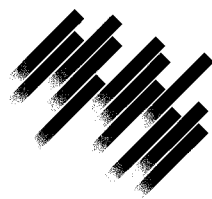




United Nations Educational, Scientific and Cultural Organization

The role of student affairs and services in higher education

A practical manual for developing, implementing
and assessing student affairs programmes and services



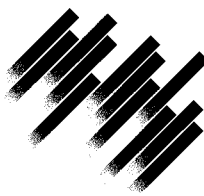
*Follow-up to the World Conference
on Higher Education
(Paris 5-9 October 1998)*

United Nations Educational, Scientific and Cultural Organization

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Paris, 2002

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Foreword

The mission of UNESCO is to ensure global debate in the specific areas of its mandate in collaboration with its Member States and other partners in the international community.

To this end, UNESCO convened a number of world conferences during the 1990s to study the major issues faced by national and institutional policy-makers in the knowledge society of the third millennium.

The World Conference on Higher Education (WCHE) was convened in Paris (October 1998) on the theme of Higher Education in the Twenty-first Century: Vision and Action. The documents entitled World Declaration on Higher Education for the Twenty-first Century and Framework for Priority Action for Change and Development in Higher Education were adopted by the participants at the conference and contain the key principles for the orientation of this sector in the coming years.

Since 1998, UNESCO has ensured that these documents are widely disseminated so that they are familiar to all stakeholders and can be used with confidence. To this end, effective strategies are essential to facilitate the implementation of the principles advocated.

The present study entitled *The role of student affairs and services in higher education. A practical manual for developing, implementing and assessing student affairs programmes and services* offers Member States and institutions of higher education concrete proposals and models for the establishment and management of such support activities. In this regard, it exemplifies good practice which can be adapted to other contexts to enhance the quality and conditions of student life.

UNESCO thanks the International Association of Student Affairs and Services Professionals (IASAS) for their production of this useful and comprehensive document, which contributes to the WCHE follow-up strategy. Their support is greatly appreciated.

Komlavi F. Seddoh
Director
Division of Higher Education

From the authors

The editors and writing team wish to thank Dr. Mary-Louise Kearney of UNESCO and the project affiliates/endorsers (nearly 80 worldwide – see Appendix) for their support and ideas throughout this project. Special appreciation is extended to the student NGOs who participated and helped IASAS make this publication student-centred. The Manual focuses on the important higher education issues related to development of the total student, including cognitive/intellectual, affective/emotional, and social/interpersonal dimensions. All of this has been framed in the context of the importance of community building at all levels.

Individuals who are interested in finding out more information regarding student affairs and services, or want to engage IASAS for the purposes of consultations about developing further the student affairs and services functions contained in the *Manual*, are encouraged to contact Roger B. Ludeman, IASAS Chair at the following e-mail address: ludemanR@mail.uww.edu.

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Background and introduction

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

Regular national gatherings of student affairs and services professionals occur in Australia and New Zealand, Canada, China, France, Germany, Ireland, Mexico, South Africa, Spain, the United Kingdom and the United States, with regional meetings in Europe. Others have included an international component in their meetings and they have been well attended by individuals from other countries. The National Association of Student Personnel Administrators (NASPA) of the United States, for example, has held six annual international symposia, the latest in Seattle, Washington, United States, on 17-18 March 2001.

The closing speaker for the 2000 symposium was Dr Mary-Louise Kearney, Head of the Unit for the World Conference on Higher Education Follow-up, Division of Higher Education, UNESCO. It was during her presentation at the NASPA International Symposium that Dr Kearney challenged the attendees to work collaboratively with UNESCO, and the various student NGOs that are affiliated with UNESCO, to develop a student affairs and services manual. Dr Kearney believed that such a publication could be of assistance to those countries and universities around the world that would like to create a high quality and robust set of higher education student services and programmes. These initiatives would be designed to meet both basic and more advanced student needs, including the enhancement of the student learning environment and process and increased student retention and graduation rates. It should be noted that some countries organize and operate all or some of these services and programmes outside the universities (e.g. France and Germany).

The 1998 World Declaration on Higher Education (WDHE) calls for a major global effort to improve the delivery of higher education in every country in the world. This call was formulated for a variety of reasons, not the least of which is the important role that higher education plays in the improvement of the social, cultural, political, economic and environmental aspects of the global society. This progress may well occur in different fashions and on different time lines depending on the region or country; however, if any area of the world wants to provide its citizens with an

improved quality of life, it must include the funding of a higher education system that will help move that social group towards a better life through teaching, research, advanced employment and service.

The more traditional and most of the not-so-traditional methods of delivering higher education academic degrees are primarily comprised of the classroom instructional model or approach. In addition, there is increasing evidence that higher education must also address the basic personal needs of students by providing a comprehensive set of out-of-classroom student services and programmes commonly referred to as student affairs and services. These efforts should be designed to enable and empower students to focus more intensely on their studies and their personal growth and maturation, both cognitively and emotionally. They should also result in enhanced student learning outcomes. Another important rationale for these efforts is economic, because investments in students and student affairs and services provide a healthy return to national economies as the investments help to assure students' success in higher education and their subsequent contributions to the national welfare.

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

The Manual on student affairs services and programmes in higher education, developed by IASAS, will make the case for inclusion of a student services/student affairs presence in higher education institutions, and how that effort is directly related to the WDHE. First, this publication has been developed based on the assumptions coming from the WDHE, especially those that call for student affairs and services functions in higher education. Second, it will outline the principles and values upon which pertinent and effective student affairs and services are based. Those countries or institutions that would like to evaluate the effectiveness of their current efforts in this area, or are giving serious consideration to the development of a more structured higher education student affairs and services operation, could utilize the Manual as a guide, template or model to work through those processes. It uses an approach that is flexible on the one hand, and provides basic standards or guidelines on the other. Members of IASAS could work co-operatively to facilitate such reviews.

The Manual focuses on ways to build an effective student affairs and services operation that puts the student at the centre of all efforts by supporting students in their academic endeavours and enhancing their personal, social, cultural and cognitive development. The desired outcomes are the same as those for higher education in general and include: (a) a high quality, well rounded higher learning experience; (b)

improved higher education access regardless of ability/background; (c) better retention and progress toward graduation; higher graduation rates; (d) enhanced career/employment prospects and lifelong learning interests; and (f) a life as a responsible, contributing community member and citizen.

Review of contents of the Manual

The Manual begins with a Preamble that speaks of the importance of higher education generally and, more specifically, the importance of focusing on students as the centre of that enterprise. Section I includes the basic assumptions coming out of the World Declaration on Higher Education (WDHE) for which connections are made to the idea that meeting student needs through an effective student affairs and services programme is central to the development of successful higher education outcomes.

The Assumptions section leads into Section II comprised of the principles, values and beliefs that form the basis of the student affairs and services field. These beliefs are what student affairs and services workers diligently work towards, 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' followed in presenting the critical services and programmes necessary to enhance student learning outcomes and ensure student success.

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

All functions in higher education must be properly managed, including student affairs and services. Section IV outlines the importance of effective management in student affairs and services, including the role of an overall manager for student affairs/services whose responsibilities are to provide co-ordination in developing functions and activities that enhance student learning and success within the context of a student affairs/services vision: (a) mission and policy; (b) appropriate resources and budget; (c) regular assessment, evaluation and strategic planning; (d) human resources, including professional development opportunities for staff, and recruitment/retention of staff representative of the institution's goals for diversity and equity; (e) partnerships with other areas of the institution; (f) technology infrastructure and training; and (g) information management and marketing of services/programmes.

Section V outlines the specific student affairs and services functional areas that are in use throughout various areas of the world. They are presented with the idea that such services should be provided as appropriate to the specific culture and country considering them.

No one model, array of student services functions, or set of activities is recommended for all situations, institutions or countries. On the other hand, similar to the approach used in the WDHE, this Manual establishes the premise that there are basic values and principles (Sections II to IV) that are pertinent to the development of an effective higher education student affairs/services operation regardless of one's location.

Finally, Section VI of the Manual provides a comprehensive array of student affairs and services resources and contact information available for individuals or organizations interested in making contact with IASAS and other student affairs/services professionals. It also lists numerous resource materials that exist throughout the world.

A major purpose for the existence of the IASAS is to assist those countries and institutions that are developing their higher education 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 operation is essential to meeting those goals. Readers are encouraged to contact IASAS for assistance.

Preamble

The World Declaration on Higher Education (WDHE), enacted in Paris in 1998, at the first World Conference on Higher Education sponsored by UNESCO, sets forth a vision and guiding principles designed to meet the challenges of the twenty-first century. Among the principles underlying the WDHE, those most pertinent to the development of student affairs and services include the following:

1. There is an unprecedented demand for, and a great diversification in, higher education, as well as an increased awareness of its vital importance for socio-cultural and economic development. The career development, employability, and lifelong learning capabilities of students are essential ingredients in these processes.
2. The sharing of knowledge, international co-operation 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 can also help in reducing the increasing socio-economic stratification and differences in educational opportunity within countries at all levels of wealth and development.
3. Societies have become increasingly knowledge-based so that higher learning and research are essential to the cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education is therefore confronted with the challenge to make the most radical change and renewal it has ever undertaken. It must take the lead in moving our society from mere economic considerations to the deeper dimensions of the greater good for all humankind including world peace. In doing this, it must address social needs and promote solidarity and equity, and both preserve and exercise academic and scientific rigour, originality and impartiality.
4. This requirement that higher education change substantially, that it enhance its quality and relevance, dictates the strong involvement of all of society including government, higher education, and all its multiple stakeholders.
5. Higher education must place students at the centre of its focus within a lifelong learning perspective so that they are fully integrated into the global knowledge society of the twenty-first century. Students must be considered as equal and fundamental partners and stakeholders in their own education with the right to organize themselves as they see fit within the context of their educational institutions, systems and communities.
6. More diversified international co-operation and exchange comprise major avenues for advancing higher education throughout the world, and must include exchanges

of scholars and students, co-operative research and enhanced information and technology transfer.

7. Access to higher education, while institutional or governmental financial resources may limit it, must be available potentially 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 authors of this Manual point out that the drafters of the WDHE, in other sections of that excellent document, also refer to a number of other underrepresented groups experiencing limited access to higher education in most parts of the world. It is that broader call for inclusion and diversity that guides the development of this document. These groups, including women, will be addressed specifically in the Manual.)
8. While the aforementioned factors are critical to the future of higher education in the world of today and tomorrow, they must all take into account the profile of cultures, values and circumstances of each region and nation.

Section I: Assumptions

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

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

The following assumptions, derived from the WDHE, begin to make a strong case for the development and implementation of a highly effective student affairs and services programme in higher education around the world. Each country, as a unique sector of society, will have to bring its own traditions, culture, social infrastructure and priorities into the development of this invaluable array of services and programmes.

Therefore, any statement on the development of higher education must recognize the importance of making allowance for these 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.

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

The assumptions found in the WDHE that call for such efforts are as follows:

1. Education at all levels clearly has been established as a staple process in the development of a just and prosperous society. It has a number of roles including that of preparing students for active roles in society, matching their skills and needs to those of society. Regional and international co-operation would be beneficial in accomplishing that task.

2. Women are underrepresented 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: As was pointed out in the Preamble, there are numerous under-represented groups based on geography, demography and/or personal characteristics, that need to be encouraged and supported as they consider higher education as a possibility for improving their lives. The discrimination against and under-representation of these groups will be addressed in several locations throughout the remainder of the Manual.)
3. Information technology and telecommunications must play a major role in developing a quality educational programme. Access to this technology must be available regardless of the backgrounds of the students involved. Training of faculty, staff and students to utilize the full range of available hardware, software and structures/systems to deliver timely and accurate information is just as important as the access to the same.
4. Freedom of expression and a free exchange of ideas are central to a quality higher education system. Academic freedom is a concept that must extend to faculty, staff and students alike. To ensure these principles will prevail, it is essential for higher education to have ongoing and systemic support. This support must include not only direct financial assistance for institutions and students, but also an integrated support system that weaves government, community, the private sector, and education of all kinds and levels into a seamless whole.
5. Sound management and fiscal autonomy, with appropriate oversight by governmental agencies and guided by constituent involvement and critique, are important ingredients in successful higher education structures. Related to those principles is the reality that higher education must seek multiple sources of funding both within the traditional structures and throughout the public and private sectors. Formation of strategic partnerships with these groups could afford higher education new ways to achieve its goals of enhanced student learning and success.
6. Ongoing professional development of faculty and staff must be an integral part of the basic way of doing business in higher education. Also, students must be afforded quality career guidance and development opportunities to facilitate the transition into, through and out of higher education into society and the world of work. This concept of career guidance and how it is applied may vary by country.
7. Assessment and evaluation of learning outcomes, instruction, research, and services must be an integral and ongoing part of higher education. Continuous quality improvement of all structures is necessary in order to meet student and society needs.
8. Society must make the assumption 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 higher education 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.

Section II: Basic principles, values and beliefs that underpin an effective student affairs and services programme in higher education

In order for any part of the higher education enterprise to be of top quality and to be consistently applied, it must be founded on a set of principles and values that take into consideration the expressed needs and choices of its clients (the primary clients are students). The Manual concerns itself with student affairs and services that may be required to assure that students will be successful learners in the academy. While professional principles, values and beliefs may vary depending on the region or country of origin, the beliefs outlined in the Manual have nearly universal appeal and allow the reader to see how they might apply to the creation and ongoing assessment of student affairs and services in higher education anywhere. Here are those principles, values and beliefs:

Purpose and partnerships

1. Higher education and student affairs and services, as integral partners in providing services and programmes, must be student centred and include students as partners and responsible stakeholders in their education. Students must be at the table with other higher education decision-makers at the institution, government and UNESCO levels including follow-up conferences and meetings related to the WCHE. Students have the right and responsibility to organize themselves to participate in governance and to pursue their personal and social interests.
2. Partnerships with all sectors within and immediately outside higher education must be established to promote not only lifelong learning, but also learning for life. These partnerships include students, faculty, staff, alumni, parents, employers, social service agencies, primary and secondary education, government agencies, and local, national, regional and global communities.
3. Student affairs and services must be delivered in a manner that is seamless, meaningful, and integrated with the academic mission of the institution. These practices and resulting policies must be built upon sound principles and research, and carried out by partnering with the entire campus community.
4. Student affairs and services professionals are key players in turning the 'brain drain' into a 'brain gain' for all nations. This requires partnerships at the national and international levels.

5. Student affairs and services professionals must continue to partner with their colleagues abroad through exchanges, conferences, seminars and research.

Access and diversity

Higher education, while limited by institutional or governmental financial resources, potentially must be accessible to all who are qualified regardless of their demographic and personal characteristics. Student developmental services also must be available to all and particularly those who demonstrate the greatest need for assistance.

Learning

1. Higher education must address the personal and developmental needs of the student as a human being. Student affairs and services should take the lead in this regard, as well as appropriate advocacy of students in general.
2. The mission for student affairs and services must complement the institutional mission, its educational purposes, the locale in which it is operating, and its student characteristics. Programmes must be established and resources allocated for the purposes of meeting student affairs/services primary goals: enhancement of student learning/development.
3. Students encounter three major transitions related to their higher education experience: the first, into higher education; the second, through their collegiate life; and finally, the move from higher education into the workplace and their careers. Considerable support must be available and when necessary, provided for students during these transitions; support includes delivery of timely and accurate information, a broad range of student support services, and activities that enhance the learning process in and out of the traditional classroom.
4. Learning for all must be lifelong in scope if society is to fully benefit.
5. All higher education stakeholders must promote independent, self-directed student behaviour, and do that in a community context. Worthy citizenship and service to the community are important values to promote during the higher education experience.
6. The delivery of student services and programmes is based on a number of critical values including worth of the individual, diversity, pluralism, inclusiveness, community, high expectations, a global view, citizenship and leadership, ethical living, and the idea that students can and must participate actively in their growth and development.

7. Higher education must provide academic and career counselling programmes as a central function to assist students in preparing for their life work, employment, and careers beyond higher education.
8. Information technology must be used only as tools or means in the student learning process, not necessarily ends in, and of, themselves. Student affairs professionals conduct research and develop practice to find ways that technology can enhance student learning and promote positive usage by students through advising, counseling, development of appropriate systems, and training for students.
9. Student affairs and services professionals expect students to engage their institution and the learning process. This is done consistent with principles of academic and personal integrity, responsible behaviour in a community setting, and the exercise of appropriate freedoms developed in a national as well as a local and institutional framework. Good practices in student affairs and services build supportive and inclusive communities locally and globally.

Resource management

1. Student affairs and services, as a profession, must develop and adhere to high standards of practice and behaviour including educational training and preparation; ongoing professional development; certification and licensure qualification processes; internal and external evaluation of services and programmes; assessment of student outcomes; staff performance review systems; codes of ethics; and management practices. All are necessary in order to deliver the best in services and programmes and be accountable to students and other stakeholders.
2. Student affairs funding ideally should be multifaceted and must include significant institutional support. Funding from outside sources such as grants, private sector foundations, fund-raising, and alumni donations, may have to be employed to provide the level and array of services required of a particular culture and nation.
3. Resources must be allocated to those student services and programmes that enhance student learning and success in relation to need and demand.
4. Information technology (IT) is essential to efficient and effective management of services and programmes for students. Therefore, IT must be made available to students and student affairs and services workers in order to achieve learning and success goals for students.

Research and assessment

Student affairs and services professionals, along with the teaching faculty, are generally considered experts on students, their development and their environments. They gain that information through systematic inquiry including both qualitative and quantitative

methods. They are closely linked to the institutional academic mission and serve as invaluable links between students and the rest of the institution. They also serve as role models with high expectations of students and their capacities for learning. More details on evaluation, assessment and planning are provided in Section IV.

Section III: The central role of professional preparation and ongoing professional development of student affairs and services staff

As a fundamental premise of providing pertinent and appropriate high impact, student centred services and programmes on an ongoing basis, it is imperative that the individuals charged with these tasks acquire the necessary knowledge and skills to carry them out in an effective manner. Although formal academic preparation in the field is preferable, it is recognized that few of these programmes are offered throughout the world. As a consequence, the following elements provide the necessary foundation for the preparation and development of the required expertise for student affairs and services work. It is understood that more specialized competencies (e.g. counselling and others) will require a specific professional designation.

Knowledge of students and student cultures

It may seem obvious that the most important knowledge required of staff working in the area of student affairs/services should be a thorough knowledge of the students with whom they work. Since students are the *raison d'être* for higher education, a thorough knowledge of the composition and characteristics (demographics) of the student population, the broad diversity, their expectations and satisfaction, their psycho-social/physical development, as well as their behaviour and motivation is crucial in ensuring the development and administration of the programmes necessary to promote student success.

In a word, student affairs and services staff members are required to be, or at least become (along with their faculty partners), the campus experts on knowledge and understanding about students and their development. Through careful analysis of existing data, the staff needs to develop a comprehensive and accurate socio-cultural picture of their student population, identifying inadequate or missing information elements so that they can initiate appropriate action and inform campus administrators, faculty, student leaders, and government officials of the nature of the student body.

Although work in this area readily gives staff a feel for students needs and wants – a sort of phenomenological understanding – it is crucial that scientific instruments and methods be used to supplement this view and provide a wider sociological perspective of the student body. In this sense, surveys, focus groups and panels provide, among others, the appropriate context to better understand the data on the student population as opposed to individual students.

Model and theoretical framework

From the knowledge of students subsequently comes the development of a model that will help make sense of that information about and behaviour of the diverse student population as individuals and as subgroups. Whether individuals wish to use or adapt one of the existing models in the area of student development and success, or create their own version better attuned to the cultural context, it is essential that structure and strategy be brought to bear on our knowledge of our students.

Student affairs and services staff must be able to understand and, to a certain degree, predict the effect of various programmes and activities on their student clientele. Rather than reacting to particular situations, the use of a model encourages staff to view their efforts within the context of a global effort and better understand the importance of their specific role in the organization.

Programming

The staff needs to be able to translate concepts into programmes and activities. They must be capable of identifying specific needs and designing programmes to respond to these. This strategy ensures that other stakeholders can readily understand as well as contextualize the work of student affairs and services staff and that any activity can easily be explained to all concerned.

According to the particular area of responsibility, programming skills may need to be highly specialized. General organizational skills are quite appropriate for those working in the area of student activities but additional professional skills are required for those involved in study and learning skills, student academic success, counselling, and career advice.

Interpersonal skills

The central focus of student affairs and services being students, staff must be accomplished in dealing with individuals and must possess superior communication skills, including listening. Additionally, they must be cognizant and understand the growing diversity among student populations. One key to successful programming is the ability to interact easily with a variety of people and personalities. Failure to seek out and nurture staff in the development of these people skills can have disastrous effects on the climate of any campus.

In order to play a role in the growth process of individuals registered in higher learning institutions, the staff needs to interact on a one-to-one basis with a wide spectrum of students. Whether the issues involve values clarification, career decisions or leadership development, significant change usually comes on a personal level and student affairs and services staff members are ideally placed to positively influence this process both in individuals and in the larger context.

Leadership and management skills

The knowledge of students, the use of a model and theoretical framework, the programming of activities and the use of human resources need to be crafted together in order to define, support and expand the mission of student affairs and services. The end result of this process also will vary depending on local, regional or national circumstances. The establishment of a clear vision, designed to rally and focus efforts of the staff, constitutes the primary task of the individual responsible for student affairs and services.

Among the required competencies the staff needs to master in order to properly carry out the mission of their units are the following: (a) curriculum development and programme design; (b) budget development and resource allocation; (c) programme administration; (d) effective operation within the context of institutional governance; (e) marketing of accomplishments; (f) research, evaluation, assessment and knowledge of students; (g) staff supervision and professional development; (h) strategic planning, mission and vision development; (i) legal dimensions of working with university/college students; and (j) integration of appropriate technology into programme/service delivery.

Section IV: Research, evaluation and assessment

Strategic planning in higher education student affairs and services

Fundamental to any profession is the capacity and willingness to objectively assess and evaluate programme and service delivery. The student affairs and services profession is no different. This staff of professionals provides a most critical and valuable early warning system to university management on issues affecting students and their social and learning environments. In the forefront of assessment and evaluation is data collection that allows comparison and bench-marking among services. Recently, attention of student affairs and services has turned directly to the improvement of student learning outcomes through educational programming that is intended to facilitate the learning goals of the institution. Thus, outcomes assessment also has become a tool for these staff members. Accordingly, student affairs and services, because of its central mission, is one of the most appropriately positioned entities for the collection of meaningful student data that, once evaluated and understood, can be used in appropriate research and programme development.

Some of the actual assessment techniques that are commonly used in student affairs and services include mail and on-line surveys, focus groups, individual interviews, writing samples including personal journalling, portfolios, project development, bench-marking, demography and other comparative studies, and more traditional testing. In order to improve programmes and services and determine if students have learned the intended outcomes resulting from those programmes and services, information and data are collected to: (a) determine the effectiveness of promotional material; (b) establish demand, need, focus and applicability and to gauge student satisfaction; (c) assess quality of effort and determine programme success rates; (d) bench-mark current practices against the best at other institutions; (e) track the number of students attending programmes and monitor waiting lists; (f) monitor the sources of student referrals and outside agency referrals; (g) determine student attrition and retention rates and track graduation rates; (h) receive student feedback on key issues and ideas, assess unmet needs; (i) assess campus learning and physical environments and assess learning outcomes; and (j) track student employment rates upon graduation.

Research and data collection

The higher education system across the globe has increasingly experienced a transition from an elitist system to a mass or nearly universal system, with the result that the traditional view of the student has been changing. Widening participation strategies have seen a diversification of the student body not only in terms of demographics,

including age, gender, ethnicity and social class factors, but also in terms of personal attributes and characteristics, including psycho-social characteristics, learning styles, abilities, motivation and academic and personal preparedness for higher education. Accordingly, student affairs and services is one of the most appropriately positioned entities in universities to collect meaningful student data and for that data to be evaluated, synthesized and placed into research and programme development. Good, firm data inform theoretical development that, in turn, informs practice and further research.

Some of the major research and quantitative (as well as qualitative) foci include: (a) acculturating curricula; (b) improving teaching; (c) addressing systemic inequities in enrolment patterns; (d) addressing participation, success and graduation outcomes; (e) examining culture-fair assessment and evaluation procedures; (f) ensuring equitable progression and learning outcomes; (g) addressing retention issues; and (h) ensuring the capacity of graduates to successfully negotiate and undertake careers of first choice, and social or environmental surveys.

For example, European student services agencies are noted for their regular social surveys of students. In other parts of the world these studies are called environment 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 three to four years). The aim is to initiate the collection of long-term trends in socio-economic conditions faced by students with particular interests directed towards the interaction between social framework conditions and the studies themselves. These surveys can also provide the opportunity to review existing student services structures and programmes looking particularly at the opinions of students and how important these programmes/services are from their perspective. The following areas are examples of those that could be covered by a social/environmental study: (a) trends in student numbers, access, participation rates and demographics; (b) student funding (financial aid), student income, living expenses, spending; (c) educational assistance and support system/progress towards graduation; (d) choice of discipline, student interest patterns, impact of advising; (e) study conditions, time spent on studying, use of leisure time; (f) commuter/married student needs, e.g. child care, transportation, parking; (g) internationalization of the student experience, global attitudes of students; (h) impacts of career counselling, health services, social issues on college life; (i) impact of employment on success in higher education; and (j) accommodation (housing), eating habits and food services.

Professional standards

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

professional standards. Furthermore, they sponsor and accredit a wide range of staff development and training courses, many of which are conducted by universities and colleges; however, most are sponsored directly by these organizations. Appropriate professional standards and accreditation requirements enhance programme productivity, learning outcomes and efficient utilization of resources.

Professional standards impact upon: (a) programme development and targeting of appropriate students; (b) ongoing professional development and improved effectiveness; (c) bench-marking that helps ensure comparisons with best practices; (d) institutional/sector acceptance of a suite of student-centred programmes; (e) the embedding of student affairs and services staff and their work into the institution/agency, as well as into the broader community; (f) lobbying/politicizing just causes, including genuine equality of opportunity; (g) the securing of adequate budgeting for appropriate services; and (h) evaluation and assessment of programmes and services.

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

Note: The Council for the Advancement of Standards in Higher Education (CAS), a United States based group, was established in 1979 and represents an ever-growing consortium of United States higher education professional associations. CAS was created to establish, disseminate, and advocate professional standards and guidelines on a nationwide basis for United States higher education student programmes and services.

Individuals and institutions from the thirty-one CAS member organizations comprise a professional constituency of well over 100,000. No other body exists that so comprehensively represents and speaks for this important field of endeavour. CAS will continue to have significant impact, especially as institutional effectiveness, student learning, and outcome assessment become increasingly crucial to higher education.

The Council for the Advancement of Standards in Higher Education was established with the intent of accomplishing several purposes from a profession-wide perspective. The following six statements reflect the mission that has guided CAS initiatives from the beginning:

1. To establish, adopt, and disseminate unified and timely professional standards for student services, student development programmes, academic support services, and related higher education programmes and services.
2. To promote assessment and improvement of higher education services and programmes through self-study, evaluation and use of CAS standards.
3. To establish, adopt and disseminate unified and timely professional preparation standards for the education of student affairs practitioners.
4. To promote the assessment and improvement of professional preparation programmes for student affairs practitioners through self-study, evaluation, and the use of CAS standards.

5. To advance the use and importance of standards among professional practitioners and educators in higher education.
6. To promote inter-association efforts to address higher education issues of quality assurance, student learning and professional integrity in higher education.

The reference here to CAS standards is taken directly from its website: <http://www.CAS.edu>. It is mentioned here only to describe one way a country has approached the subject of student affairs and services professional standards. Of course, each institution and country must choose the method and rubric it will employ to begin this process and be accountable for the outcome.

Section V: Student affairs/services functions in higher education

Professional services and programmes delivered for enhancement of student learning and success

The concept of a student services or student affairs profession is a relatively new phenomenon. Until the early part of the nineteenth century, the teaching faculty and a few clerical assistants handled the few non-instructional functions for students, e.g. accommodation, food service, student discipline and advice, and some activities. The colonial model of higher education did not focus on the whole student and access to an education was limited to those who could afford it.

Soon, however, the types and number of students coming to higher education began to swell (many of them women who were being admitted to higher education for the first time in several centuries). Academics who were previously handling these functions, even though they knew next to nothing about administering such initiatives and counselling students, began calling for more assistance in carrying out these non-instructional duties. In the United States, Deans of Women, Deans of Men, and Deans of Students began to be appointed because of the increase in number and type of students who were enrolling in higher education. Also during the late nineteenth century, the teacher/scholar and research models were being adopted all over the world, moving away from the main purpose (teaching and service). Governments and communities were turning to higher education systems to generate research and development for the military, industry, health and other social programmes.

Thus came the birth of a new profession: student affairs and services. These staff members were now in charge of not only housing and feeding students, but also physical and mental health care became a necessity on many college campuses. Recreation, cultural activities, sports, testing, orientation, career assistance, job placement, financial assistance, and disability services all became new units in many countries. They were initiated to help meet emerging student types and their corresponding student needs. Unfortunately, the concept of integration of student services and programmes with the instructional activities of the faculty was not considered. This move toward specialization of instructional and non-instructional functions continued to have a negative impact on faculty/staff working relationships and, more importantly, on resultant learning outcomes for students until the 1990s.

Following the Second World War, campuses everywhere continued to become more diverse because returning war veterans were accessing higher education through the use of government benefits designed for that purpose. During the last quarter of the twentieth century, the variety of students coming to higher education continued to expand all around the world. Joining the traditional, well-to-do men were women students, students of colour, older non-traditional students, single parents, students

with disabilities, and others. As a result, new professionals were hired to work with these new groups to meet their needs and help them to become successful students.

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

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

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

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

The senior student affairs and services officer

Purpose/functions

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

Typical activities

1. To carry out all student affairs and services functions within the ethical framework of the profession and higher education in general. Developing long-range plans, and developing policies accordingly.
2. Preparing and administering budgets and overseeing expenditure of funds.
3. Meeting regularly with colleagues in other areas of the institution to discuss institutional and student priorities.
4. Advising and working closely with student leaders to pursue common goals.

5. Representing student affairs and services on important committees and providing reports on key student issues.
6. Conducting research studies on students and their needs.
7. Working with other university officers to provide a safe and secure campus environment in which students learn and grow.
8. Encouraging faculty involvement in student organizations and activities outside the classroom.
9. Developing rich and diverse learning communities in co-operation with faculty.
10. Handling appeals of student disciplinary cases.
11. Working with faculty on projects that enhance student learning outcomes.
12. Assisting faculty in working with students who may be experiencing financial, personal or family concerns that interfere with academic work.
13. Conducting evaluation, assessment and programme review on all units in student affairs and services.
14. Providing appropriate staff supervision and professional development.
15. Co-ordinating a comprehensive student activities and organizations program.
16. Administering essential student affairs and services programmes such as financial aid, counselling, health, recreation, admission and records, student government, residence halls, and others.
17. Conducting institutional and student affairs fund-raising activities.
18. Serving as a public spokesperson on student needs/welfare matters.

Descriptions of student affairs/services specialty units

Academic advising (educational counselling)

Purpose/functions

1. To assist students in developing educational plans that are consistent with their life goals.
2. To provide students with accurate information about academic progression and degree requirements.
3. To assist students in understanding academic policies and procedures.
4. To help students access campus resources that will enhance their ability to be academically successful.
5. To assist students in overcoming educational and personal problems.
6. To identify systemic and personal conditions that may impede student academic achievement and developing appropriate interventions.

7. To review and use available data about students academic and educational needs, performance, aspirations and problems.
8. To increase student retention by providing a personal contact that students often need and request, thereby connecting them to the institution.

Typical activities

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

Admissions

Purpose/functions

1. To provide a process of institutional admission that includes application, necessary interviews, credentialling, acceptance or rejection and notification.
2. To conduct admissions criteria and application rates studies.
3. To conduct an integrated process of marketing, information management, and interviewing, to recruit student applicants to enrol in the institution.
4. To conduct research regarding demographic trends in the college-going populations served by the institutions/agencies.

Typical activities

1. Receiving, processing and evaluating applications from prospective students.
2. Notifying students regarding their admission or deferral.
3. Receiving/processing admission acceptances.
4. Providing credential evaluation for current and former (re-entering) students.

5. Making initial contact with prospective students.
6. Providing information about the institution to prospective students, their parents, and their secondary school teachers/counsellors.
7. Visiting secondary/high schools and community colleges, and other sources of potential students.
8. Sponsoring and attending workshops and recruitment fairs.
9. Developing and distributing promotional literature on the institution.
10. Co-ordinating tours of the campus for institutional guests.
11. Recruiting under-represented groups including low-income and targeted ethnic groups, and other under-served students.

Adult/non-traditional student services

Purpose/functions

1. To conduct research on the needs and characteristics of adult students.
2. To provide basic services for adult students.
3. To counsel and advise adult students regarding their personal concerns and academic needs.
4. To offer special means of communication through newsletters, a webpage, telephones, fax and e-mail.
5. To arrange social and cultural activities for adult students and their families/partners.
6. To develop a plethora of flexible learning options that take notice of individual learning styles of those regarded as non-traditional students.
7. To identify and advise academic and administrative staff of matters that can adversely affect non-traditional students' welfare and capacity to succeed in higher education.
8. To develop social networks that nurture/support non-traditional students .
9. To provide places for adult students to socialize and study.
10. To provide preparatory and orientation programmes (including orienting family groups) for adult students.

Typical activities

1. Advising and counselling adult students individually and in groups.
2. Advocating for adult students in policy-making and design of facilities as well as the instructional programme.
3. Working with adult students for them to become involved in institutional activities.
4. Arranging social activities for adult students.

5. Working with faculty to understand the different approaches that may be necessary when teaching adult students.
6. Conducting research into the under-represented groups and, once identified, develop a range of pro-active strategies which are welcoming, preparatory and assist in promoting success.
7. Promoting the advantages of education in the community.
8. Organizing specialist mature age and cultural orientation/preparatory programmes that assist in the transition into study.
9. Negotiating appropriate space for observers of religious beliefs, as well as rooms and support for clubs, societies, functions etc.
10. Initiating social and cultural networks that support the variety of under-represented groups.
11. Initiating learning programmes that are culture-fair and meaningful.
12. Offering staff development workshops that improve awareness of non-traditional student needs and requisites.

Bookstore services

Purpose/functions

1. To sell basic textbooks for courses taught at the institution.
2. To sell instructional supplies such as paper, notebooks, writing utensils, etc.
3. To make available, for sale, references such as dictionaries, thesauri etc.
4. To sell personal supplies students may need for daily living.
5. To sell institutional insignia items that foster identification with the institution.

Typical activities

1. Ordering and stocking books for classroom instruction.
2. Meeting with faculty members to determine their textbooks needs.
3. Developing marketing techniques to promote bookstore products.
4. Arranging for purchase and sale of used books.
5. Stocking and selling personal supplies for students.

Campus activities/student organizations

Purpose/functions

1. To provide social and cultural activities that enhance the education and personal development of students.

2. To provide services and programmes needed by students which are not directly provided by the institution.
3. To provide opportunities for students to develop leadership skills and individual responsibility through participation and leadership in student activities and organizations.
4. To provide opportunities to associate with others with similar interests.
5. To provide opportunities for students to develop an understanding and appreciation of other cultures.

Typical activities

1. Carrying out recreation programmes and services.
2. Working with students to develop arts and cultural programmes.
3. Advising student government organizations and activities.
4. Designing and carrying out student leadership development programmes.
5. Advising student social clubs and organizations.
6. Encouraging involvement in community service/volunteer activities.
7. Advising students on developing religious organizations and activities.

Careers service

Purpose/functions

1. To assist students in their career exploration and decision-making.
2. To provide career counselling to students.
3. To serve as a campus clearing-house on occupations in the public, private, and non-profit sectors in both domestic and international settings.
4. To provide placement of graduates into full-time and part-time employment.
5. To provide assistance, expertise and facilities to potential employers for the recruitment of graduates.
6. To match students (current and former) with potential employers.
7. To assist alumni in their search for new jobs and provide support during their career transitions.
8. To provide access of information to students about alternative work experiences in their home country and abroad, e.g. internships, mentorships and cooperative education.
9. To prepare students for seeking positions in the workforce.
10. To educate students, and the community at large, about current career opportunities and employment trends.

11. To develop relationships with local employers (and others if possible) that will assist in co-curricular experiences for students.
12. To assist students in identifying opportunities for gaining international professional experience.
13. To effectively promote/market institutional alumni to prospective employers.
14. To help sustain a bond with institutional alumni to foster close mentoring relationships for students entering the workforce in their employment sectors.

Typical activities

1. Offering credit or non-credit courses on career planning and job searches.
2. Administering vocational testing to assist students to assess their needs, interests, abilities and skills in relation to their career plans.
3. Organizing activities such as job fairs and recruitment sessions during which students and employers can meet for interviews or informational sessions.
4. Developing and maintaining a career resource library that includes hard copy and electronic materials and information on occupations, employers and candidate assessment.
5. Organizing recruitment conferences/interest sessions with specific employers at which students could explore interest in their organization.
6. Collecting, maintaining and distributing appropriate credential files for employment of student candidates.
7. Organizing workshops on resume writing, employer recruiting techniques, interview skills and entrepreneurial skills.
8. Creating and updating a database with authorized student information for potential employer review.
9. Creating and updating a database with potential employer information.
10. Creating and updating a database of current jobs available at all levels.
11. Maintaining ongoing contacts with potential employers and seeking their active involvement with the programmes of the unit.
12. Creating/updating a database that tracks employment of institutional alumni.
13. Conducting follow-up studies on the employment trends of graduates of the institution and disseminate this information as necessary.

Chaplaincy/multi-faith services

Purpose/functions

1. To identify core groups of students and faculty interested in exercising their religious freedom.

2. To provide an opportunity for individual students to live, share and express their faith as appropriate.
3. To assist individual members of specific communities (students, professors or support personnel) in their quest for spiritual life.
4. To provide advice and assistance to the educational community at times of celebrating and mourning.
5. To encourage and nurture the development of a sense of shared community.
6. To work with student groups in providing opportunities for personal and community spiritual enrichment.
7. To promote understanding and acceptance, within the educational community, of the varied personal paths to spiritual enlightenment.
8. To create an atmosphere of religious tolerance and co-operation.
9. To minister the students of the chaplain's own faith as well as provide support to students regardless of faith.
10. To have a network of contacts to provide ministry to students of other faiths.
11. To encourage understanding of diversity through interaction and discussion.

Typical activities

1. Designing and implementing various spiritual and religious based seminars, workshops, and lectures.
2. Providing facilities for members of the campus community to worship and share their religious customs and ideas.
3. Organizing interfaith or ecumenical services.
4. Counselling individuals seeking spiritual guidance.
5. Organizing or making available appropriate liturgies and ceremonies to satisfy the spiritual needs of members of the educational community.
6. Providing spiritual support and counselling, individually and in groups, to those in personal crisis.
7. In multi-faith settings, co-ordinating the activities and events of the various religious communities.
8. Organizing events and activities promoting spiritual life on campus.
9. Acting as the first point of campus contact for all faith groups.
10. Arranging services relevant to the chaplain's own faith.
11. Facilitating services for other faith groups by inviting their leaders on campus.
12. Encouraging both specific faith-based and inter-faith dialogue by organizing social events and discussion groups.
13. Raising awareness of faith and inter-faith issues with all staff.

14. Being responsible for the use of the multi-faith centre, if one exists, or helping students find appropriate rooms if no such centre exists.

Child-care

Purpose/functions

1. To provide a safe, stimulating, caring and educative environment for children of students and staff.
2. To assist in the recruitment and retention of staff and students through the provision of appropriate child-care facilities.
3. To provide a range of wrap-around options including nursery, crèche, after-school care, breakfast clubs, holiday clubs.
4. To advise parents on issues of concern relating to children.
5. To advise managers on new developments within child-care and encourage appropriate response.
6. To assist parents to develop positive parenting skills.

Typical activities

1. Providing, on demand, a variety of care including infant/pre-school care.
2. Giving constant care and attention to children and always providing a secure, welcoming, and nurturing environment.
3. Being constantly vigilant for the safety of children.
4. Conducting programmes and involvement opportunities for parents to encourage regular interaction of parents in matters relating to their children.
5. Ensuring that institutional child-care meets all local and national standards.
6. Overseeing budgets making every effort to maintain reasonable fees.
7. Being flexible/supportive about user needs at stressful times, e.g. exams.
8. Developing and encouraging an environment that is stimulating and instructive for age appropriate children.
9. Providing a variety of parenting skills workshops, discussions, and consults.

College preparatory programmes (pre-college)

Purpose/functions

1. To assist individual members of target groups in the surrounding communities in their quest for higher education.
2. To provide advice/counsel to those seeking to enrol in preparatory programmes.

3. To encourage and nurture the development of autonomous, confident and effective learners who can successfully meet the academic standards of a tertiary institution.
4. To provide courses of study which provide students with the skills, institutional knowledge and confidence to attempt tertiary study.

Typical activities

1. Designing and implementing courses of study to prepare students to entry-level standards in the institution and academic courses they desire to enter.
2. Providing facilities for students to study independently.
3. Providing feedback and counselling individuals regarding their academic progress.
4. Organizing or making available appropriate academic support for individuals.
5. Organizing events/activities aimed at orienting students to academic life.

Community-service learning

Purpose/functions

1. To develop programmes in which students learn and develop through didactic course work and organized service experiences that meet community needs.
2. To complement a student's classroom learning by offering practical experiences in which students are able to explore values, career options and their leadership potential.
3. To provide our communities with students who are willing to address social issues through volunteerism.
4. To provide students an opportunity to understand community social issues.
5. To afford students the chance to reflect on community-service learning experiences so they may relate them to their own personal development.

Typical activities

1. Marketing opportunities for students to get involved with community service and volunteer activities.
2. Designing service-learning opportunities to match academic programmes through co-operative efforts with the faculty.
3. Developing and updating a clearing-house of all community resources where students can volunteer.
4. Working with officials at volunteer sites to understand college students and what service learning/volunteering is about from the institutional perspective.
5. Training volunteers how to move into a service project focusing on attitude, work ethic, cross-cultural sensitivity, follow through, liabilities and risks, etc.

6. Keeping an accurate record of the number of students who volunteer, and in what capacity they volunteer.
7. Organizing a volunteer fair where students, faculty and staff can meet the various volunteer agencies.
8. Conducting studies on the value of community-service learning.
9. Advising student organizations whose mission may include volunteerism.

Counselling services

Purpose/functions

1. To provide counselling and clinical services to students experiencing psychosociological problems that could be potentially disruptive to their successful academic, interpersonal and campus adjustment.
2. To assist students in learning new and more effective ways to cope with stress and disappointment, resolve conflicts, deal with specific problems or habits, and manage their lives.
3. To co-operate with the health service unit to use psychiatric interventions, e.g. necessary medications and referrals, for seriously distressed students.
4. To provide consultation and advice to campus staff and faculty and family members to assist in dealing with students who have emotional problems.
5. To provide psychologists, clinical social workers, and psychiatrists for the treatment of students who are experiencing a wide range of problems.
6. To provide opportunities that enable students who may be experiencing personal, social or educational problems to work towards becoming more effective in their lives within and outside the institution.
7. To assist and support students with the transition to university life.
8. To provide developmental/preventative programmes and activities that assist students to become more effective and resourceful in their personal, social and academic lives.
9. To provide a psychological consultative/advisory/voluntary training service to teaching and other staff enabling them to maximize their effectiveness in carrying out their guidance and learner support roles.
10. To develop the highest level of professional standards to ensure delivery of high-quality, cost-effective counselling and psychological services to students.

Typical activities

1. Engaging in brief individual psychotherapy, crisis intervention, couples counselling, group psychotherapy, behaviour modification, hypnotherapy, biofeedback and medication therapy, as needed.

2. Selectively employing various modalities in combination into individualized treatment programmes for student clients.
3. Providing outreach services to traditional and underserved student populations including efforts to assist them to cope with typical developmental and situational issues.
4. Offering programmes for the promotion of a healthier campus environment.
5. Providing training placements and internships for graduate degree programmes and mental health professionals seeking licensure.
6. Operating a confidential, after-hours telephone help-line/referral service to assist students in crisis when no face-to-face counselling is available.
7. Conducting group counselling programmes on common themes.
8. Providing intake procedures to make contact with walk-in clients.
9. Preparing explicit and informed contracts with student clients concerning clearly acknowledged boundaries, data protection issues, and commitment to privacy and confidentiality.
10. Having available a clear referral system that is accessible to all students who may wish to make contact themselves or who may be referred by others.
11. Offering advocacy on behalf of students who receive counselling when extenuating circumstances may have an adverse effect on study and assessment/exam results.
12. Providing regular external supervision/consultative support for the counsellors, and internal team supervision including ongoing psychiatric consultancy support from a regional senior consultant psychiatrist.
13. Participating in student induction and welcoming programmes.
14. Providing developmental and preventative workshops throughout the academic year in response to student needs including such examples as transition from culture to culture, assertiveness training, stress management, support for adult returners, and time management.
15. Offering liaison and consultancy to tutors and others concerned about a particular student's personal or academic situation.
16. Offering a relevant programme of professional development workshops, conferences, and activities for tutorial and counselling staff and student services colleagues related to good practice in providing support for students.
17. Contributing to institutional, faculty and departmental planning, policy and developments through participation in university committees and work-groups.
18. Offering feedback to faculty/staff on factors that promote or hinder learning.
19. Continuously monitoring and evaluating the work of the counselling service through identified quality assurance systems and client research.

Developmental learning centres

Purpose/functions

1. To provide educational support in a flexible manner to enrolled students regardless of age, stage and background.
2. To assist in the identification of core groups of students in need of specifically designed learning programmes.
3. To provide an opportunity for individual students to achieve academically their fullest potential.
4. To assist individual students in becoming autonomous, confident and effective learners in order to successfully meet academic standards.
5. To provide advice, assistance and resources to faculty seeking to embed ways of improving student learning strategies in curricula.
6. To work with faculty and students on providing peer support opportunities.
7. To work with faculty/staff on student cultural diversity and learning styles.

Typical activities

1. Consulting with faculty and students regarding student learning needs.
2. Designing/delivering seminars and workshops to support student learning.
3. Providing facilities for students and faculty that access learning support materials and programmes.
4. Providing a service to individuals seeking assistance with academic tasks.
5. Providing or making available through a flexible range of media and delivery, options, appropriate materials and support mechanisms for student learning.
6. Co-ordinating the activities and events of the various peer support groups.
7. Promoting learning support services through advertising and events.
8. Acting as the first point of contact for students.
9. Raising awareness of cultural and learning style diversity on campus.

Dining/food services

Purpose/functions

1. To provide regular meals for students living on campus or in the community.
2. To provide various forms of food service for other members of the campus community, e.g. faculty, staff, and alumni and their guests.
3. To provide food service options, e.g. snacks, beverages and carry-out items.

4. To provide clean, safe, quiet, efficient facilities, and delivery of various food services at convenient times and places.
5. To take into consideration the nutritional value of the foods being served and providing the customer with quality nutritional and consumer information.
6. To provide quality food service at a reasonable price.

Typical activities

1. Serving a regular daily meal service for students.
2. Serving snacks, beverages and other food items.
3. Teaching students and other customers about nutrition and food preparation.
4. Involving students in the decision-making process about food service, e.g. menu selection, placement of food containers, types of beverage, hours of operation and presentation of food.
5. Developing food service budgets and expenditure records.
6. Hiring, training and evaluating student and regular employees.
7. Evaluating all food services with input from students and other customers.

Disability services

Purpose/functions

1. 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.
2. To assist students in gaining access to all programmes, services and activities sponsored by the university.
3. To conduct informational programmes aimed at students who may not be aware of their disabilities.
4. To advise and assist students in acquiring classroom and other accommodation in order to have equal access.
5. To provide a central point on campus where facility/programme access and other issues can be addressed, and appropriate resources can be secured.
6. To assist and support students in the transition from home to college and college to work, allowing them to become independent and to develop lifelong strategies for independent management of their disabilities and lifestyle as they enter the work force.

Typical activities

1. Serving as the official institutional/agency office and mediator that assists students in acquiring classroom and other accommodation as necessary.
2. Working with the institution to ensure that students with disabilities have equal access to all areas, including libraries, food service, computer laboratories and other technology areas and facilities.
3. Informing and making the campus community aware of the need to include people with disabilities in all programmes, services and activities.
4. Acting as the institutional agent to inform the community about access issues.
5. Arranging for interpreters/signers for deaf students.
6. Arranging for note-takers, readers and volunteer books-on-tape readers.
7. Arranging for appropriate alternative student academic assessment and examination methodologies.
8. Assisting students in acquiring alternative formats of classroom materials (Braille, audio textbooks, large print text).
9. Providing individual counselling and assistance for disabled students from matriculation through graduation.
10. Managing the budget that provides for all classroom accommodations.
11. Providing leadership in assessing existing and new space/facilities to determine compliance with accessibility criteria and standards set by government units and the institution.

Financial aid/student employment

Purpose/functions

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

Typical activities

1. Providing counselling to students that determines the financial aid available to them including grants, loans, scholarships, work and fee remissions.
2. Providing assistance to students and families in completing various financial aid applications and forms.
3. Dispersing financial aid funds.
4. Approving emergency loans to students with unusual/sudden needs.
5. Assisting in collection of outstanding loans from students.
6. Engaging in job development for student part-time and summer jobs, in co-operation with the careers service.
7. Providing job listings for part-time and summer student employment, in cooperation with Careers Service.
8. Developing information and conducting workshops on financial management.

Health services*Purpose/functions*

1. To promote and enhance the good health and well-being of students that support student academic success and enhance the quality of campus life.
2. To offer effective on-campus primary health care and information services at little or no cost to registered students.
3. To promote student health education, awareness and well-being programmes.

Typical activities

1. Providing out-patient, primary care with diagnosis, treatment, and consultation on most general health care needs.
2. Providing specialty clinics for specialized care in dermatology, orthopaedics, minor surgery, gynaecology, internal medicine, ophthalmology, urology, neurology, and other unique treatment modes such as acupuncture.
3. Conducting women's and men's health clinics that provide care and treatment for gender specific problems.
4. Conducting outreach programmes and learning opportunities that emphasize self-help in achieving and maintaining health.
5. Providing a peer health counsellor programme that provides peer care and educational counselling for health concerns.
6. Providing supplemental, affordable health insurance coverage for health care needs that cannot be obtained in the student health clinic such as hospitalization, surgery and some specialized treatments.

7. Providing information on health issues specifically involving the college age student, e.g. sexually transmitted diseases, stress, diet, depression.

International student services

Purpose/functions

1. To develop and promote international student retention activities.
2. To educate the university community about the value of international education through cultural programming activities on campus and community resources and issues related to international education.
3. To assist and support international students in dealing with government officials concerning passports, visas and permits/authorizations.
4. To serve as the liaison to institutions with whom exchange agreements have been consummated.
5. To provide pre-departure information and counsel to students preparing to study abroad.
6. To provide academic and local information to prospective students in order to properly prepare them for their stay.
7. To provide assistance and expertise to the educational community on all questions relative to the situation of international students (customs, special needs, cultural dynamics, etc.).
8. To enrich campus life by encouraging interaction between international and domestic students.
9. To provide informational and educational programmes on international student issues/dynamics to all members of the campus community.
10. To administer various international student awards/financial aid programmes.
11. To increase staff/student awareness of culture and cultural diversity issues.

Typical activities

1. Serving as an advisor/counsellor for international students.
2. Providing one-to-one support to individual international students in crisis.
3. Developing appropriate procedures to recruit international students.
4. Providing accurate information and instruction regarding immigration regulations for international students and scholars.
5. Providing pre-arrival information packages for international students and pre-departure information for students going abroad.
6. Ensuring there is an appropriate level of housing for international students.
7. Providing visa and immigration assistance.

8. Organizing living arrangements and activities that bring domestic and international students together in the same facilities.
9. Developing social, cultural and educational support services.
10. Identifying and administering financial assistance for international students.
11. Providing individual and personal support services for international students in their adjustment to the host country culture.
12. Ensuring that institutional obligations to students and the legal structure are fulfilled in relation to health insurance.
13. Supporting and encouraging the development of international activities, programmes and events for the general campus community.
14. Working with faculty and staff in understanding cultures and assisting with the adjustment of international students.
15. Developing host family and mentoring activities and programmes as appropriate.
16. Establishing and managing an orientation and induction programme for newly arrived students including help in the areas of housing, academic registration, and general knowledge of the institutional environment.
17. Assisting international students/scholars in the transition to living, learning, and working in the domestic setting.
18. Organizing various social and cultural activities designed to inform and engage the community in the process of learning about other cultures.
19. Creating/managing a resource centre on host country integration issues.
20. Supporting student groups in their promotion of various cultures.
21. Organizing workshops/activities on the understanding of different cultures.
22. Working with educational leaders to develop recruiting programmes for potential students and various accessibility support mechanisms to facilitate transition to higher education in a foreign country.
23. Evaluating the financial situation of international students, assisting them to meet their financial requirements and needs for study in the host country.
24. Providing pre-arrival and on-course information for international students.
25. Providing individual and group discussions on issues facing international students including immigration, funding and other personal concerns.
26. Developing staff and student training programmes that encourage more understanding of the cross-culture issues for international students.
27. Advising staff on issues relating to international students.
28. Researching key issues which relate to the experience of international students and their interface with the university and the community at large.
29. Reporting on findings of research and increasing awareness of significant issues raised by research into international students' experiences.

Multi-cultural/ethnic minority student services

Purpose/functions

1. To provide activities/policies that promote access to developmental, social, academic and recreational higher education programmes for qualified persons.
2. To provide opportunities for multi-cultural students to develop the necessary skills for inclusion into the main culture.
3. To develop learning opportunities for the university community to appreciate its multi-ethnicity and diversity.
4. To foster and develop a climate that encourages and promotes the inclusion of all cultures into a unified, multi-dimensional society.

Typical activities

1. Assessing multi-cultural student needs and developing key support systems.
2. Developing specialized orientation activities, programmes and events that complement such institutional activities.
3. Assisting multi-cultural students to assess their academic goals and skills.
4. Providing the appropriate support services that help multi-cultural students to achieve their educational goals and develop their personal career paths.
5. Providing programmes that enhance knowledge/skills for academic success.
6. Providing opportunities for multi-cultural students to develop a deeper understanding and a better knowledge of their culture, heritage and history.
7. Identifying and offering appropriate multi-cultural mentors and role models.
8. Supporting and encouraging a diverse curriculum.
9. Developing programmes, activities and events that change prejudicial and stereotypical attitudes and/or behaviours.
10. Developing programmes and opportunities to enhance multi-cultural student understanding and skills necessary for the exercise of leadership.
11. Developing/administering assessment instruments for multi-cultural students to develop understanding of their skills, interests and learning styles.
12. Providing advice, counselling and assistance for multi-cultural students.

New student programmes and services (orientation)

Purpose/functions

1. To facilitate the transition of all new students, first-year, transfer and graduate students, into the institution.

2. To assist new students in understanding the purposes of higher education and the mission of the institution.
3. To prepare new students for the institution's educational opportunities.
4. To initiate the integration of new students into the intellectual, cultural and social climate of the institution.
5. To prepare students for the diverse campus environment they will encounter.
6. To assist new students in understanding their academic responsibilities.
7. To provide new students with information about academic policies, procedures and programmes so they can make well-informed choices.
8. To inform new students about the availability of services and programmes.
9. To assist new students in becoming familiar with campus/local environments.
10. To provide new students with information/opportunities for self-assessment.
11. To provide relevant orientation information and activities to the new students' primary support groups (e.g. parents, guardians, spouses and children).
12. To improve student retention by providing a clear and cogent introduction to the institution's academic community.
13. To provide orientation programmes for parents of students.

Typical activities

1. Explaining the overall purpose of higher education and how this general purpose translates to the institution they are attending.
2. Explaining faculty, staff and student roles, responsibilities and expectations.
3. Describing the expectations of students in regard to scholarship, integrity, conduct, financial obligations, and ethical use of technology.
4. Providing information clarifying relevant administrative policies/procedures.
5. Explaining class scheduling and registration processes and providing assistance from qualified faculty, staff, or peer academic advisors for developing educational plans.
6. Assisting students in utilizing course placement examinations, interest inventories, and study skills assessments in selecting a major and appropriate course.
7. Identifying appropriate referral resources, such as counsellors and advisors, and providing information about relevant services and programmes.
8. Providing new students with personal health and safety information.
9. Providing social and informational programmes for parents of new students.
10. Providing opportunities for new students to interact with faculty and staff.
11. Providing information about the physical layout of the campus including the location of key offices and functions.

12. Providing opportunities for new students to interact with continuing students to develop a sense of identification with and belonging to the institution.
13. Attending to needs of sub-groups of students, e.g. students with disabilities, athletes, adult, lesbian/gay/bisexual/transgendered students (LGBT), multi-cultural and international students.
14. Employing a diverse staff to reflect the diversity of the campus student population, to ensure the existence of identifiable role models for students that enrich the campus community.

Services for lesbian/gay/bisexual/transgendered (LGBT) students

Purpose/functions

1. To provide referrals and other informational resources to students, faculty, and staff on LGBT students.
2. To serve as an advocate for LGBT students.
3. To raise consciousness among various constituencies regarding the special issues facing LGBT students including safety on and off campus.
4. To provide training for key campus personnel, e.g. counsellors, faculty, student services workers, resident assistants, etc. regarding LGBT issues.
5. To develop LGBT related policies for both student and university entities.
6. To provide campus space that enables a LGBT group to organize and meet.

Typical activities

1. Counselling/advising LGBT students on sexual orientation matters.
2. Conducting campus and community workshops on LGBT-related issues.
3. Publishing and distributing an electronic newsletter on LGBT issues.
4. Acting as a drop-in site for LGBT information/support and other concerns.
5. Co-ordinating relationships between LGBT groups on campus and external LGBT academic, religious, social, political and cultural organizations.
6. Serving as an advocate for LGBT students in resolving issues including creating a safe environment on and off campus.
7. Conducting climate surveys regarding the degree to which there is a hostile and potentially unsafe environment for LGBT students.
8. Serving as an advisor to an LGBT student organization.

Sports/recreation/intramurals

Purpose/functions

1. To develop sports, recreation, and intramural programmes based on a student-centred philosophy emphasizing the overall quality of life.
2. To conduct sporting and recreation programmes that foster academic success by being respectful of individual differences and promoting excellence.
3. To provide participation in a variety of recreational sports activities which satisfy the diverse needs of students, faculty and staff, and where appropriate, guests, alumni and public participants.
4. To co-ordinate the use of campus recreation facilities in cooperation with other user units, such as athletics, physical education, and student activities.
5. To provide extracurricular education opportunities through participation in recreational sports and the provision of relevant leadership positions.
6. To contribute positively to institutional public relations by providing significant and high-quality recreational sports programming and serving as an information resource for the community.
7. To co-operate with academic units, focusing on the development of a recreational sports curriculum and accompanying laboratory experiences.
8. To promote learning and development in students by encouraging outcomes such as physical fitness and skill development, satisfying and productive use of leisure time, appreciation of diversity, achievement of personal recreation/conditioning goals, and physical maturity.

Typical activities

1. Co-ordinating recreational programming, facilities and equipment.
2. Supervising all campus recreational programmes and services.
3. Providing informal programmes for self-directed, individualized involvement to meet students' desires to participate in sport for personal fitness and enjoyment.
4. Organizing intramural sports to provide structured contests, meets, tournaments and leagues, limiting participation to campus members.
5. Offering sport clubs that provide opportunities for individuals to organize around a common interest in a sport within or outside the institution.
6. Providing instructional programmes for learning opportunities, knowledge, and skills through lessons, clinics and workshops.
7. Organizing special events, either within or outside the institution, to introduce new sport or related activities that are unique in approach or nature from traditional programmes.
8. Offering outdoor programmes and activities providing participants with opportunities to experience natural environment new challenges.

9. Developing fitness programmes that provide opportunities and assistance to students and others in carrying out their personal exercise programmes.
10. Developing recreation and aquatic programmes.
11. Providing health promotion and well-being programmes.
12. Organizing extramural sports that provide structured tournaments, contests and meets among participants from other institutions.
13. Offering family and youth programmes for members of the campus community.
14. Developing recreation sports programmes for persons with disabilities.
15. Managing the recreation and athletic facilities of the institution/agency.
16. Encouraging programme staff to serve as resources to the community, providing expert advice on recreational issues and activities.
17. Providing recreational activities for students including weight training, exercise and fitness centres, jogging/walking courses, canoe/kayak rentals, tennis/golf/squash courts, etc.

Student discipline/conduct standards

Purpose/functions

1. To educate students and the community-at-large (including parents) on university rules and regulations.
2. To resolve any conflict in which a student is involved (student vs. student, faculty vs. student, staff vs. student).
3. To complement the efforts of other units or individuals such as faculty, police and residential life in providing an environment that is conducive to learning by consistently enforcing university policies and regulations.
4. To help students use mediation and other alternative dispute resolution methods.
5. To administer the disciplinary process in a manner that respects the due process rights of students while maintaining the integrity of the institution.
6. To use student misconduct to educate students on critical issues such as tolerance, good citizenship, substance abuse, and relationship violence.
7. To educate students on current legal issues related to student conduct.

Typical activities

1. Explaining the unit's role through new student/parent orientation programmes.
2. Training all staff members responsible for the administration of the disciplinary process.
3. Conducting educational programmes for students in the residence halls and student organizations about the disciplinary process upon request.

4. Sanctioning students responsible for misconduct through a trained university hearing panel comprised of students, faculty and staff.
5. Advising students on their options in the disciplinary process.
6. Administering a database that includes disposition and records of the involvement of guilty students in misconduct cases.
7. Designing appropriate sanctions to educate students on their behaviour risks.
8. Implementing sanctions by acquiring the expertise to do so or seeking individuals that possess the expertise.
9. Holding students accountable for completing their educational sanctions by assigning additional sanctions to students that failed to complete them.
10. Training all staff members involved in alternative dispute resolution programmes.
11. Conducting mediation sessions.
12. Providing statistics on student judicial actions to local and student media.
13. Administering all budgets involved in the implementation of mediation and substance abuse programmes.

Student housing/accommodation and residential life

Purpose/functions

1. To provide safe, comfortable, well-maintained and supportive on-campus accommodation for students.
2. To maintain a long-range facilities plan for on-campus student accommodation that is in keeping with institutional goals.
3. To integrate student accommodation goals with those of the academic programme of the institution.
4. To provide sound management and leadership to operate the student accommodation unit in an effective and efficient manner.
5. To provide students/staff with technology infrastructure and assistance.
6. To create opportunities for students to get involved in leadership and governance opportunities in residence life, organizations and activities.
7. To develop a code of conduct expectations for students and for faculty/staff in relation to on-campus living.
8. To form student governing boards that will plan/organize programming in the residence halls and advocate for student living area interests.
9. To carry out planning, evaluation and assessment activities as necessary.
10. To foster a residential environment in which all members promote respect and hold each other accountable for their actions.

Typical activities

1. Planning and carrying out study and recreational activities in the residence halls including quiet periods for study.
2. Co-ordinating academic advising, career planning, time management, and instructional activities within the housing and other units as appropriate and in co-ordination with various academic and other units within the institution.
3. Offering a variety of living options including individual, group, alcohol/smoke-free, undergraduate, graduate, disability, first year, and other options.
4. Providing mentoring and student development programmes.
5. Advising residence hall governments and student organizations.
6. Providing staff training and development support.
7. Hiring and training students to become resident assistants, peer assistants and resident advisors to their peers in a live-in environment.
8. Conducting student misconduct disciplinary hearings in cases that originate in student housing.
9. Offering summer housing options for conferences, workshops and camps.
10. Operating a physical fitness centre in the student housing area and in co-operation with health and recreation units on campus.
11. Organizing volunteer activities for residence hall students.
12. Conducting research on students living in on-campus housing.

Student registration and records

Purpose/functions

1. To serve as the custodian of student registration and other records such as course grades and academic transcripts.
2. To interact with campus and community organizations and agencies regarding class schedules, registration for and enrolment in classes.
3. To serve as the official keeper of student academic records.

Typical activities

1. Having contact with all students every academic term regarding enrollment, registration, academic evaluation (grades) and class schedules.
2. Maintaining contact with every teaching faculty member, academic department, college, school and division of the institution regarding class schedules, registration, grades and student records.
3. Recording and issuing student performance indicators for completed coursework, e.g. grades, credits.

4. Representing the institution as the official student records keeper in formal contacts with courts systems, legislators, banks, business firms, and all former students.

Women's centre

Purpose/functions

1. To promote a safe psychological/physical campus environment for women.
2. To assist/support all individual women students in times of personal crisis.
3. To provide programmes designed to enhance graduation rates, the development of leadership abilities and the personal growth of women students.
4. To provide assistance/expertise to the educational community on issues relative to women students (security, harassment, sexual violence, etc.).
5. To train women students to establish campus health and well-being programmes.
6. To provide informational and educational programmes to all members of the educational community on the rights and needs of women students.

Typical activities

1. Providing one-to-one support to individual women students in crisis.
2. Establishing/managing a centre where women feel safe and welcome.
3. Organizing conferences and various social and cultural activities designed to inform and engage the community in discussion of women's issues.
4. Creating and managing a documentation centre on women's issues.
5. Supporting various student groups in their promotion of women's issues.
6. Organizing campus events/activities promoting women's rights and issues.
7. Working with educational leaders to develop recruiting programmes for potential women students and various accessibility support mechanisms to facilitate transition to higher education and, eventually, the work force.

Section VI: Higher education student affairs and services resources and contacts

The 1990s saw a growing interest in furthering communications and sharing professional development experiences among student affairs and services practitioners around the world. The following resources and contact information is reflective of only a part of that increased activity.

The information is categorized by continent, region, and country. Readers who have more information, or more accurate information than that listed here, are asked to contact Roger Ludeman, IASAS Chair, at the following email address: ludemanr@mail.uww.edu.

Africa

Algeria

Union nationale des étudiant(e)s Algérien(ne)s (UNEA)
E-mail: unea_dz@hotmail.com

Benin

Fédération nationale des étudiant(e)s du Bénin (FNEB)
Contact: zolla@syfed.bj.org

Egypt

Supreme Council of Universities (SCU)
Website: <http://www.frcu.eun.eg/www/supreme.html#date>

The American University in Cairo
Contact: Jan Demming Montassir, Dean of Students, Cairo, Egypt
E-mail: jan_m@auc-acs.eun.eg

Ghana

National Union of Ghana Students (NUGS)
Website: <http://www.ug.edu.gh/ugstud.htm#NUGS>

Mauritius

Mauritius Union of Student Councils (MUSC)
E-mail: pmootoo@int.net.mu

Mozambique

Associacao dos Estudantes Universitarios de Macambique (AEU)
E-mail: kepa@zebra.uem.mz

South Africa

National Association for Student Development Practitioners (NASDEV)
Contact: Eric Segomotso Sebokedi, President
E-mail: Sebokedis@mail.pentech.ac.za

South African Association of Senior Student Affairs Professionals (SAASSAP)
E-mail: Reginald@TechPTA.AC.ZA

South African Students Congress (SASCO)
Website: <http://www.rucus.ru.ac.za/~sasco/>

Zambia

University of Zambia Student Union (UNZASU)
E-mail: unzasu@unza.zm

Asia/Pacific Rim

Regional

Asia Pacific Student Services Association (APSSA)
Website: <http://www.home.ust.hk/~sanet/apssa.htm>

Australia/New Zealand

The Australian and New Zealand Student Services Association (ANZSSA)
Website: <http://www.anzssa.org>

International Student Advisers Network of Australia (ISANA)
Contact: Patrick Willix, ISANA President
E-mail: pwillix@nd.edu.au

National Association of Australian University Colleges (NAAUC)
Website: <http://www.latrobe.edu.au/www.naauc/contact.htm>

Student Housing Officers Association of Australia (SHOAA)
Website: <http://www.vut.edu.au/ss/shoaa.html>

Student Financial Aid Network (SFAN)
Contact: Mark Jones at m.jones@student_services.unimelb.edu.au

Tertiary Education Disability Council (TEDCA Ltd.)
Website: <http://www.canberra.edu.au/pathways/tedca.htm>

Bangladesh

Students of Unity of Bangladesh (SUB)
E-mail: omasis@citechco.net

China, People's Republic of

Association of Normal University Student Affairs in China (ANUSAC)
Contact: Wu Zhigong, Vice President for Student Affairs, Beijing Normal University
E-mail: wzhg@bnu.edu.cn

Hong Kong Student Services Association (HKSSA)
Website: <http://www.hku.hk/cepe/hksa/frame.htm>

Japan

Association of Private Colleges and Universities in Japan
Contact: Kiichi Nitooh, Director of Student Affairs, 4-2-25 Kudan Kita, Chiyoda-ku, Tokyo 102 Japan

Japan Association for Foreign Student Affairs (JAFSA)
Contact: International Center, Keio University, 2-15-45, Mita Minato-ku, Tokyo 108-0073
Japan. Tel: 81-3-3453-4511, ext. 2358. Fax: 81-3-3769-2047

National Universities Association, Student Affairs Section
Contact: Yasuo Takegama, Director of Student Affairs, Osaka University, 1-1 Yamada Gaoka, Suita City 565 Japan

Mongolia

Union of Mongolian Students (UMS)
E-mail: aimncc@magicnet.mn

Nepal

All Nepal National Free Student Union (ANNFSU)
E-mail: uml@mos.com.np

Philippines

National Union of Students of the Philippines (NUSP)
Website: <http://www.geocities.com/CollegePark/Field/4927/nusp.htm>

Singapore

Nanyang Technological University (NTU)
Website: <http://www.ntu.edu.sg/>

Europe

Regional

European Association of International Education (EAIE)
Contact: Janny van Wijk, PR Officer
E-mail: eaie@eaie.nl
Website: <http://www.eaie.org/>

European Council of Student Affairs (ECStA)
Contact: Dieter Schaferbarthold
E-mail: dsw@studentenwerke.de

European Democrat Students (EDS)
Website: <http://edsnet.org>

European Forum for Student Guidance (FEDORA)
Contact: President, Margaret Dane
E-mail: M.Dane@hw.ac.uk
Website: <http://www.uni-karlsruhe.de/~fedora>

National Union of Students in Europe (ESIB)
Website: <http://www.esib.org/>

Austria

Austrian National Union of Students, Osterreichische Hochschulerschaft (OH)
Website: <http://www.oeh.ac.at>

Institut for Informatik Modellversuch (Partner under the Workable Centre Network Europe programme for students/graduates with disabilities)
Contact: Klaus Miesenberger, University of Linz. Tel: +43(0)73224689232.
Fax: 43(0)73224689322

Belarus

Belarusian Students Association (BSA)
E-mail: Bsa@bsa.org.by

Belgium

Conseil interuniversitaire de la Communauté Française (CIUF)
Website: <http://www.ciuf.be>

Fédération des étudiant(e)s francophones (FEF)
Website: <http://www.fef.be>

Vereniging van Vlaamse Studenten (VVS)
Website: <http://www.vvs.ac>

Bosnia and Herzegovina

Students Union Bosnia-Herzegovina (SUBiH)
Website: <http://www.soros.org.ba/~srce>

Bulgaria

American University in Bulgaria
Contact: Jill M. Rasmussen, Director of Campus Living, American University in Bulgaria
E-mail: Jill@aubg.bg
Website: <http://www.aubg.bg>

Union of Bulgarian Students (UBS)
Contact: Ubs_bulgaria@yahoo.com

Croatia

Croatian Student Union (CSU)
Website: <http://www.sl.hr>

Cyprus

Pancyprian Federation of Student Unions (POFNE)
Website: <http://www.pofne.org.cy>

Denmark

Danske Studerendes Faellesrad (DSF)
Website: <http://www.dsfnat.dk>

Landssammenslutningen af Moderate Studenter (LMS)
Website: <http://www.danstud.dk/lms>

Estonia

Federation of Estonian Student Unions (FESU)
Website: <http://www.eyl.ee>

Finland

Finnish Student Housing, Ltd.
Contact: Kelervo Haverinen, Managing Director, Kalevankatu 4 A 16, FIN-00100, Helsinki, Finland. Tel: +358 9 68033450. Fax: +358 9640433

Social Insurance Institution, Centre for Student Financial Aid
Website: <http://www.kela.fi/opintotuki/>

Suomen Yliopptiaskuntien Liito (SYL)
Website: <http://www.syl.helsinki.fi>

Suomen Ammattikorkeakouluopiskelijayhdistysten Litto (SAMOK)
E-mail: samok@samok.fi

France

Centre national des œuvres universitaires et scolaires (CNOUS)
Contact: Denis Lambert, Sous-directeur, CNOUS, 69, quai d'Orsay, 75 007 Paris, France.
Tel : 01 44 18 53 57; Fax : 01 45 55 48 49
Website: <http://www.cnous.fr/>

Fédération des associations générales étudiantes (La FAGE)
Website: <http://www.fage.asso.fr>

Union nationale des étudiant(e)s de France (UNEF)
Website: <http://www.unef.eu.org/>

Union nationale des étudiant(e)s indépendante et démocratique (UNEF-ID)
Website: <http://www.unef-id.org>

Germany

Beratungsstelle für Behinderte Studienbewerber und Studenten des Deutschen
Studentenwerke, Advice Centre for University Applicants and Students with Disabilities at the
German National Association for Student Affairs
Website: <http://www.studentenwerke.de>

Deutsches Studentenwerk (DSW) – National Student Affairs Association in Germany
Website: <http://www.studentenwerke.de>

Freier Zusammenschluss von Studentinnenschaften (FZS)

Website: <http://www.studis.de/fzs> or <http://www.pbjacon.de/studierende-fzs/english/>

SZS - Partner under the Workable Centre Network Europe Programme for Students/Graduates with Disabilities (see Europe, Regional)

Contact: Ingo Kessiger, University of Karlsruhe, Karlsruhe, Germany.

Tel: +49(0)7216082760. Fax: 49(0)721697377.

Greece

National Youth Foundation

Contact: National Youth Foundation, Syngrou AV 126, Athens 17610 Greece

Tel: 00301-9215271. Fax: 00301-9217103

University of Athens-Department of Psychology: Counseling Centre for Students

Contact: Despina Sidiropoulou, Career Counselor, University of Athens Department of Psychology, School of Philosophy, Pamepistimiopolis, Ilissia 15784 Greece

Tel: +30 1 724 9000. Fax: +30 1 724 89 79.

Hungary

National Conference of Students in Hungary (HOOK) - Active student association for all college/university students in Hungary

Website: <http://www.sc.bme.hu/hook>

Iceland

Studentarad Haskola Islands (SHI)

Website: <http://www.shi.hi.is>

Ireland

Association of Graduate Careers Services in Ireland (AGCSI)

Website: <http://www.gradireland.com>

Confederation of Student Services in Ireland (CSSI)

Website: <http://www.tcd.ie/physiology/cssi>

Union of Students in Ireland (USI)

Contact: education@usi.ie

Italy

ASPFI - Partner under the Workable Centre Network Europe Programme for Students/Graduates with Disabilities (see Europe, Regional)

Contact: Marina Vriza, Via Arenti 6/8, Bologna, Italy. Tel: +39(0)51277811

Fax: +39(0)51224116

Centro Ricerche Orientamento e Sviluppo Socio Professionale (CROSS)

Website: <http://www.mi.unicatt.it>

Fondazione Residenze Universitarie Internazionali (The RUI Foundation)

Website: <http://www.fondazionerui.it>

UETP - Partner under the Workable Centre Network Europe Programme for Students/Graduates with Disabilities (see Europe, Regional)
Contact: Valerio Gramentieri, Florence, Italy. Tel: +39(0)552757748
Fax: +39(0)552381485

Unione degli Universitari (USU)
Website: <http://www.udu.org>

Latvia

Latvian Student Union (LSU)
Website: <http://www.lanet.lv/~lsa>

Lithuania

Lithuania Christian College Dean of Students Office
Contact: Melanie Humphreys, Dean of Students
E-mail: melh@lcc.lt
Website: <http://www.lccbc.org>

Lithuanian National Union of Students (LSS)
Website: <http://www.lss.lt>

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Union nationale des étudiant(e)s du Luxembourg (UNEL)
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National Student Union of Macedonia (NSUM)
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Malta

Kunsill Tal-Istudenti Universitarji (KSU)
Website: <http://www.ksu.org.mt>

Netherlands

Consortium for Innovation in Adult Vocational Education
Website: <http://www.bve.nl/>

EEGA - Partner under the Workable Centre Network Europe Programme for Students/Graduates with Disabilities (see Europe, Regional)
Contact: Gerard Kemna, Bome, The Netherlands. Tel: +31(0)74266855
Fax: +31(0)742668595

Handicap en Studie, Foundation for Handicap and Study
Website: <http://alpa.nedernet.nl/~hens>

Landelijke Studenten Vakbond (LSVb)
Website: <http://www.lsvb.nl>

Norway

Association of Norwegian Students Abroad, Samskipnaden for Norske Studenter I Utlandet - (ANSA)

Website: <http://www.ansa.no/>

Norsk Studentunion (NSU)

Website: <http://www.nsu.no>

Studentenes Landsforbund (StL)

Website: <http://www.studenthuset.no/stl>

Poland

Parlament Studentow Rzeczypospolitej Polskiej (PSP)

Website: <http://www.psrp.com.pl>

Polish Students' Association (ZSP)

Website: <http://www.atm.com.pl/~zsp/english.htm>

Zrzeszenie Studentow Polskich (ZSP)

E-mail: zsp@zsp.wroc.pl

Portugal

CNASES

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E-mail: milan.koritnik@uni-lj.si

Students Union of Slovenia (SSU)

Website: <http://www.sou.uni-lj.si>

University of Maribor Student Housing Services

Website: <http://www.uni-mb.si/sdom.html>

Spain

Consejo de Colegios Mayores Universitarios de España

Contact: Enrique Iglesias H., Delegado General

Website: <http://www.ugr.es/~ccmmes/>

Sweden

LADOK (A computer based student admission and documentation system for all Swedish universities)

Website: <http://www.ladok.umu.se/>

National Reference Group for Students with Disabilities
Contact: Majken Wahlstrom
E-mail: majken.wahlstrom@sb.su.se

Swedish National Union of Students, Sveriges Förening Studentkårer (SFS)
Website: <http://www.sfs.se/>

Switzerland

Verband d. Schweizerischen Studentinnenschaften (VSS/UNES)
Website: <http://www.vss-unes.ch>

United Kingdom of Great Britain and Northern Ireland

Association of Graduate Careers Advisory Services (AGCAS)
Contact : AGCAS Administration Manager, c/o University of Sheffield Careers Service, 8/10
Favell Road, Sheffield, S3 7QX, United Kingdom
Email: j.e.civil@sheffield.ac.uk
Website: <http://www.agcas.csu.ac.uk>

Association of Managers of Student Services in Higher Education (AMOSSHE)
Website: <http://www.amoshe.org.uk>

Association for Student Residential Accommodation (ASRA)
Contact: Isobel Clifford, Honorary Secretary, ASRA, University of St. Andrews, St. Andrews,
Scotland, United Kingdom
E-mail: imc@st-andrews.ac.uk

British Association for Counselling (BAC)
Website: <http://www.bac.co.uk/>

Higher Education Careers Services Unit (CSU)
Contact: CSU, Prospects House Booth Street East, Manchester, M13 9EP, United Kingdom
E-mail: comments@csu.ac.uk
Website: <http://www.prospects.csu.ac.uk>

National Association for Managers of Student Services in the United Kingdom (NAMSS)
Website: <http://www.namss.org.uk/>

National Union of Students (NUS)
Website: <http://www.nus.org.uk/>

NUS/USI Northern Ireland Student Centre
Website: <http://www.nus-usi.org.uk>

RNIB. Partner under the Workable Centre Network Europe Programme for
Students/Graduates with Disabilities
Contact: Gordon Dryden, Loughborough, United Kingdom
Tel: +44(0)1509 211 995. Fax: +44(0)1509 232 013

SKILL - National Bureau for Students with Disabilities
Contact: Barbara Waters, Director, SKILL, London, United Kingdom
E-mail: skillnatburdis@compuserve.com

UK Student Unions Index. Web-based student media venture
Website: <http://www.stu.uea.ac.uk/info/uksu.html>

WORKABLE. Partner under the Workable Centre Network Europe Programme for Students/Graduates with Disabilities
Contact: David Bennett, London, United Kingdom. Tel: +44(0)1712671415
Fax: +44(0)1712678101

Yugoslavia

Studentska Unija Jugoslavije (SUJU)
E-mail: S_U_S@mail.com

Latin America and the Caribbean

Regional

West Indian University Student Services Association (WIUSSA)
Contact: Gloria Barrett-Sobers, Registrar, University of the West Indies, Kingston 7, Jamaica

Argentina

Federacion Universitaria Argentina (FUA)
Website: <http://www.fua.org.ar/>

Brazil

Uniao Brasileira dos Estudantes Secundaristas (UBES)
Website: <http://estudentenet.zip.net/>

Uniao Nacional des Estudantes (UNE)
Website: <http://www.UNE.org.br>

El Salvador

Asociación General de Estudiantes Universitarios Salvadoreños (AGEUS)
E-mail: AGEUS@biblio.ues.edu.sv

Guatemala

Asociación de Estudiantes Universitarios (AEU)
E-mail: aeu@usac.edu.gt

Mexico

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Nicaragua

Unión Nacional de Estudiantes de Nicaragua (UNEN)
E-mail: cnuni@tmx.com.ni

Trinidad and Tobago

Guild of Undergraduates (GU/TT)
E-mail: dpres@hotmail.com

Uruguay

Asociación Social y Cultural de Estudiantes de la Enseñanza Pública-Federación de Estudiantes Universitarios del Uruguay (ASCEEP-FEUU)
E-mail: b_ne@pl.parlamento.gub.uy

Middle East

Israel

National Union of Israeli Students (NUIS)
E-mail: nuis@post.tau.ac.il

Kuwait

National Union of Kuwait Students (NUKS)
Website: <http://kuc01.kuniv.edu.kw/~nuks/index.htm>

Palestinian Autonomous Territories

General Union of Palestine Students (GUPS)
Website: <http://www.alquds.org/gups>

United Arab Emirates

The American University in Dubai (AUD)
Contact: Sonia Ghazal, Dean of Student Services, Dubai, United Arab Emirates
E-mail: sghazsal@aud.edu

North America

Regional

The Council of Higher Education Management Association (CHEMA)
Website: <http://chema-www.colorado.edu/>

Canada

Atlantic Association of College and University Student Services (AACUSS), Association des Services aux Etudiants des Collèges et Universités de l'Atlantique (ASECUA)
Website: <http://www.upei.ca/~aacuss/>

Canadian Alliance of Student Associations (CASA)
Website: http://www.casa.ca/english/nat_office.htm

Canadian Association of College and University Student Services (CACUSS)
Website: <http://www2.cacuss.ca/>

Canadian Federation of Students (CFS)
Website: <http://www.cfs-free.ca/>

Learning Disability Association of Canada (LDAC)
Website: <http://www.ldac-taac.ca>

United States of America

Disability related

Assistive Technology Industry Association (ATIA)

Website: <http://www.atia.org>

Association of Higher Education and Disability (AHEAD)

Website: <http://www.ahead.org>

Disability Rights Education and Defense Fund, Inc.

Website: <http://www.dredf.org>

National Association of ADA Coordinators

Website: <http://www.ci.long-beach.ca.us/human/naadac.htm>

General higher education

American Association of Community Colleges (AACC)

Website: <http://www.aacc.nche.edu>

American Association for Higher Education (AAHE)

Website: <http://www.aahe.org>

American Council on Education (ACE)

Website: <http://www.acenet.edu>

Association for Experiential Education (AEE)

Website: <http://www.aee.org>

Association of American Colleges & Universities (AAC & U)

Website: <http://www.aacu-edu.org>

American Educational Research Association (AERA)

Website: <http://www.aera.org>

Association of State Colleges and Universities (AASCU)

Website: <http://www.aascu.org>

Council for Advancement and Support of Education (CASE)

Website: <http://www.case.org>

National Association of State Universities and Land Grant Colleges (NASULGC)

Website: <http://www.nasulgc.nche.edu>

Student affairs related

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

Website: <http://www.aacrao.com>

American College Health Association (ACHA)

Website: <http://www.acha.org>

American College Personnel Association (ACPA)

Contact: Carmen G. Neuberger, Executive Director. E-mail: cgn@acpa.nche.edu

Website: <http://www.acpa.nche.edu/>

American Counseling Association (ACA)

Website: <http://www.counseling.org/>

Association for Student Judicial Affairs (ASJA)

Website: <http://asja.tamu.edu/>

Association for Support of Graduate Students (ASGS)

Website: <http://www.asgs.org>

Association of College and University Housing Officers - International (ACUHO-I)

Website: <http://www.acuho-i.org>

Association of College Unions International (ACUI)

Website: <http://acuiweb.org/indexn.asp>

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

Website: <http://www.CAS.edu>

Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education

Website: http://www.lgbtcampus.org/LGBT_directors_list.html

International Association of Campus Law Enforcement Administrators (IACLEA)

Website: <http://www.iaclea.org>

Learning Disability Association of America (LDAA)

Website: <http://www.ldanatl.org>

NAFSA: Association of International Educators (NAFSA)

Contact: Robert Stableski, Deputy Executive Director, Professional Development Services.

Email: roberts@nafsa.org

Website: <http://www.nafsa.org>

National Academic Advising Association (NACADA)

Contact: Bobbie Flaherty, Executive Director, Kansas State University

Email: flaherty@ksu.edu

Website: <http://www.nacada.ksu.edu>

National Association for Developmental Education (NADE)

Contact: Armand Policicchio, Chair, International Access Committee

Email: armand.policicchio@sru.edu

Website: <http://www.nade.net>

National Association for Equal Opportunity in Higher Education (NAFEO)

Website: <http://www.nafeo.org>

National Association of College Admissions Counselors (NACAC)

Website: <http://www.nacac.com>

National Association of Campus Activities (NACA)

Website: <http://www.naca.org>

National Association of College Stores (NACS)

Website: <http://www.nacs.org>

National Association of Women in Education (NAWE)

Website: <http://www.nawe.org/>

National Association of Student Affairs Professionals (NASAP)

Website: <http://www.angelfire.com/ga/nasap>

National Association of Student Financial Aid Administrators (NASFA)

Website: <http://www.nasfaa.org/nasfaa/>

National Association of College and University Food Services (NACUFS)
Website: <http://nacufs.org/>

National Association of College Auxiliary Services (NACAS)
Website: <http://www.nacas.org>

National Association of Student Personnel Administrators (NASPA)
Contact: Gwendolyn Jordan Dungy, Executive Director
E-mail: gdungy@naspa.org
Website: <http://www.naspa.org>

National Collegiate Athletic Association (NCAA)
Website: <http://www.ncaa.org>

National Orientation Directors Association (NODA)
Website: <http://www.indiana.edu/~noda1>

Worldwide organizations/resources

Pages Internet (universités) (listes par pays)
Website: <http://www.mit.edu:8001/people/cdemello/geog.html>

International Association of Agricultural Students (IAAS)
Website: <http://www.iaas.de/>

International Association of Dental Students (IADS)
Website: <http://www.iads.ndirect.co.uk/>

International Association for Educational and Vocational Guidance (IAEVG)
Website: <http://www.IAEVG.org/>

International Association for the Exchange of Students for Technical Experience (IAESTE)
Website: <http://www.iaeste.org/>

International Association of Student Affairs and Services (IASAS)
Contact: Roger B. Ludeman, IASAS Chair
E-mail: ludemanr@mail.uww.edu

The International Consortium of Educational Development (ICED)
Website: <http://www.abo.fi/ied/iced.htm>

International Federation of Medical Students' Associations (IFMSA)
Contact: Barbara Schimmer, IFMSA-UNESCO liaison officer. E-mail: arschimmer@hotmail.com
Website: <http://www.ifmsa.org>

International Forestry Students Association (IFSA)
Contact: André Breytenbach,
President. E-mail: Secretariat@ifsa.net

International Movement of Catholic Students/Mouvement International des Etudiants
Catholiques (IMCS-MIEC)
Contact: Antonius Budi Tjahjono, President
E-mail: MIEC@compuserve.com

International Student Union (ISU)
Website: <http://www.stud.unit.no/studorg/fsu/>

International Union of Students (IUS)

Website: <http://www.stud.uni-hannover.de/gruppen/ius/>

Contact: : Liz Carlyle, IUS@pemail.net
or Ingo Jager, INGOJ@jumbo1-h.leine.de

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Education Information Service

Website: <http://www.education.unesco.org>

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Division of Higher Education, Section for Reform and Innovation in Higher Education

Website: <http://www.unesco.org/education/wche>

World Association for Cooperative Education (WACE)

Website: <http://www.waceinc.org>

Other organizations/resources

Global Alliance for Transnational Education (GATE)

Database that is an informational resource for the evaluation of academic credentials, transnational education, and training opportunities from accredited institutions worldwide.

Website: <http://www.edugate.org/>

Global Education Database 2000 (GED 2000)

Complete database developed by the US AID Center for Human Capacity Development to provide the agency and its development partners with selected statistical data on international education in an easy-to-use electronic format. The GED is an outgrowth of the Statistical Profile of Education in Sub-Saharan Africa (SPESSA) sponsored by the Association for the Development of Education in Africa (ADEA).

Website: http://www.usaid.gov/educ_training/ged.htm

Higher Education Development International (HiED)

Website formed for the purpose of improving teaching and learning in universities and colleges around the world.

Website: <http://www.abo.fi/hied/>

The International Education Forum

An electronic forum that provides resources and links for several international education organizations and projects.

Website: <http://www.uta.fi/FAST/forum/>

International Handbook of Universities

Listing of 4,000 institutions in 169 countries and territories. Groves Dictionaries, New York, N.Y., United States. Tel: 212-689-9200. Fax: 212-689-9711.

Internet Headquarters for Student Governments (IHSG)

Clearing-house for ideas, links, student issues. Gives student governments worldwide the chance to interact with each other.

Website: <http://www.umn.edu/~ihsg/about.html>

World Academic Database (WAD) and World List of Universities and Other Institutions of Higher Education - Combined information of IAU and TRACE (International Higher Education Information Network).

Website: <http://www.unesco.org/general/eng/partners/ong/iau/index.html>

Appendix

1. Writing team

In addition to the excellent ideas and suggestions received from around the world, the following individuals volunteered to assist in writing and editing of the final draft of the Student Services Manual (E-mail addresses are provided for those who wish to follow up with any of the contributors to this Manual):

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2. List of project affiliates (individuals)

The project affiliates are individuals who have indicated their interest in and support of the IASAS/UNESCO Student Affairs and Services Manual project. Their affiliation is based on their personal support and not necessarily that of their institution/organization.

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3. List of non-governmental organizations (NGOs), affiliates interested in and supporting this project

The project NGO affiliates are organizations that have indicated their interest in and support of the IASAS/UNESCO Student Affairs and Services Manual project.

American College Health Association (ACHA), United States

American College Personnel Association (ACPA), United States

Association of Normal University Student Affairs in China (ANUSAC)

Association of Managers of Student Services in Higher Education (AMOSSHE), United Kingdom

Australia/New Zealand Student Services Association (ANZSSA)

Centre National des Œuvres Universitaires et Scolaires (CNOUS), France

Canadian Association of College and University Student Services (CACUSS)

Confederation of Student Services in Ireland (CSSI)

Consejo de Colegios Mayores Universitarios de España (CCMU)

Council for the Advancement of Standards in Higher Education (CAS), United States

Deutsches Studentenwerk (DSW), Germany

European Association of International Education (EAIE)

European Democrat Students (EDS)

FEDORA (European Forum for Student Guidance)

International Association for the Exchange of Students for Technical Experience (IAESTE)

International Association of Agricultural Students (IAAS)

International Association of Dental Students (IADS)

International Forestry Students Association (IFSA)

International Movement of Catholic Students / Mouvement international des étudiants catholiques (IMCS / MIEC)

International Union of Students (IUS)

International Federation of Medical Students' Associations (IFMSA)

NAFSA – Association of International Educators, United States

National Academic Advising Association (NACADA) , United States

National Association of College Auxiliary Services (NAAS) , United States

National Association for Developmental Education (NADE) , United States

National Association of Student Development Practitioners (NASDEV), South Africa

National Association of Student Personnel Administrators (NASPA), United States

South African Association of Senior Student Affairs Professionals (SAASSAP), South Africa

The Association of College and University Housing Officers – International (ACUHO-I)