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# The role of student services in promoting internationalisation

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# Introduction

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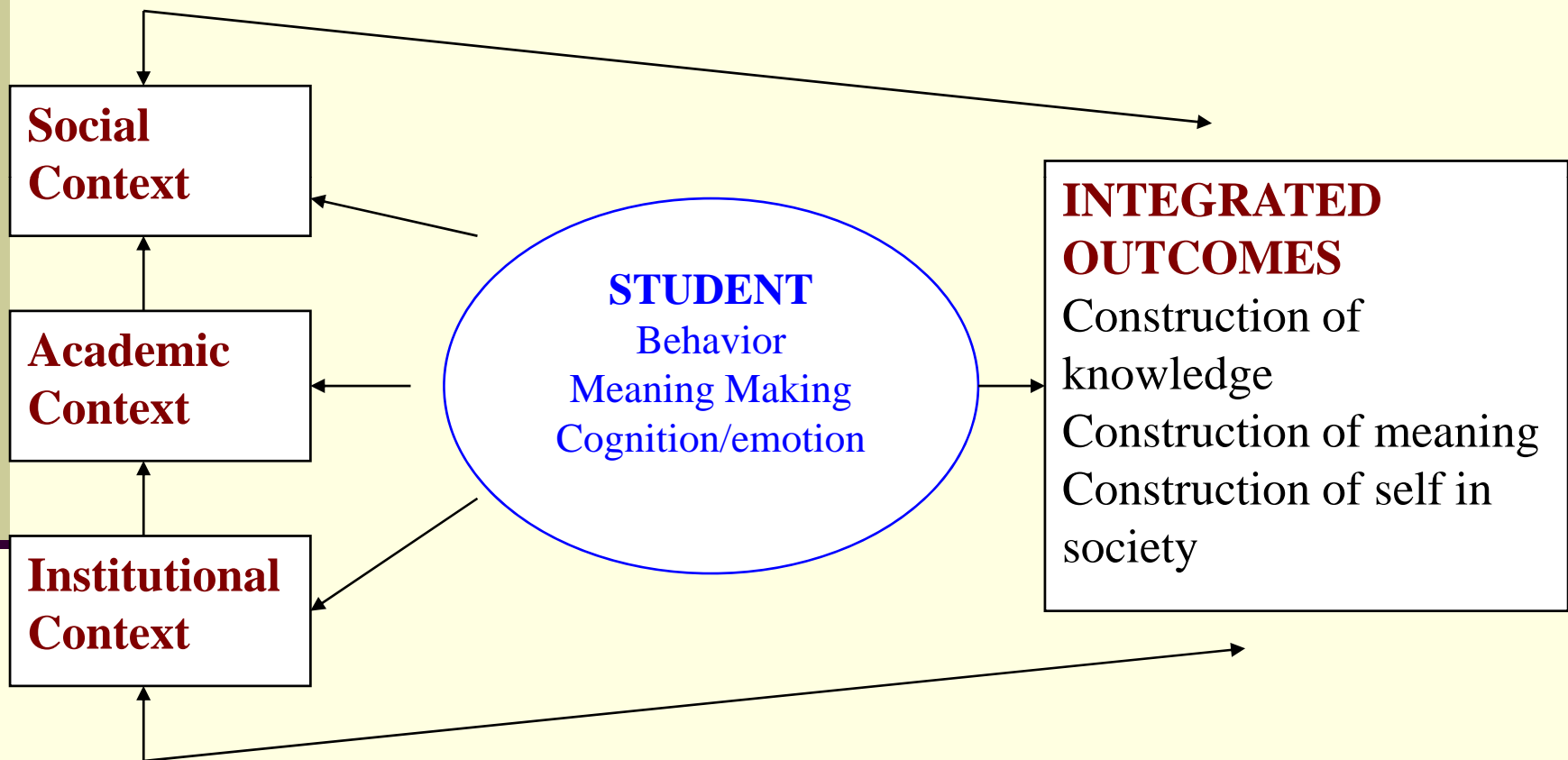
- Research into Student Services
- Career at the Central European University
- Researching universities in Central and Eastern Europe
- Comparative perspective: US – UK – continental Europe
- Led by theory and research in the United States
- US Accreditation

# A comparative perspective (US)

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- United States: research in educational psychology since the 1950s, growth of higher education management as a subject area in the 1980s
- Massification (1960s), institutional growth, modernisation, competition, retention, and learning outcomes
- Policy level: Student support – an explicit and thoroughly formulated requirement in institutional accreditation
- Student Affairs, Student Services, Student Development

# *Learning Reconsidered (2004)*



# United Kingdom

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- Concept of pastoral care, residential colleges
- A new focus on teaching and learning
- 1990s – student satisfaction
- Higher education management/ ‘managerialism’
- Quality assurance (QAA)
- Management of learning – academic infrastructure, learning resources, admissions policies, student support (QAA *Handbook for Institutional Audit*, 2006)
- The Student Experience

# Continental Europe

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- Under-explored and undefined area of institutional support
- A variety of functions – student administration
- A ‘back office’ operation
- No understanding of student services as a service for the whole community
- Limited practitioner-research
- Since 2003 – topic emerged in the Bologna documents, EUA Quality Culture studies, EAIE, EAIR, ACA conferences

# Student support in the European public higher education sector

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- Great diversity of HE systems BUT
- Connected with the state; creations of the nation state
- Public universities have a special mandate to serve national purposes: to provide economic advantage, produce new elites, ensure social equity
- Social engineering – massification of HE, wider access to higher education, equal opportunities for diverse student bodies
- HE as a public good sponsored by the state is responsible to the state

# Student Welfare

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- Broader access to HE
- Student Welfare: scholarships, allowance, student loans, student accommodation, dining, health care and social services
- Funded and regulated by the state
- Universities administer support programs but do not own them
- Student support services – a separate administration from academic services



# Academic support services

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- Admission
- Registration and enrolment
- Course planning
- Academic scheduling
- Requirements for progression
- Requirements for graduation
- 'Back office' secretarial administration
- Devolved to separate (independent) faculties

# Fragmented nature of the student support sector

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- 'Student services' (if such a name exists) mean very different things in different institutions, but most often:
  - Social services for students
  - Student welfare
- Universities in continental Europe: Lack of service culture, lack of student services

# Historical factors: two main traditions

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- Anglo-American tradition: residential college campuses, *in loco parentis* responsibilities of academic staff
- High cost of tuition – duty of care expected from universities and colleges
- Student expectations
- Student-centred approach – a recognized philosophy of teaching and learning
- Development of student support programs and services – very customer-oriented

# The German university tradition of the 19<sup>th</sup> century

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- Enduring influence of Humboldt's educational reform ideas – core values of university culture
- 1800 – the beginning of the modern university as we know it today
- German idealism and speculative philosophy
- The emancipating power of reason
- The problem of how to unify knowledge and power, reason and state
- Napoleonic wars (1803): Prussia defeated
- Rise of the German nation-state: the idea of identity

# Reworking of History through Culture

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- Culture:
  - Names an identity - **(nation building)**
  - Unifies all knowledge as scientific-philosophical study (*Wissenschaft*) – **(research)**
  - Names a process of development: a cultivation and ennoblement of character (*Bildung*) – **(teaching)**
- In the modern university these three characteristics become inseparable: research and teaching combined means “the nurseries of science” are also “institutions of general culture”
- The role of the University: the only place where research and teaching are inseparable
- The leading role of the professoriate

# The Humboldtian Educational Philosophy

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- *Allgemeine Bildung* – unity of positive knowledge accumulation and a reflective process so that knowledge acquisition becomes a feely autonomous activity, the idea of **absolute science** as opposed to empirical notions of development and maturation  
(pure science, focus on theory rather than application)
- **University autonomy and academic freedom** of the teaching staff (who produce and reproduce knowledge) – the state must protect the university and its freedom of action by means of the individuals it appoints (detachment from social/service engagement)
- Education and cultural identity at the heart of **nation rebuilding** (in service of the state)
- The rise of new nation states in Europe at the beginning of the 20<sup>th</sup> century
- US – Johns Hopkins University

# Inherent academic values – lack of student services

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- Student development is guided by the professor
- Student development is development of cognitive skills
- A pedagogical approach to teaching and training in research
- The university experience seen as separate from the overall psychological development of the student as an individual
- Student activities in the classroom, under the guidance of the professor

# The nation-state university and student involvement

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- The characteristics of the nation-state university are not conducive to student involvement
- Student activism
- The role of the university to control or suppress student activism
- Regulations – the state exercises direct control over support provision
- Prescribed in law - the university does not own it
- Minimal provision



# “Do we need student services?”

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- Lack of understanding of the concept of ‘student development’
- Skepticism about the need for ‘student services’
- Academics (deans) reluctant to entrust student development to non-academic staff
- Limited budget for institutional development
- Lack of strategic planning in this area
- Lack of professional staff (even training programs)
- Low expectations on the part of the students

# The Bologna momentum

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- 1999, Trends I: considerable differences between national student support systems
- 2001, Trends II: need to support student mobility with 'friendly social services, visa policies'
- Focus on student services for international students
- 2001, National Union of Students in Europe: the 'social dimension' of higher education and the role of the students in the Bologna process

# The Bologna momentum

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- 2003, Trends III: student-centred learning, flexible learning paths and access, but no data on the extent to which management, infrastructure and services are being reviewed
- 2002-2006 EUA Quality Culture Project: first definition of student services
- Student services as an institutional task
- 2007, Trends V: the topic of student services has been neglected in European policy debates
- The role student services play in enhancing the attractiveness and competitiveness of EHEA

# Weaknesses in the policy debate

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- Highlighted the need for services
- Initial focus on services for international students to support mobility
- Resulted in services being offered by International offices
- Detracted attention from student services as a core institutional duty
- No adequate definition: wrong assumption that this is a broadly understood concept
- No history of student services provision
- Activities in the institutional margins: how to centralise and integrate?
- No discussion of budget and costs

# The role of student services

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- Support overall institutional development, not just international students
- Cannot promote internationalisation from the position of institutional marginality
- Critical role when conceived and organized as a comprehensive and integrated institutional program for ALL enrolled students
- Function-driven student-centred activities

# Student Support Services

MSCHE: *Characteristics of Excellence in HE*, Standard 9 (2006)

- The support of students toward their educational goals usually requires a well-organized and appropriate program of student services, complemented by good leadership and **broad-based institutional commitment**. Within the scope of the institutional mission, student services can **reinforce and extend the college's influence beyond the classroom**.
- These services promote **the comprehensive development** of the student, and they become **an integral part of the educational process**, helping to strengthen learning outcomes.
- Appropriate and comparable student services should support the learning of **all students** in the context of the institution's mission and chosen educational delivery system.
- The institution should clearly convey to students their roles and responsibilities **as partners in the educational process**.
- **The quality of campus life** often contributes significantly to student learning; therefore **institutions should be attentive to a wide range of student life issues, including mental health and safety**.

# Key Terms

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- **Broad-based institutional commitment to**
  - **Reinforce and extend the college's influence beyond the classroom dedicated to**
  - **The comprehensive development of**
  - **All students**
  - **As partners in the educational process.**
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- **Viewing the educational process as an integrated focus on the student as a whole.**

# Student diversity

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International students represent only one category in the increasing diversity of the student body.

Many categorisations can be made, based upon:

- the type and mission of the institution;
- full-time, part-time, or distance-learning enrolment;
- undergraduate vs. post-graduate students, as well as average age;
- types of programmes (degree vs. non-degree) and delivery methods;
- international degree and non-degree students and percentage of international students in total enrolment
- students from disadvantaged backgrounds
- students with learning difficulties or physical disabilities.



# Types of student services

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## **Student Services**

- Enrolment planning
- Student Recruitment Office
- Admissions Office
- Financial Aid Office
- Student Records Office (Academic Registrar)
- Student Life Office
- Student Health and Counselling Service
- Alumni Relations and Career Services
- Divisional Research and Reporting

## **In cooperation with**

- Academic Departments
- Academic Support Units (Library, Academic Writing Centre, etc.)
- External Relations Office
- IT Department
- Finance Office
- Facilities Management
- Student Residence Centre
- Food Services
- Student Union
- Medical Centre

# CEU Student Services Organizational Chart 2008-2009

Vice President for Student Services

**Student Recruitment  
(7)**

**Student Records and  
Enrollment Services**

**Student Research &  
Special Projects  
(2)**

**Admissions  
Office  
(4)**

**Financial Aid  
(1)**

**Student  
Records  
(3)**

**Student Life  
Office  
(3)**

**Health  
Services &  
Counseling  
(2)**

**Alumni  
Relations &  
Career  
Services (4)**

Recruitment Publications  
Website  
Online application Management  
Enrollment Planning  
Financial Aid Distribution  
US Title IV  
CEU Residence Center

Course Programming  
Student Registration  
Academic Progress  
Transcripts  
Diplomas  
Student Awards

Accommodation  
Health Services & Insurance  
Hung ID Cards  
Personal Counseling  
St. w/ Disabilities  
Student Union  
Student Activities/Residential Life

Alumni Assoc.  
Alumni Relations  
Fundraising  
Career Advising  
Recruitment

**Student Orientation/Student Departure Procedures (all units)  
Graduation**

# What are student services about?

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- The students?
- The institution?

A case for student services as an integral part of the university core: not simply a one-way communication channel from the institution to its students but a **comprehensive management model**, purposefully created to serve the needs of **both** the students and the institution in terms of setting goals, planning, outcomes, effective administration and a two-way communication.

# Multiple Roles

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- Fulfill a duty of care (in legal terms)
- Ensure easy navigation of institutional structures and provide competent assistance
- Interpret the institutional mission
- Understand the diverse characteristics of the student populations and provide adequate service according to need

# Multiple Roles

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- Provide universities with a competitive edge through comprehensive knowledge about the student body as well as extra value
- Support and enhance the student learning experience through involvement, out-of-class activities, and participation in governance and decision-making
- Constitute a core management function, which ultimately serves the institution

# Decentralized vs. Integrated

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- In traditional university structures – decentralized: no unified vision, inconsistencies of practice
- Student academic administration – faculty based
- Student welfare administration – central or outsourced
- Special projects/activities – in the periphery

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# Way forward?

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Discussion