campus by outsiders (non-registered students/ people who are non-staff) at night. Education and training around gender rights and equality require more support.

Websites

http://www.uz.ac.zw/

http://www.uz.ac.zw/index.php/current-students/student-affairs/life-skills

http://www.uz.ac.zw/index.php/current-students/student-affairs/dean-of-students-desk

XVII

Regional and international higher education, student, and government associations/ organizations related to student affairs and services

XVII

Regional and international higher education, student, and government associations/organizations related to student affairs and services

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Lisa Bardill Moscaritolo

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Section XVII provides an extensive list of organizations in the field of HE and SAS at various levels. Organizations are categorized into four types based on their constituents: Global, Regional, National and Student. Global organizations serve members worldwide and are inclusive of all areas and regions of the globe. Regional groups serve several countries connected by landmass, culture, or are close in proximity. National organizations serve the country in which the specific group has been formed. Student groups are led by students with the goal of connecting on a national, regional or global scale. All of these groups provide a community and learning opportunities for SAS staff or other members of the HE community. The list covers a multitude of functional areas in higher education. The organizations' included were currently operating at the time of publication of this book.

With the aim of being as up-to-date as possible, the information retrieved was taken from the various associations' websites and biographical sections. Organizations that had operating and up-to-date websites are the only ones included.

Organization	Acronym	Website	Contact Information
Africa – Regional			
Association of African Universities	AAU	aau.org	info@aau.org
Association for the Development of Education in Africa	ADEA	adeanet.org	adea@afdb.org
Fédération africaine des parents d'élèves et étudiants	FAPE	actufape.org	N/A
Forum for African Women Educationalists	FAWE	fawe.org	fawe@fawe.org
Egypt			
Supreme Council of Universities	SCU	scu.eun.eg/wps/portal	N/A
South Africa			
Association of College and University – Housing Officers – International South African Chapter	ACUHO-ISAC	acuho-i.org/home/portalid/0	office@acuho-i.org
Campus Protection Society of Southern Africa	CAMPROSA	camprosa.co.za	derek.huebsch@nmmu.ac.za

Centre for Higher Education Trust	CHET	chet.org.za	chet@chet.org.za
Council on Higher Education South Africa	CHE	che.ac.za/index.php	info@che.ac.za
Higher and Further Education Disability Services Association	HEDSA	hedsa.org.za	anlia.pretorius@wits.ac.za
National Association for Student Development	NASDEV	nasdev.org.za	N/A
Financial Aid Practitioners of South Africa	FAPSA	fabsa.yolasite.com	busisiwe.sithole@wits.ac.za
South African Association of Campus Health Services	SAACHS	saachs.co.za/index.html	cheevers@ukzn.ac.zaf
South African Federation for Student Affairs and Services	SAFSAS	safsas.ukzn.ac.za/homepage	N/A
Southern Africa Association of Counselling and Development in Higher Education	SAACDHE	saacdhe.co.za/wp	N/A
Universities South Africa	USAf	usaf.ac.za	N/A
University Sports South Africa	USSA	ussa.org.za/index.php	ussa@ussa.org.za

Asia and the Pacific Rim – Regional

Asia Pacific Student Services Association	APSSA	apssa.info	tracyleung@ust.hk
Association of Southeast Asian Institutions of Higher Learning	ASAIHL	seameo.org/asaihl	N/A
Association of Universities of Asia and the Pacific	AUAP	e-auap.org	auapheadquarter@gmail.com
Regional Education Laboratory Program	REL Pacific	relpacific.mcrel.org	RELPacific@mcrel.org

Australia and New Zealand

Asia-Pacific Student Accommodation Association	AACUHO	aacuho.edu.au	office@aacuho.edu.au
Association for Tertiary Education Management	ATEM	atem.org.au	info@atem.org.au
Association of Academic Language and Learning	AALL	aall.org.au	m.mcalinden@curtin.edu.au
Association of Tertiary Learning Advisers Aotearoa New Zealand	ATLAANZ	akoaotearoa.ac.nz	S.Frielick@massey.ac.nz
Australia and New Zealand Student Services Association	ANZSSA	anzssa.com	membership@anzssa.com
Australian Association for Research in Education	AARE	aare.edu.au	annette.woods@qut.edu.au

Australian Collaborative Education Network	ACEN	acen.edu.au	admin@acen.edu.au
Australian Indigenous Education Foundation	AIEF	aief.com.au	info@aief.com.au
Australian Tertiary Education Network on Disability	ATEND	atend.com.au	admin@atend.com.au
Career Development Association of New Zealand	CDANZ	cdanz.org.nz	info@cdanz.org.nz
Council of Australian Directors of Academic Development	CADAD	cadad.edu.au	secretariat@cadad.edu.au
Equity Practitioners in Higher Education Australasia	EPHEA	ephea.org	N/A
Flexible Learning Association of New Zealand	FLANZ	flanz.org.nz	admin@flanz.org.nz
International Education Association	ISANA	isana.org.au/about-isana	isana@isana.org.au
National Association of Australian University Colleges	NAAUC	naauc.edu.au	N/A
National Association of Graduate Careers Advisory Services	NAGCAS	nagcas.org.au	info@nagcas.com.au
National Association of Prospective Student Advisers	NAPSA	napsa.com.au	N/A
Technical and Further Education Directors Australia	TDA	tda.edu.au	memberservices@tda.edu.au
Tertiary Campus Ministry Association (Australia)	TCMA	tcma.org.au	secretary@tcma.org.au
Tertiary Education Facilities Management Association	TEFMA	tefma.com	info@tefma.com
China			
Higher Education Student Affairs	N/A	gxfdy.edu.cn	N/A
China Association of Higher Education	HIE	hie.edu.cn	N/A
Hong Kong Outstanding Tertiary Students' Services Association	HKOTSSA	hkotssa.org.hk	info@hkotssa.org.hk
Hong Kong Student Services Association	HKSSA	hkssa.org.hk	karenkwli@hkbu.edu.hk
India			
Association of Indian Universities	AIU	aiu.ac.in/index.asp	sgoffice@aiu.ac.in

Japan			
Japan Network for International Education	JAFSA	jafsa.org/en	info@jafsa.org
Japan Association of National Universities	JANU	janu.jp/eng	info@janu.jp
Japan Association of Private Colleges and Universities	JAPCU	shidairen.or.jp/english	N/A
Japan Association for College and University Education	N/A	daigakukyoiku-gakkai.org	ngakkai@gmail.com.nga
Japanese Association of Student Counseling	JASC	gakuseisodan.com	gakuso@coral.broba.cc
The Japanese Society for the Study of Career Education	JSSCE	jssce.wdc-jp.com	N/A
Japan Student Services Organization	JASSO	jasso.go.jp/en	N/A
Japan Association of university Administrative Management	JUAM	juam.jp	office@juam.jp
National Federation of University Co-operative Associations	NFUCA	univcoop.or.jp/en/index.html	N/A
Mongolia			
Mongolian Student Sports Federation	MSSF	mssf.mn	monssf@mongolnet.mn
Philippines			
Catholic Educational Association Philippines	CEAP	ceap.org.ph	info@ceap.org.ph
Organization of Student Services Educators, Inc.	OSSEI	Facebook: Organization-of-Student-Services-Educators-Inc-OSSEI	N/A
Philippine Association of Administrators of Student Affairs	PAASA	paasainc.com	paasainc.national@gmail.com
Philippine Association of Campus Student Advisers	PACSA	pacsa.orgfree.com	N/A
Thailand			
Ministry of Education – Thailand	MOE	en.moe.go.th/enMoe2017	website@moe.go.th
Europe – Regional			
European Association for the Education of Adults	EAEA	eaea.org	eaea-office@eaea.org
European Association of International Education	EAIE	eaie.org	info@eaie.org
European Council for Student Affairs	ECStA	ecsta.org	ecsta.org/contact

European University Association	EUA	eua.be	info@eua.be
European University Colleges Association	EUCA	euca.eu	info@euca.eu
Belgium			
Conseil Interuniversitaire de la Communauté Française	CIUF	federation-wallonie-brux-elles.be/index.php?id=39	infos@cfwb.be
Education International	EI	ei-ie.org	N/A
Denmark			
State Educational Grant and Loan Sheme	SU	su.dk	N/A
Finland			
Finnish Student Health Service	FSHS	yths.fi/en	N/A
France			
Centre national des œuvres universitaires et scolaires	Cnous	etudiant.gouv.fr	N/A
Germany			
Deutscher Akademischer Austauschdienst	DAAD	daad.org	postmaster@daad.de
Deutsches Studentenwerk	DSW	studentenwerke.de	dsw@studentenwerke.de
Ireland			
Association for Higher Education Careers Services	AHECS	ahecs.ie	admin@ahecs.ie
Disability Advisors Working Network	DAWN	dawn.ie	N/A
Higher Education Authority	HEA	hea.ie	info@hea.ie
Irish Universities Association	IUA	iua.ie	marguerite.lardner@iua.ie
Mature Students Ireland	MSI	maturestudents.ie	N/A
National Disabilities Authority	NDA	nda.ie	nda@nda.ie
Psychological Counselling in Higher Education	PCHEI	pchei.ie	N/A
Student Affairs Ireland	SAI	cssireland.ie	p.moriarty@ucc.ie
Student Sport Ireland	SSI	studentsport.ie	N/A
Italy			
Associazione Nazionale degli organismi per il Diritto allo Studio Universitario	ANDISU	andisu.it	segreteria@andisu.it
Collegi Universitari – The Italian Conference of Colleges	CCU	collegiuniversitari.it	info@colleghiiversitari.it
Fondazione Residenze Universitarie Internazionali	RUI	rui.it/it	info@fondazionerui.it

Netherlands			
Netherlands Organization for International Cooperation	NUFFIC	nuffic.nl	N/A
Norway			
The Association of Norwegian Student Welfare Organisations	N/A	studentsamskipnader. wordpress.com	N/A
The Norwegian Centre for International Cooperation in Higher Education	SIU	siu.no/eng	post@siu.no
Poland			
Conference of Rectors of Academic Schools in Poland	KRASP	krasp.org.pl	biuro@krasp.org.pl
Spain			
Consejo de Colegios Mayores Universitarios de España	CCMU	consejocolegiosmayores.es	info@consejocolegiosmayores.es
Servicios de Información y Orientación Universitarios	SIOU	um.es/web/siou	N/A
Sweden			
Federation of Swedish Student Housing Providers	SBF	studentbostadsforetagen.se	N/A
United Kingdom – England, Northern Ireland, Scotland, and Wales			
Academia Europaea	AE	ae-info.org	execsec@acadeuro.org
Association of Heads of University Administration	AHUA	ahua.ac.uk	info@ahua.ac.uk
AMOSSHE – The Student Services Organisation	AMOSSHE	amosshe.org.uk	info@amosshe.org.uk
Association for Student Residential Accommodation	ASRA	asra.ac.uk	chair@asra.ac.uk
Association of Commonwealth Universities	ACU	acu.ac.uk	membership@acu.ac.uk
Association of Dyslexia Specialists in Higher Education	ADSHE	adshe.org.uk	admin@adshe.org.uk
Association of Graduate Careers Advisory Services	AGCAS	agcas.org.uk	membership@agcas.org.uk
Academic Registrars' Council	ARC	arc.ac.uk	info@arc.ac.uk
Work Based and Placement Learning Association	ASET	asetonline.org	aset@asetonline.org
Association for Student Residential Accommodation	ASRA	asra.ac.uk	chair@asra.ac.uk
Association of University of Administrators	AUA	aua.uk.com	aua@aua.ac.uk

Austrian Study Grant Authority	N/A	stipendium.at	N/A
British Association for Counseling and Psychotherapy	BACP	bacp.co.uk	bacp@bacp.co.uk
Council on International Educational Exchange	CIEE	ciee.org	contact@ciee.org
International Exchange of Students for Technical Experience	IAESTE	iaeste.org	N/A
National Association for Managers of Student Services	NAMSS	namss.ac.uk	chair@NAMSS.ac.uk
National Association of Disability Practitioners	NADP	nadp-uk.org	admin@nadp-uk.org
National Association of Student Money Advisers	NASMA	nasma.org.uk	office@nasma.org.uk
National Bureau for Students with Disabilities	SKILL	skill.org.uk	skill@skill.org.uk
National Disability Team	NDT	actiononaccess.org	contact@actionaccess.org
Researching, Advancing and Inspiring Student Engagement	RAISE	raise-network.com	raise@ncl.ac.uk
Student Awards Agency for Scotland	SAAS	saas.gov.uk	N/A
Scottish Funding Council	SFC	sfc.ac.uk	info@sfc.ac.uk
Universities and Colleges Admissions Services	UCAS	ucas.com	N/A
UK Council for International Student Affairs	UKCISA	ukcisa.org.uk	communications@ukcisa.org.uk
Council for Graduate Education	UKGE	ukcge.ac.uk	N/A
University Mental Health Advisers Network	UMAHN	umhan.com	umhan@live.co.uk
Middle East – Regional			
Association of Arab Universities	AARU	aaru.edu.jo	secgen@aaru.edu.jo
Lebanon			
Arab Educational Network	SHAMAA	shamaa.org	shamaa@shamaa.org
Saudi Arabia			
Committee of Deans of Student Affairs in the Saudi universities	N/A	sdosaffairs.com	N/A
Saudi Universities Sports Federation	SUSF	FISU	aalsentali@gmail.com

North America – Regional			
Association of Caribbean Higher Education Administrators	ACHEA	acheacaribbean.org	tt@acheacaribbean.org
Caribbean Tertiary Level Personnel Association	CTLPA	myctlpa.org	N/A
Council of Higher Education Management Association	CHEMA	chemanet.org	rroberson@nacubo.org
Inter-American Organization for Higher Education	IOHE	oui-iohe.org/en	caei@oui-iohe.org
Canada			
Academic Council on the United Nations System	ACUNS	acuns.org	aedgar@wlu.ca
Association of Registrars of Universities and Colleges of Canada	ARUCC	arucc.ca	N/A
Canadian Association of Career Educators and Employers	CACEE	cacee.com	N/A
Canadian Bureau for International Education	CBIE	cbie.ca	communication@cbie.ca
Canadian Association of College and University Student Services	CACUSS	cacuss.ca	contact@cacuss.ca
Canadian Association of Student Financial Aid Administrators	CASFAA	casfaa.ca	secretary@casfaa.ca
Canadian Association of University Business Officers	CAUBO	caubo.ca	caubo-acpau@caubo.ca
Co-operative education and work integrated learning Canada	CEWIL	cewilcanada.ca	membership@cewilcanada.ca
Universities Canada	N/A	univcan.ca	N/A
Mexico			
Asociación Nacional de Universidades e Instituciones de Educación Superior	ANUIES	anuies.mx	sge@anuies.mx
United States of America			
ACPA – College Student Educators International	ACPA	myacpa.org	info@acpa.nche.edu
American Association of Collegiate Registrars and Admissions Officers	AACRAO	aacrao.org	membership@aacrao.org
American College Health Association	ACHA	acha.org	contact@acha.org

American Counseling Association	ACA	counseling.org	membership@counseling.org
Association of American International Colleges and Universities	AAICU	aaicu.org	awachtel59@gmail.com
Association for Student Conduct Administration	ASCA	theasca.org	asca@tamu.edu
Association of College and University Housing Officers – International	ACUHO-I	acuho-i.org	office@acuho-i.org
Association of College Unions International	ACUI	acui.org	acui@acui.org
Association of Higher Education and Disability	AHEAD	ahead.org	Jamie.Axelrod@nau.edu
Council for International Exchange of Scholars (Fulbright Exchange/Scholar Program)	CIES	cies.org	scholars@iie.org
Council for the Advance-ment of Standards in Higher Education	CAS	cas.edu	executive_director@cas.edu
Institute for Shipboard Education and Semester at Sea	ISE	semesteratsea.org	info@semesteratsea.org
International Association of College Law Enforcement Administrators	IACLEA	iaclea.org	info@iaclea.org
International Partnership for Service Learning and Leadership	IPSL	ipsl.org	info@ipsl.org
Jesuit Association of Student Personnel Administrators	JASPA	jesuitstudentaffairs.org	jesuitstudentaffairs@gmail.com
NAFSA – Association of International Educators	NAFSA	nafsa.org	N/A
NASPA – Student Affairs Administrators in Higher Education	NASPA	naspa.org	office@naspa.org
National Academic Advising Association	NACADA	nacada.ksu.edu	nacada@ksu.edu
National Association for College Admission Counseling	NACAC	nacacnet.org	info@nacacnet.org
National Association for Equal Opportunity in Higher Education	NAFEO	nafeonation.org	N/A
National Association of Campus Activities	NACA	naca.org	tobyc@naca.org
National Association of Campus Card Users	NACCU	naccu.org	dawn@naccu.org

National Association of College and University Residence Halls, Inc.	NACURH	nacurh.org	nco@nacurh.org
National Association of College Auxiliary Services	NACAS	nacas.org	info@nacas.org
National Association of Colleges and Employers	NACE	naceweb.org	customerservice@naceweb.org
National Association of College and University Food Services	NACUFS	nacufs.org	SMcLaughlin@nacufs.org
National Association of College Stores, Inc.	NACS	nacs.org	webteam@nacs.org
National Association of Graduate Admissions Professionals	NAGAP	nagap.org	info@nagap.org
National Association of Student Affairs Professionals	NASAP	nasap.net	stephanie.harris-jolly@asurams.edu
National Association of Student Employment Administrators	NSEA	nsea.info	nsea@nsea.org
National Association of Student Financial Aid Administrators	NASFAA	nasfaa.org	info@nasfaa.org
National Career Development Association	NCDA	ncda.org	nscrimsher@ncda.org
National Intramural-Recreation Sports Association	NIRSA	nirsa.net/nirsa	nirsa@nirsa.org
National Orientation Directors Association	NODA	nodaweb.org	noda@umn.edu
National Resource Center for the First-Year Experience and Students in Transition	FYE	sc.edu/fye/index.html	fye@mailbox.sc.edu
Southern Association for College Student Affairs	SACSA	sacsa.org	admin@sacsa.org
University Professional and Continuing Education Association	UPCEA	upcea.edu	info@upcea.edu

South America – Regional

Association of Colombian Universities	ASCUN	ascun.org.co	ascun@ascun.org.co
Association of Universities in Paraguay	AUPP	aupp.edu.py	info@aupp.edu.py
Association of Universities of Peru	ASUP	asup.edu.pe	info@asup.edu.pe
Pan-American Association of Educational Credit Institutions	APICE	apice.org.co	admin@apice.org.co

Paraguayan Association of Private Universities	APUP	apup.org.py	N/A
Council of Rectors of Chilean	CRUCH	ucn.cl	N/A
Peruvian Network of Universities	RPU	rpu.edu.pe	rpu@pucp.pe
Union of Latin American Universities	ULAU	udual.org	admin1@udual.org

Global Organizations

Global Access to Postsecondary Education	GAPS	gaps-education.org	N/A
International Association Counseling	IAC	iac-irtac.org	ceo@iac-irtac.org
International Leadership Association	ILA	ila-net.org	membership@ila-net.org
International Association for Educational and Vocational Guidance	IAEVG	iaevg.org	membership@IAEVG.org
International Association for Educational Assessment	IAEA	iaea.info/index.php	info@iaea.info
International Association for the Exchange of Students for Technical Experience	IAESTE	iaeste.org	N/A
International Association of Student Affairs and Services	IASAS	iasas.global	enquiries@iasas.global
International Association of Universities	IAU	unesco.org/iau	iau@iau-aiu.net
International Consortium of Educational Development	ICED	icedonline.net	a.goody56@gmail.com
International Council for Education of People with Visual Impairment	ICEVI	icevi.org	frances.gentle@ridbc.org.au
International Council for Health, Physical Education, Recreation, Sports and Dance	ICHPERSD	ichpersd.org	ichper@aahperd.org
International Council for Open and Distance Education	ICDE	icde.org	icde@icde.org
International Cultural Youth Exchange	ICYE	icye.org	N/A
International Network for Quality Assurance Agencies in Higher Education	INQAAHE	inqaahe.org	secretariat@inqaahe.org
United Nations Educational, Scientific and Cultural Organization	UNESCO	en.unesco.org	P: +33 (0)1 4568 1000

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Africa – Regional Student Organizations			
All-Africa Students Union	AASU	allafricastudentsunion.org	info@allafricastudentsunion.org
Make Your Mark	ENKE	enke.co.za	more@enke.co.za
Institute for Justice and Reconciliation	IJR	ijr.org.za	info@ijr.org.za
National Union of Ghana Students	NUGS	nugstoday.blogspot.com	N/A
South Africa – Washington International Program	SAWIP	sawip.org	sibongile@sawip.org
South African Youth Education for Sustainability	SA – YES	sa-yes.com	volunteer@sa-yes.com
Asia and the Pacific Rim – Regional Student Organizations			
All Nepal National Free Student Union	ANNFSU	annfsu.org.np	info@annfsu.org.np
Armenia National Student Association	ANSA	esu-online.org/ ?member=armenia-ansa	ansa@esu-online.org
Asia Medical Students' Association	AMSA	amsa-international.org	chair@amsa-international.org
Bangladesh Students' Union	BSU	eastchance.com	bsu2bd@yahoo.com
National Union of Students Australia	NUS	nus.asn.au	admin@nus.asn.au
Union of Mongolian Students	N/A	student.org.mn	N/A
North America – Regional Student Organizations			
Association for the Voice of Education in Quebec	AVEQ	aveq-nous.quebec	info@aveq-nous.ca
Association pour une solidarité syndicale étudiante	ASSE	asse-solidarite.qc.ca	executive@asse-solidarite.qc.ca
Canadian Alliance of Student Associations	CASA	casa-acae.com	ed@casa.ca
Canadian Federation of Students	CFS	cfs-fcee.ca	campaigns@cfs-fcee.ca
Fédération étudiante collégiale du Québec	FECQ	fecq.org	info@fecq.org
Union étudiante du Québec	UEQ	unionetudiante.ca/home	info@unionetudiante.ca
United States Student Association	USSA	usstudents.org	ops@usstudents.org
Europe – Regional Student Organizations			
Association des États Généraux des Étudiants de l'Europe	AEGEE	aegee.org	headoffice@aegee.org

National Alliance of Student Organizations in Romania	ANSOR	anosr.ro	office@anosr.ro
Austrian Student Union	ÖH	oeh.ac.at	oeh@oeh.ac.at
Board of European Students of Technology	BEST	best.eu.org/index.jsp	info@best.eu.org
Dutch United Nations Student Association	DUNSA	sibleiden.nl	bestuur@sibleiden.nl
Erasmus Student and Alumni	ESAA	esaa-eu.org/about	service@esaa-eu.org
Erasmus Student Network	ESN	esn.org	secretariat@esn.org
Electric Engineering Students' European Association	EESTEC	eestec.net	vc-ea@eestec.net
European Democrat Students	EDS	edsnet.eu	students@epp.org
European Federation Psychology Students' Association	EFPSA	efpsa.org	N/A
European Landscape Architecture Students' Association	ELASA	elasa.org/main	web.team@elasa.org
European Law Students' Association	ELSA	elsa.org	elsa@elsa.org
European Medical Students' Association	EMSA	emsa-europe.org	info@emsa-europe.edu
European Pharmaceutical Students' Association	EPSA	epsa-online.org	info@epsa-online.org
European Public Relations Student Association	CERP	cerpstudents.net	info@cerpstudents.net
European Students of Industrial Engineering and Management	ESTIEM	estiem.org	alumnihelp@estiem.org
European Students' Union	ESU	esu-online.org	secretariat@esu-online.org
Federation of Estonian Student Unions	EÜL	eyl.ee	eyl@eyl.ee
European Youth Forum	EYF	youthforum.org	youthforum@youthforum.org
Lithuanian National Union of Students	LSS	iss.lt	info@iss.it
National Union of Students United Kingdom	NUS	nus.org.uk	mail@nus-scotland.org.uk
Graduate Prospects	PROSPECTS	prospects.ac.uk	comments@prospects.ac.uk
Polish Association for Students Self	PSRP	psrp.pl	sekretariat@psrp.org.pl
Student Council of Higher Education (Slovak Republic)	SRVS	srvs.sk	N/A
Ukrainian Association of Students	UAS	esu-online.org	uas@esu-online.org
National Union of Students in Romania	UNSR	unsr.ro	office@unsr.ro

Union of Students Ireland	USI	usi.ie	president@usi.ie
Student Union of Romania	USR	uniunea.ro	office@uniunea.ro

South America – Regional Student Organizations

Argentina University Federation	FUA	lafua.org	N/A
Association of Colombian Universities	ASCUN	ascun.org.co	ascun@ascun.org.co
Nation Student Union Brazil	ANACEU	anaceu.org.br	anaceu@anaceu.org.br

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Entrepreneurial Action for Others	ENACTUS	enactus.org	contact@enactus.org
Golden Key International Honour Society	GKIHS	goldenkey.org	memberservices@goldenkey.org
Graduate Women International	GWI	graduatewomen.org	sdl@graduatewomen.org
International Association for Political Science Students	IAPSSA	iapss.org/wp	secgen@iapss.org
International Association of Dental Students	IADS	iads-web.org	N/A
International Association of Students in Business and Commerce	AIESEC	aiesec.org	N/A
International Association of Students in Agriculture and Related Sciences	IAAS	iaasworld.org	info@iaasworld.org
International Federation of Medical Students Associa-tion	IFMSA	ifmsa.org	vpm@ifmsa.org
International Forestry Students' Association	IFSA	ifsa.net	info@ifsa.net
International Movement of Catholic Students	IMCS/MIEC	miec-imcs.org/en	office@imcs-miec.org
International Pharmaceuti-cal Students' Federation	IPSF	ipsf.org	ipsf@ipsf.org
International Students of History Association	ISHA	isha-international.org	isha.inter@gmail.com
International Veterinary Students' Association	IVSA	ivsa.org	info@ivsa.org
World Union of Jewish Students	WUJS	wujs.org.il	yosef@wujs.org.il

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Annex 2.
List of acronyms and abbreviations related to student affairs/services and higher education

ACRONYM Organization or Term

ABHTI Antigua and Barbuda Hospitality Training Institute

ABIIT Antigua and Barbuda Institute for Information Technology

AACUHO Australasian Association of College and University Housing Officers

AAICU Association of American International Colleges and Universities

AASTU Addis Ababa Science Technology University

AAU Addis Ababa University

ACA Academic Cooperation Association (ACA)

ACBSP Accreditation Council for Business Schools and Programs

ACHEA Association of Caribbean Higher Education Administrators

ACHUHO-I Association of College and University Housing Officers-International

ACPA College Student Educators International

ACBSP Accreditation Council for Business Schools and Programs

ACT American College Testing Program

ACTT Accreditation Council of Trinidad and Tobago

ACUI Association of College Unions International

ADA American Disability Act (United States & Guam)

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)

AL Awami League (Bangladesh)

AMOSSHE – The Student Services Organization (UK)

ANDISU Associazione Nazionale degli Organismi per il Diritto allo Studio Universitario

ANOSR Alianța Națională a Organizațiilor Studențești din Romania

ANSA Armenian National Students' Association

ANUIES México's National Association of Higher Education Institutions

ANZSSA Australian and New Zealand Student Services Association, Inc.

AöR Anstalten des öffentlichen Rechts (Germany)

APSSA Asia Pacific Student Services Association

ARC Academic Registrars' Council

ARV antiretroviral

ASCUN Association of Colombian Universities (ASCUN)

ASEAN Association of Southeast Asian Nations

ASET UK Work Based and Placement Learning Association

ASTU Adama Science and Technology University

ATEM Association for Tertiary Education Management Inc.

ATLAANZ Association of Tertiary Learning Advisors of Aotearoa/New Zealand

AUA Association of University Administrators

AUACOM American University of Antigua College of Medicine

AUC The American University in Cairo

AUCA American University of Central Asia

AUBG American University in Bulgaria

AUCSA Association of University Chief Security Officers

AUI Al Akhawayn University in Ifrane

AUPRIDES Association of Private Universities of El Salvador

BAC Barbados Accreditation Council

BCC Barbados Community College

BAföG Federal grant system (Germany)

BIUST Botswana International University of Science and Technology

BMBF Federal Ministry of Education and Research (Germany)

BNP Bangladesh Nationalist Party

BUAN Botswana University of Agriculture and Natural Resources

CACEE Canadian Association of Career Educators and Employers

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

CCMU Consejo of Colegios Mayores Universitarios de España

CCISM Local Chamber of Commerce (French Polynesia)

CEAP NCR SAC Catholic Educational Association of the Philippines National Capital Region Students Affairs Committee

CEFR Common European Framework of Reference for Languages

CEO Chief executive officer

CESALC Regional Center for Higher Education in Latin America and the Caribbean

CGO/KAFD Career Guidance and Alumni Office/King Abdullah II Fund for Development office (Jordan)

CHE South African Council on Higher Education

CHED Commission on Higher Education

CHET Centre for Higher Education Transformation

CIM German Centre for International Migration and Development

CISS Higher Education Commission for Social Service (Mexico)

CoHE Council of Higher Education

COSTAATT College of Science, Technology and Applied Arts of Trinidad & Tobago

CM Cours Bufflier

CMEPIUS Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes

Cnous Centre national des œuvres universitaires et scolaires

CONDDE National Council of Sports Education (CONDDE is its Spanish acronym)

CPANZ Career Practitioners Association of New Zealand

Crous Centre régional des œuvres universitaires et scolaires

CSAO Chief Student Affairs Officer

CSHE Center for the Study of Higher Education (United States)

CRUE Spanish Rectors' Conference

CSN Centrala Studiestödsnämnden (Swedish Board of Student Finance)

CTLPA Caribbean Tertiary Level Personnel Association

CUCCA Canadian University and College Counselling Association

CUHK Chinese University of Hong Kong

CUSAI Colleges and Universities Sports Association of Ireland

CYLC Chinese Communist Youth League committee programs

DA Documenat Analysis

DAAD German Academic Exchange Service

DAE Direcciones de Asuntos Estudiantiles

DFAT Department of Foreign Affairs and Trade (Australia)

DGA Directorate of General Administration (Ukraine)

DGEE Direction Générale de l'Éducation et des Enseignements

DHET South African Department of Higher Education and Training

DIE Describe-Interpret-Evaluate

DPR Donetsk People's Republic

DRC Disability Resource Centre

DSH Deutsche Sprachprüfung für den Hochschulzugang

DST South African Department of Science and Technology

DSW Deutsches Studentenwerk (German National Association for Student Affairs)

DUCE Dar es Salaam University College of Education (DUCE)

DUT Durban University of Technology

DVC Deputy Vice Chancellor

EAIE European Association for International Education

EAE European Economic Area

EAP Effat University Ambassador Program (Saudi Arabia)

EASY German System for the first distribution of asylum seekers

ECA/CCA Extra-curricular and Co-curricular Activities

ECStA European Council for Student Affairs

ECT École de Commerce de Tahiti

ECTS European Credit Transfer and Accumulation System

EFTS Equivalent Full-Time Students

EHEA European Higher Education Area

EOPHEA Equal Opportunity Practitioners in Higher Education (Australia)

ESPE École Supérieure du Professorat et de l'Éducation en Polynésie française

EUCA European University College Association

EOPHEA Equal Opportunity Practitioners in Higher Education (Australia)

ERASMUS+ EU programme for education, training, youth and sport

EU European Union

ESN Erasmus Student Network

EXPO 2020 Dubai Expo will be festival of human ingenuity

FAFSA Free Application for Financial Aid (United States & Guam)

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

FDI Fashion and Design Institute (FDI)

FDRE Federal Democratic Republic of Ethiopia

FNU Fiji National University

FUND European Regional Development

FS Félagsstofnun Stúdenta (Student Services Iceland)

FSDIE Fond de Solidarité et de Développement des Initiatives Étudiantes

FSHS Finnish Student Housing

FWE Family Welfare Educators

FYE First Year Experience

GAIN Gender in Africa Information Network

GATE Government Assistance for Tuition Expenses

GCA Graduate Careers Australia

GCC Gulf Council Cooperation

GCHS Giovanni Curmi Higher Secondary School (Malta)

GIZ German government development agency

GPS Graduation and Progression Success Advising System (Georgia State University)

GER Gross Enrolment Ratio

GRC Guild Representative Council

GUNI Global University Network for Innovation

HBKU Hamad Bin Khalifa University

HE Higher or tertiary education

HEA Higher Education Administration (of Ireland)

HEC Higher Education Commission (Pakistan)

HECS Higher Education Contribution Scheme

HEFCE Higher Education Funding Council (UK)

HEI Higher Education Institution

HEIAFF Higher Education Institutional Autonomy and Public Accountability (South Africa)

HELP Higher Education and Leadership program (Haiti)

HEMIS Higher Education Management Information System (South Africa)

HERD-SA Higher Education Research Data for South Africa

HESA Higher Education South Africa

HIV Human immunodeficiency virus

HKDSE Hong Kong Diploma of Secondary Education

HKSAR Hong Kong Special Administrative Region (Government)

HKSSA Hong Kong Student Services Association

HRDC Human Resources Development Council

HKU University of Hong Kong

HKUST Hong Kong University of Science & Technology

HRDC Human Resources Development Council

HRK Hochschulrektorenkonferenz (Germany)

HSRC South African Human Sciences Research Council

HSV Högskoleverket

IAB German Institute for Employment Research

IACLEA International Association of Campus Law Enforcement Administrators

IASAS International Association of Student Affairs and Services

IB International Baccalaureate

ICFES Colombian Institute for Evaluation of Higher Education

ICT Information and Communication Technologies

IDEA Educational institute (Ecuador)

IHL Institutions of Higher Learning (Malaysia)

IITs India Institute of Technology

IISc India Institute of Science

INEC Instituto Nacional de Estadisticas y Censos (Ecuador)

IOTI Institutes of Technology Ireland

IPE Chinese Ideological and Political Education

IQRA Effat University's core values based on the divine commandment (Saudi Arabia)

ISANA International Education Association (Australia)

ISB Indian School of Business

ISE Institute for Shipboard Education

ISEPP Institut Supérieur de l'Enseignement Privé de Polynésie Française

ISO International Students Office (Jordan)

IT Information Technology

ITS Institute of Tourism Studies (Malta)

IUM International University of Management

IUSF International University Sports Federation

JANZZA Journal of ANZSSA

JASSO Japan Student Services Organization

JSAA Journal of Student Affairs in Africa

KBTU Kazakhstan British Technical University

Kela Social Insurance Institution of Finland

KMK German Conference of the Ministers of Education and Cultural Affairs of the Länder

KIMEP Kazakhstan Institute of Management, Economics and Strategic Planning

LGBTQI Lesbian, Gay, Bisexual, Transgender Questioning and Intersexual

LIN Lánasjóður íslenskra námsmanna (Icelandic Student Loan Fund)

LLL Listening, Living and Learning

LM Labour Market

LMD Licence-Master-Doctorate

LPR Luhansk People's Republic (Ukraine)

LSS Lithuanian National Union of Students

MCAST Malta College for Arts and Science (Malta)

MENAFN The Middle East North Africa Financial Network

MEXT Ministry of Education, Culture, Sports, Science and Technology (Japan)

MGI Mahatma Gandhi Institute

MHESR Ministry of Higher Education and Scientific Research (Jordan)

MIE Mauritius Institute of Education (MIE)

MIH Mauritius Institute of Health (MIH)

MMUCE Mkwawa University College of Education

MOE Ministry of Education

MOHE Ministry of Higher Education (Kuwait & Malaysia)

MOOC Massive Open Online Course

MOST Ministry of Science and Technology

MoTE Ministry of Tertiary Education, Research, Science and Technology

MSTVT Ministry of Science Technology and Vocational Training

MUST Mongolian University of Science and Technology

NAAC National Accreditation and Assessment Council (India)

NACADA National Academic Advising Association

NACE National Association for Colleges and Employers

NACUC National Association of College and University Chaplains

NAGCAS National Association of Graduate Careers Advisory Services

NASDEV South African National Association for Student Development

NASFAA National Association of Financial Aid Administrators

NASPA Student Affairs Administrators in Higher Education

NASPA-LAC Student Affairs Administrators in Higher Education Latin America and the Caribbean

NASSA National Aboriginal Student Services Association

NCC National Cadet Corps (India)

NCEA Mongolian National Council for Education Accreditation

NCFHE National Commission for Further and Higher Education (Malta)

NDP South African National Development Plan

NFUCA National Federation of University Cooperative Associations

NGOs Non-governmental organizations

NIRF National Institutional Ranking Framework (India)

NMIMS Narsee Monjee Institute of Management Studies (India)

NSFAS National Student Financial Aid Scheme (South Africa)

NSO Norwegian National Union of Students

NSS United Kingdom National Student Survey

NSS National Service Scheme (India)

NTU Nanyang Technological University

NUGS National Union of Ghana Students

NUS National University of Singapore

NUST Namibia University of Science and Technology

NZTEAP New Zealand Association of Tertiary Accommodation Professionals

OACUHO Ontario Association of College and University Housing Officers

OBC Other Backward Classes (India)

ODP Operational Development Plan

OECD Organisation for Economic Co-operation and Development

OHEC Office of Higher Education Commission

OIC Organization of Islamic Cooperation

ONOUSC Office national des œuvres universitaires sociales et culturelles (Morocco)

OO Online Orientation

OSA Office of Student Affairs (OSA)

OSS Office of Student Services

OSS Online Student Support (Fiji)

OSS&D Office of the Director of Student Services (Jamaica)

OSSEI Organization of Student Services Educators, Inc.

OU Open University of Mauritius

OVE Observatoire national de la Vie Etudiante

PAASA Philippine Association of Administrators of Student Affairs

PAL Peer Support and Peer Assisted Learning

PD Professional Development (Japan)

PML Polytechnics Mauritius Ltd.

PMTCT Preventing mother-to-child transmission

PREVENT Safe Campus Communities (UK)

PUCP Pontificia Universidad Católica del Perú

QAA Quality Assurance Agency for higher education (UK)

RLPA Residence Life Professional Association

REL Pacific Regional Educational Laboratories (Guam)

RO-DT Test Deutsch als Fremdsprache

ROI Return on Investment

RTI Rabindranath Tagore Institute

SA Student Affairs

SAO Student Admissions Office

SAACDHE South African Association of Counselling and Development in Higher Education

SAASSAP Southern Africa Association of Senior Student Affairs Professionals

SAAIR South African Association of Institutional Research

SADC Southern African Development Community

SAFSAS Southern African Federation for Student Affairs and Services

SAHELA South African Higher Education Learning Analytics Network

SAHPC South African Health Professionals Council

SAIRR South African Institute of Race Relations

SAHPC South African Health Professionals Council

SAI Student Affairs Ireland

SAS Student Affairs and Services

SAS Student Administrative Services (Fij)

SASA Student Affairs and Services Association

SASSE South African Survey of Student Engagement

SAT Scholastic Aptitude Test

SBF Studentbostadsföretagen (Federation of Swedish Student Housing Providers)

SC Scheduled Castes (India)

SD Staff Development (Japan)

SDG Sustainable Development Goal

SEC State Examination Center (Azerbaijan)

SEC Series of Examinations (Malta)

SENESCYT Secretaria de Educació Superior, Ciencia, Tecnologia e Innovaciòn (Ecuador)

SIOU Servicios de Información y Orientación Universitarios

SIS Student Information System

SIT Singapore Institute of Technology

SMoD Social Model of Disability

SPUS University of Sarajevo's Students Parliament

SPHERE Support and Promotion for Higher Education Reform Experts (Russia)

SPUS University of Sarajevo's Students Parliament

SRC Student Representative Council

SSAO Senior student affairs and services officer

SSBF Svenska Studentbostadsföreningen

ST Scheduled Tribes (India)

STEM Science, Technology, Engineering and Mathematics

STW Studentenwerke or Studierendenwerke

SU State Educational Grant and Loan Scheme (Denmark)

SUNEDU National Superintendency of Higher Education (Peru)

SU Stellenbosch University

SUSF Saudi Universities Sports Federation

SUSS Singapore University of Social Sciences

SUTD Singapore University of Technology & Design

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

TEI Tertiary Education Institution

TestAS Standardised Aptitude Test for International Students (Germany)

Title IX and Sexual Discrimination law (United States)

TRIO Educational Opportunity Outreach Programs (United States & Guam)

TUT Tshwane University of Technology

TVET Technical and Vocational Education and Training institutions

UAP King Saud Universal Access Program (Saudi Arabia)

UB The University of Botswana

UBA University of Buenos Aires

UCAB Universidad Católica Andrés Bello

UCANZ University Careers Advisers of New Zealand

UCAS Connection People to UK Higher Education

UCJ University Council of Jamaica

UCO Université Catholique de l'Ouest

UCV Universidad Central de Venezuela

UFS University of the Free State

UdM l'Université des Mascareignes (Mauritius)

UGC University Grants Commission

UGC University Grants Committee (SAR Hong Kong)

UHR Universitet och Högskolerådet (Swedish Council for Higher Education)

UHSA University of Health Sciences in Antigua

UKÄ Universitetskanslersämbetet (Swedish Higher Education Authority)

UNAM University of Namibia

UNMSM Universidad Nacional Mayor de San Marcos

UNSR Uniunea Naţionala a Studenţilor din Romania

UOB University of Balamand

UoM University of Mauritius

UK United Kingdom

UKCISA UK Council for International Students

UMS Union of Mongolian Students

UNE Uniao Nacional des Estudantes

UNESCO United Nations Educational, Scientific and Cultural Organization

UNHER United Nations High Commissioner for Refugees

UNI101 Introduction to University Life course

UNSA University of Sarajevo

UOG University of Guam

UOM University of Malta

UPB Universidad Privada Bolivia

UPF Pompeu Fabra University (Barcolona)

US United States

USAB Students' Accommodation Bureau

USAID United States Agency for International Development
USFQ Universidad San Francisco de Quito (Ecuador)
USPSA University of the South Pacific Student Association
USR Uniunea Studenților din Romania
UTM University of Technology Mauritius
UTT University of Trinidad and Tobago
UWI University of the West Indies
UNW University World News
USP University of the South Pacific

VHS Verket för Högskoleservice
VPAS Office of the Vice-President for Administration and Student Services
VPASS Vice President for Administration and Student Services
VRAC Academic Vice-Rectorate
VRC Vice-Rector for Conduct

WCHE World Conference on Higher Education
WEF World Education Forum
WENR World Education News & Reviews WUS World University Service

ZAR Republic of South Africa
ZAW German Labour Agency
ZICOSU Zimbabwe Congress of Student Union
ZINASU Zimbabwe National Students Union
ZUSA Zimbabwe Universities Sports Association

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