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A DESCRIPTIVE STUDY OF STUDENT AFFAIRS PROGRAMS
AND THEIR ADMINISTRATION IN FEDERAL UNIVERSITIES
LOCATED IN NORTHEASTERN BRAZIL

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A DESCRIPTIVE STUDY OF STUDENT AFFAIRS PROGRAMS AND
THEIR ADMINISTRATION IN FEDERAL UNIVERSITIES
LOCATED IN NORTHEASTERN BRAZIL

By

Zilda de Azevedo Pontes

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ABSTRACT

A DESCRIPTIVE STUDY OF STUDENT AFFAIRS PROGRAMS AND THEIR ADMINISTRATION IN FEDERAL UNIVERSITIES LOCATED IN NORTHEASTERN BRAZIL

By

Zilda de Azevedo Pontes

This study was designed to describe and analyze the administration of student affairs programs in selected Brazilian institutions of higher education. Basically, the study was undertaken to (1) investigate the functions of student affairs practitioners, (2) identify models for administering student affairs, and (3) analyze the models with respect to institutional goals and juridical structure of the university.

A survey method was used to collect the information through interviews and questionnaires. Seventy-four student affairs administrators associated with the selected federal universities participated in the study. The ten universities surveyed were allocated into two distinct categories: seven autarchies and three foundations.

Based on the findings of the study, the following major conclusions were drawn: (1) population served by the units was constituted mainly of financially needy students; (2) structural organization of the 11 categories of student assistance units studied depended on the peculiar characteristics of the institution and the

student affairs division; (3) institutional policy for student affairs was based primarily on institutional requirements and federal legislation rather than on the assessment of students' needs and interests; (4) administratively oriented approach was the most common pattern used for administering student affairs, regardless of the juridical structure of the university; and (5) core functions and responsibilities of student-assistance-unit directors were related to administrative activities.

Based on the findings and conclusions of the study, recommendations included the following: (1) that student affairs practitioners take the initiative to become proactive in developing their own human resources; (2) that active student participation in the functioning of the student assistance units be encouraged; (3) that collaboration among student services and programs at divisional and institutional levels be fostered; (4) that the development of regional meetings, workshops, and conferences sponsored by student affairs divisions be instituted; (5) that research to ascertain the effect of the services and programs on student development be undertaken; and (6) that research on student affairs administration be pursued across Brazil and information collected be available to individuals interested in student affairs work.

I dedicate this work to:

My father Luis, com saudade

My mother Stella, com amor

My niece Ana Cristina, com esperança

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CHAPTER I

INTRODUCTION

College student services are considered to be part of nearly all institutions of higher education. However, the student affairs profession is diverse in its viewpoints, goals, and procedures. In this sense, the identity of people as student affairs practitioners is clearly a mixture of many components: the various contexts of higher education institutions, the theories that support their work, and the professional preparation, orientation, specific skills, and knowledge the workers bring to their mission on campus (Delworth, Hanson, & Associates, 1980).

According to Ruthenberg and Gaylord (1971), student affairs can be divided into four areas: (a) caring functions, which include counseling services, placement, and financial aid; (b) control functions, which include recruitment, admission, and housing; (c) extra-curricular life, which includes student political organizations and social and cultural programs; and (d) educational and developmental functions, which include orientation, remedial services, work with culturally diverse students, and educational programs in residence halls.

Although student affairs work encompasses a variety of activities and services that attempt to respond to the individual

needs of students, student affairs professionals are expected to assume a developmental orientation to their work and services by responding to the needs of the whole person, attending to individual differences, and working with students at their current level of development. The developmental approach emphasizes the growth of the student as a person rather than his/her intellectual training alone. Hence, one can say that student development represents a unified approach to working with students because "it is not limited to life outside the classroom; it is integrated with academics" (Creamer, 1980, p. 100).

According to the student development perspective, the administration of student affairs moves toward a proactive, developmental, preventive, and collaborative model. As Crookston (1972) noted, student development "builds its organization on the basis of symbiosis between individual and group need satisfaction and goal achievement and organizational goal attainment" (p. 7).

From another viewpoint, some models of student services are based on complete professional control of the scope and definition of their functions in the university. To a degree, in the administrative model, the content and assignments of the student services units are determined by the institution's philosophy, purposes, and organizational structure. The student services unit is viewed as one of many subdivisions related to the whole organization and institutional goals. According to Ambler (1980), this model provides the greatest flexibility for responding to either student or institutional

needs, with the ability to reach large segments of the student population.

The administrative model also calls for a wide variety of professional specialists to perform various tasks. In this pattern, each person performs his/her task through administration, instruction, consultation, or some combination of those roles. Unlike some other approaches, the administrative model welcomes individuals from a multitude of disciplines and professions.

Despite the different approaches adopted by the developmental and administrative models, Ambler observed that there is no inherent conflict or dichotomy between the profession's administrative orientation and its educational and developmental goals. The variety of services offered to students and the quality of those services depend on such factors as the staff's professional preparation and training, available resources, the structure of the institution, and its concern for attending to students' needs. However, as Packwood (1977) noted, whatever the organizational structure, the services on each campus should function as a coordinated and articulated system that is appropriate to the goals of the institution and the needs of its students.

In American higher education, the functions of student affairs professionals have been delineated in a number of ways. Saddlemire (1980) stated, "The impact of various philosophies or theories upon student services is demonstrated in the change the field has seen in typical roles, such as teacher, consultant, intervener, administrator and researcher" (p. 34). Regarding this matter, Ambler (1980)

remarked that student services workers have changed the nomenclature, redefined some of the procedures, and become more conscious of their applicability but the basic management functions remain unchanged. From Ambler's standpoint, any effective chief administrator of student services can undertake planning, organizing, motivating, executing, and controlling. Those management activities apply to every service or unit in the taxonomy of student services in American higher education.

In Brazilian literature on college student affairs, only a limited number of descriptive, exploratory, or evaluative studies on student services is available. There is little evidence of theory and empirical research to provide the necessary guidelines for student services practitioners or to define the profession's mission and the responsibilities for each function within the federal system as a whole or within individual institutions. To some extent, one might presume that student affairs workers have not yet obtained professional recognition in the Brazilian college community. It may be that the philosophy, goals, principles, and practice of student affairs are not believed to be among the major influences in contemporary Brazilian higher education.

Statement of the Problem

As a component of the higher education institutions in Brazil, student affairs depends on the unique characteristics of the country's university system, such as its legislation, juridical structure, and administrative model. The university system in Brazil created by the

University Reform (Law No. 5540/68) resulted in the systematization and organization of institutions of higher education (IES). Based on Decree-Law No. 200, "the Reform established in its Article 4 that the universities and isolated colleges that are federal institutions will be constituted as autarchies or foundations" (Montandon, 1981, p. 3).

In accordance with the definitions provided by legislation, some profound differences exist between both juridical structures. The IES established as autarchies are supposed to perform typical activities of public administration, activities that are subject to orders and regulations. The IES constituted as foundations have juridical status, which allows them greater flexibility than the IES-autarchies. As Montandon noted, "The administrative organization of IES-foundations is more flexible, once the enlargement of their academic panel is devised according to their own needs" (p. 9). Conversely, the IES-autarchies "have to limit their academic panel according to the Plan of Academic Function's classification" (p. 9).

Regarding student affairs, the flexibility allowed to IES-foundations in hiring personnel might have an important effect on the composition of student affairs staff and on determining the extent and variety of services and programs available to students. To some degree, one might assume that autarchies and foundations also have different approaches to administering student affairs. In a sense, the juridical structure of federal institutions of higher education in Brazil appears to determine the models for administration of student assistance units.

The topic investigated in this study was the noncurricular services and programs normally associated with student affairs in federal institutions of higher education in northeastern Brazil. The subjects analyzed in this study were those that determine student affairs work, such as the functions of student affairs practitioners, the scope and variety of services and programs, and the models for administering student affairs in IES-autarchies and IES-foundations. It is expected that the findings of this study may help to expand Brazilian student affairs practitioners' understanding of their own field of work and to guide institutional policy makers at the federal and local levels in making decisions related to student affairs.

Purpose of the Study

This study was designed to describe and analyze student affairs programs and their administration in Brazilian institutions of higher education. Specifically, this study was undertaken to

1. describe the mission, practice, and role of student affairs work in Brazil;
2. investigate the functions of student affairs practitioners in federal universities in northeastern Brazil;
3. identify models for administration of student affairs in federal universities in northeastern Brazil;
4. analyze the models for administration of student affairs with respect to institutional goals and juridical structure in federal universities in northeastern Brazil; and

5. Develop findings, conclusions, and recommendations for student affairs administrators to consider in evaluating, planning, staffing, and organizing student services and programs.

Need for the Study

The concept of student assistance expressed in Brazilian legislation suggests that student services should be extended to all college students in order reasonably to assure their adaptation to academic work and success in college (Souza, 1981). According to the Ministry of Education and Culture (MEC), student assistance should be as complete as possible and should be offered at different times to meet students' needs. The activities of student-affairs professionals transcend the university setting and require the participation of other governmental agencies and private sectors related to health, housing, job placement, and social security, to name a few (DAE/MEC, 1977).

Despite official recognition of the importance of student services and programs in higher education, a review of the Brazilian literature in the field revealed that few publications have described, assessed, or examined services and programs available to college students. The paucity of relevant investigations and published literature was noted in a 1981 document from the Brazilian National Council of Education regarding the kinds of assistance for needy college students. The report emphasized the need for investigation in the field "in that some activities call for deep studies and comprehensive research" (Souza, 1981, p. 64).

Taking into account such unique factors as organizational structure, institutional philosophy, professional staff, and conditions under which the staff functions, an investigation of student services and programs may provide directions and guidelines for clarifying principles, goals, objectives, and the administration and practice of student affairs. Although it is recognized that no one organizational pattern can be imposed on student affairs, one can suggest elements to be considered in organizing and administering student services and programs such as mission, size and scope of the institution, its juridical structure, and the unique characteristics of its student affairs practitioners.

Definitions of Terms

The following terms are defined in the context in which they are used in this study:

Student affairs: An area, sector, or administrative subdivision within which there are people, functions, programs, and services, many of which contribute to the development of students as whole persons (Crookston, 1982).

Division of student affairs: A major administrative subdivision on the same level, in relation to the president, as the divisions of academic affairs and financial affairs. The division is concerned with the administration of services and programs that affect the lives of students outside the classroom and that support the institution's educational mission.

Student assistance unit/student service/student program:

The unit conceived to develop primarily nonacademic activities to meet students' personal, educational, social, physical, recreational, emotional, and financial needs.

Vice-president for student affairs: The principal administrative officer responsible for all or most major functions and operations of the division of student affairs. This individual reports to the president of the university.

Coordinator of student assistance. The senior administrative officer responsible for the direction of student assistance. This person usually reports to the vice-president for student affairs or the vice-president of the university.

Directors of the student assistance unit: The officer responsible for the direction of services and programs in the area of student assistance. This director usually reports to the vice-president for student affairs or the coordinator of student assistance.

Student affairs practitioner/worker: A term synonymous with staff member; all those individuals who belong to a student assistance unit and are involved in activities such as counseling, financial aid, placement, housing, food services, and health services.

IES: An institution of higher education.

Autarchy: The autonomous service, with juridical personality, self-patrimony, and budget, that performs typical public administrative activities (Montandon, 1981).

Foundation: An institution of private law that receives governmental subventions and ministerial supervision (Montandon, 1981).

Limitations of the Study

The following limitations are important in this study.

1. Nature of the study. Because the study was descriptive in nature, the investigator did not analyze the quality of each service/program investigated. Statistical significance is not implied in the analysis of collected information. This study was also limited with respect to generalizability of the findings to Brazil's entire federal university system because it was a survey involving institutions of higher education located in a specific geographical region of the country.

2. Population. The study was limited to those units appointed by the principal administrative officer of student affairs at each participating university. The institution's definition of services and programs in the area of student assistance might have restricted the scope of this study.

3. Institutional climate. A national strike involving university and college professors as well as administrative personnel at IES-autarchies occurred during the information-collection phase of this study. The emotional climate that prevails during such a situation should be taken into account when interpreting the information gathered, as well as the findings and conclusions of this study.

4. Methods for collecting information. A survey-research approach was used in carrying out this study. A survey depends on

direct communication with people, and respondents' values and attitudes might have influenced their responses. The respondents' amount of experience, educational level, and professional training might also have affected their responses. Gathering of information also depended on the willingness of the principal administrator of student affairs to recommend staff members to complete the questionnaire.

5. Instruments. Information was collected by means of interviews and questionnaires. Regarding the interview, biased reactions might have been elicited because of personal characteristics of the interviewer and/or the respondent. A limitation of the questionnaire was the possibility of biased responses to open-ended questions since the format of particular items might have constituted an ego threat to the respondent. As the questionnaire was constructed to be self-administered, its validity was limited by the clarity of questions and the honesty of respondents.

Assumptions of the Study

As with all educational systems or organizations, student affairs functions are based on assumptions about the purposes of education, the development of human values, student development needs, and methods of administering student services and programs. The degree to which those assumptions are examined, understood, and clarified determines, to a great extent, the effectiveness of the student affairs function in helping the institution achieve its goals. This study was based on the premise that analyzing student services and

programs for the purpose of improving them should be a dominant concern of all student affairs practitioners.

Methodology

Population

The student affairs staffs of 12 federal universities participated in the study, which was divided into two distinct phases. During the first phase, a pilot study was conducted in the northern region of Brazil and involved two universities: one IES-autarchy and one IES-foundation. The second phase, completed in northeastern Brazil, involved ten federal universities: seven IES-autarchies and three IES-foundations.

Instruments

Information was gathered through the administration of interviews and questionnaires. The instruments developed by the investigator were designed to (a) obtain descriptive information regarding the mission of student affairs work in Brazilian institutions of higher education, (b) gain information concerning the objectives and practices of student assistance units, and (c) obtain information about the functions of student affairs practitioners.

Interviews were conducted with vice-presidents for student affairs, a coordinator of student assistance, and the director of a foundation for student assistance. A former coordinator of the Department of Student Assistance of the Ministry of Education and Culture was also questioned. As informants, these individuals

provided pertinent information about student affairs in Brazilian higher education by responding to the interview questions.

The directors of student assistance units at each participating university completed a written questionnaire that contained 59 questions. These directors were considered representative respondents because they typified particular categories in the field of student affairs.

Pretest and Pilot Study

During Summer Term 1982, the Portuguese versions of the survey instruments were pretested with a group of Brazilian graduate students at Michigan State University. The respondents evaluated the instruments in regard to clarity of the instructions and lucidity and completeness of the questions. In addition, the survey instruments were pilot tested at two Brazilian federal universities. Changes were made in the survey instruments, based on results of the two pretests.

Information Collection

To collect the information required in this study, the investigator conducted on-site interviews and administered the survey instruments at the 12 federal universities involved in this project. The investigator conducted those activities from October through December 1982. Including the two phases of the project, 12 universities were visited, 13 face-to-face interviews were conducted, and 73 questionnaires were administered.

Information Analysis

Descriptive statistics and measures of central tendency and variability were used to analyze responses to the questionnaires; this information is presented in Chapter IV. Responses to open-ended questions are grouped under related headings and presented in terms of number of responses under each heading.

Information obtained from the interviews is presented in the form of a descriptive report. Responses to questions requiring ratings are analyzed through the use of descriptive statistics. This approach enables direct comparisons to be made between the universities according to their juridical structure.

Organization of the Study

Chapter I included an introduction to the topic; a statement of the problem, purpose, and need for the study; assumptions and limitations of the study; definitions of key terms; and a review of the methodology.

In Chapter II, the literature related to the study is explored and analyzed. The chapter is divided into two parts. Part One is a review of American professional literature pertaining to student affairs. Part Two is a presentation of relevant documents and suitable Brazilian literature concerning student affairs in Brazilian institutions of higher education.

Presented in Chapter III are procedures followed in the study, as well as descriptions of the survey methodology and selection of the population. Instrumentation and analysis techniques are also discussed and reported.

Chapter IV contains a presentation and analysis of the findings of the study.

Chapter V contains a summary of the problem and purpose of the research, the methodology used, and the findings of the study. Also included are recommendations and implications of the study and suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This study was designed to describe and analyze student affairs administration in selected Brazilian institutions of higher education. Because of the paucity of literature on the topic in Brazil, and to generate a framework for this study, the review of the literature was centered upon the philosophy, administration, structure, and staffing of student affairs in American institutions. Subsequently, a review of Brazilian literature on student affairs was conducted.

The literature review is presented in two parts. Part One is a selective review of American professional literature on student affairs administration, the structure of services and programs, staffing, staff development, and staff evaluation. Part Two is a review of relevant documents and pertinent Brazilian literature concerning student affairs. This part is presented in three sections: the Brazilian educational system, student affairs in Brazilian higher education, and research on student affairs in Brazil.

PART ONE: THE AMERICAN PROFESSIONAL LITERATURE

Points of View on Student Affairs and Student Development

The development of student affairs as a program of relevant functions and services is influenced in part by the administrative

requirements of the institution, in part by the institution's philosophy, and in part by the distinctive characteristics of the higher education institutions themselves (Johnson, 1970). The recognition that not all education takes place solely in the classroom is an important rationale for providing services and programs in the field of student affairs. In this regard, colleges and universities provide many educational experiences that cannot be found in the catalogue or curriculum and that are, in most cases, developed, coordinated, and administered by student affairs units.

Despite the acceptance of student affairs as a professional field based on a philosophy of education, Baker (1980) contended that "as educators attempt to anticipate future trends in student personnel, the lack of unified direction emerges as a critical issue" (p. 35). Fenske (1980a) also made this point, assuming that the development of the student services profession has resulted in a large, highly diversified field of student-related activities that has been and continues to be in a continual identity crisis.

Another issue related to the student affairs profession is the definitional problem (Crookston, 1974). It appears that the changes in terminology that have occurred over the years have been an attempt to portray to constituent bodies of colleges and universities the peculiar nature of the field. According to Crookston, such titles as student personnel, student affairs, student services, and student development have emerged as attempts have been made to find appropriate descriptive terms for the field. Characterizing student affairs in American higher education, the author stated:

Student affairs is not a philosophy, theory or concept; it is an area, sector or administrative subdivision within which there are people, programs, functions and services, many, if not all, of which contribute to the development of students as whole persons. (Crookston, 1982, p. 69)

In reviewing the literature on student affairs, two major trends were identified: the student personnel point of view and student development. The former trend is exemplified by the writings of such authors as Wrenn (1951), Mueller (1961), and Williamson (1961), who provided support for the student personnel point of view.

As Johnson (1970) noted, the earliest efforts to professionalize the field were directed toward developing a point of view about students and toward reconciling the functions, tasks, and services being performed within a common philosophical framework consistent with the objectives of higher education. Miller and Prince (1976) cited the basic assumptions of the student personnel point of view: (a) the individual student must be considered as a whole, (b) each student is unique and must be treated in this perspective, (c) the total environment of the student is educational and must be used to achieve his/her full development, and (4) the major responsibility for a student's personal and social development rests with the student and his/her personal resources. The preceding statements imply that "all kinds of nonintellectual learning should be part of a college's mission because they develop the whole student" (Miller & Prince, 1976, p. 4).

However, it appears that the student personnel point of view was never seriously challenged as the primary set of guiding principles (Arner, Peterson, Arner, Hawkins, & Spooner, 1976) because

student personnel workers in the 1960s were primarily concerned "with staff recruitment, department organization, requesting and administering large budgets" (Saddlemire, 1980, p. 29). Indeed, as Chandler (1977) noted, the services were frequently remedial or controlling in nature, with the functional areas operating somewhat independently of one another. In this regard, many practitioners have perceived student personnel as offering "services for students" with little involvement of students in planning, developing, and executing the activities performed by the student personnel staff (Johnson, 1970). Therefore, one can assume that the conduct of services was administrative in nature in the sense that they were not fundamentally regarded as an integral educational or growth experience for college students.

A second trend in student affairs is student development. Dutton and Rickard (1980) questioned whether student development programs merely restate the student personnel point of view, or whether they represent a new approach based on different assumptions about student growth and management practice. In this regard, Jones (1978) noted,

Some have felt that "Student Development" is really nothing more than a synonym for what was previously called student personnel. However, others contend that "Student Development" is the application of human development concepts in order that students can master increasingly complex developmental tasks, achieve self-direction, and become independent. (pp. 2-3)

More recently, Miller, Winston, and Mendenhall (1983) discussed student development as it relates to student affairs:

1. Student development refers to a body of knowledge, both theoretical and data based, describing the behavior of persons in

higher education. The focus may be on the content of development (e.g., career decision making) or on the process of development (e.g., moral reasoning).

2. Student development has been used to describe a wide variety of behavioral and social-science-based interventions (e.g., individual counseling). In that case, no distinct set of techniques can be named student development because "what makes an intervention 'student development' is not the approach, but the purpose for which the approach is intended" (p. 21).

3. Student development has been used to replace student affairs or student services, and this "has added greatly to the confusion in understanding the term" (p. 22).

4. Student development has been used to describe the purpose or outcome desired as a result of a student's attendance at college.

According to Miller et al. (1983), student development is both a theory base and a philosophy for education, and in this context student development "is the application of human development principles to students in higher education" (p. xviii). Therefore, such a position calls for the involvement of the entire campus community in facilitating the student's development (Miller & Prince, 1976).

Hurst and Ivey (1971) also supported the developmental philosophy of student affairs. However, they criticized student affairs workers for being crisis oriented and reactive, suggesting that that reactive attitude should be replaced by a proactive posture of human development. Indeed, these authors stressed the need for student affairs workers to (a) become facilitators instead of controllers,

(b) act as consultants to the college campus, (c) teach skills of effective human relations, and (d) help the university to become more concerned with human development. Because of the demands of a complex and changing university scene, Hurst and Ivey urged student affairs workers to devote more of their energies to planning for the future.

Jones (1978) addressed a somewhat different view of this subject. He endorsed the role of student affairs as a primary rather than a supportive function in higher education, fully integrated with the academic program, if student development is to be an integral part of the institution mission. Thomas (1976) indicated a growth of interest among student affairs administrators in finding new areas of involvement in the academic life of their colleges and universities. However, the author cautioned that such involvement presents challenges "both to the traditions of the overall academic establishment and to the equally well-established traditions of the student affairs profession" (p. 72).

Despite the existence of a number of documents suggesting the involvement of student affairs in the academic arena (Jones, 1978; King & Fields, 1980; Nash, Saurman, & Sousa, 1976; Thomas, 1976), the professional literature also revealed a persistent difficulty for student affairs to become totally integrated into the central academic function of colleges and universities (Fenske, 1980b; Lewis, 1973). According to Harvey (1976), several variables influence integration of student development into the academic community. Such variables fall into two diverse categories: (a) driving forces, those that create a

positive view for including student development as an integral part of the academic community; and (b) restraining forces, those that impede the integration of student development into the institution's mission. To facilitate the involvement of student affairs in the academic area, Harvey suggested the following approaches: (a) developing a closer union between faculty and the student affairs roles; (b) involving as many faculty members as possible in typical student affairs roles; and (c) merging student affairs administration with general administration, providing for the involvement of student affairs workers in more university functions.

Summary

Three major concepts of student affairs were introduced in this section: (a) the student personnel point of view, in which the functions, tasks, and services are performed within a common philosophical framework consistent with the objectives of higher education; (b) student development, in which the application of human-development concepts is used to help students master developmental tasks, achieve self-direction, and become independent; and (c) the integration of student affairs into the academic arena, in which the role of student affairs is a primary function in higher education, fully integrated with the academic program. Those positions have influenced the development of the field, calling for competent professionals to undertake the specific tasks and strategies of student affairs functions.

Student Affairs Administration

Student affairs is one of the major components of the college and university organization. As such, student affairs administration should provide the necessary conditions for the effective functioning of student services and programs within the framework of the institution's educational program (Wrenn, 1951).

Harvey (1974) stated that student affairs administration "has been and will continue to be a function of societal and institutional redefinitions" (p. 243). This position was also reflected in Wellington's (1976) statement that the goals of the institution determine the policies, patterns, and objectives of student affairs, as well as its organization and administration. Indeed, according to Miller et al. (1983), factors such as funding sources, size, and type of the institution define the nature of and the approaches used in student affairs administration.

Winston, Mendenhall, and Miller (1983) stated that student affairs administration constitutes a unique formula combining people, ideas, money, and physical facilities to produce services and programs to meet students' needs.

Hill (1974) urged practitioners in the field of student affairs to establish a high level of trust in co-workers, establish open and honest communication, and develop an interaction-influence system. Ambler (1980) expanded these notions by making it clear that the effective student affairs administrator uses basic management functions to integrate various program elements to achieve desired goals.

According to this view, administration constitutes an essential component of effective management of the student affairs programs, carried out through administrative functions such as planning, organizing, staffing, leading, evaluating, and developing. These functions should be interrelated and operate in an open-system environment as part of a whole (Mendenhall et al., 1983).

In 1959, Litchfield (in Ambler, 1980) wrote that management of higher education consists in programing, communicating, controlling, and reappraising. Eleven years later, Ambler noted,

We have changed the nomenclature, redefined some of the procedures, and become more conscious of their daily applicability, but the basic management functions remain unchanged. Any effective chief student services officer can undertake planning, organizing, motivating, executing and controlling. (p. 163)

Harpel (1976) introduced a manual for administration of student affairs in which management is viewed as involving "the combining of resources and activities in such a way as to produce a desired outcome" (p. ii). The management process proposed by Harpel comprises (a) identifying a need or problem, (b) assessing environmental pressures, (c) stating program goals, (d) defining program objectives, (e) translating the plan into a set of activities, (f) assembling related activities under program headings, (g) allocating resources to programs, and (h) evaluating the results.

Regarding student affairs practice, Harpel noted that, to some extent, each of the aforementioned elements may be found on most campuses. However, it seems that these functions are often performed

independently of one another. Thus, the author suggested the need to put the elements into a system, "one which is an interactive process and which allows for program growth and flexibility as conditions and needs change" (p. iii).

Summary

Issues on student affairs administration were discussed in this section. Authors like Harvey (1974) and Wellington (1976) viewed student affairs administration as a function of the societal and institutional mission, whereas Winston et al. (1983) viewed student affairs administration as a unique formula combining people, ideas, money, and physical facilities to produce services and programs to meet students' needs. In spite of differences in the conceptualization of student affairs administration, the authors reviewed agreed that functions such as planning, organizing, staffing, leading, evaluating, and developing are essential for successful student affairs administration.

Student Affairs Structure

A critical problem facing student affairs administrators is how to establish an organizational structure that can help the student affairs unit achieve its goals more efficiently. In this regard, Winston et al. (1983) contended that no best way exists to organize a student affairs unit. The best structure is one that considers the uniqueness and history of the institution, as well as the skills, competencies, and weaknesses of the staff.

A review of the literature on this subject revealed that propositions for structuring student affairs units are numerous

and varied. Proposals have been based on administrative control (Williamson, 1961), administrative hierarchy levels (Wellington, 1976), functional categories (Dutton & Rickard, 1980; Harvey, 1974; Prior, 1973), or the student affairs concept (Chandler, 1977).

Williamson (1961) introduced three distinct types of administrative structure for student affairs. The first was a centralized structure that controls most of all student affairs units. In the second type, with partially centralized control, considerable authority is delegated to professional staff. The third type was decentralized administrative control of the various student affairs units. According to Williamson, decentralization with informal relationships and organization is usually found on campuses with small student enrollments. On large campuses, centralization and a formal organizational structure characterize the student affairs division. Similar administrative structures were reported by Crookston and Atkyns (1976), who investigated a cross-section of postsecondary educational institutions throughout the United States.

Wellington (1976) proposed a structure in which both society and the institution determine the pattern and objectives of the student affairs units. In this regard, student affairs units might be viewed hierarchically in three levels: (a) policy making and administration, (b) comprehensiveness of services offered, and (c) specificity of functions.

The organizational pattern, from Wellington's standpoint, encompasses all of the essential services and functions. He also viewed such a pattern as "considerably streamlined so that the number

of offices and employees required is greatly reduced" (p. 330). However, the author conceded that the validity and viability of the pattern depend on the following sequential steps: (a) translating the goals of society and of the institution into student affairs policies as a guide in developing the student affairs organization, (b) determining what services are the primary responsibility of the student affairs division, and (c) determining the number of staff members needed to perform the tasks, as well as the population to be served.

Wellington proposed three major organizational units:

(a) admissions/finances--encompassing precollege relations, admissions, financial aid, and orientation; (b) student life--involving campus-community relations, health, activities, and governance; and (c) counseling--also encompassing spiritual and placement counseling. By integrating business, academic, and student affairs programs, and by unifying them in working toward societal and institutional goals, student affairs administration will become more involved at various levels of institutional governance.

In 1973, Prior addressed the organization of student services in view of the specific functions carried out by student affairs practitioners. He advocated the allocation of student services into at least two divisions, one charged with managerial activities and the other with developing educational/developmental action. The department of student development would assume the educative responsibilities of student affairs work, such as advising, counseling, orientation, special projects, and developmental programs. The office of student management would assume the administrative

responsibilities of student affairs work, such as student rights, discipline, security, and maintenance.

Prior conceded that, depending on the institution's orientation and philosophy, such responsibilities as placement, financial aid, admissions, and registration might be viewed as educative or administrative functions. Therefore, he suggested a third division to carry out those responsibilities: the office of student services.

Regarding the changes that have occurred in the conceptualization of the field, Chandler (1977) believed that, from the standpoint of organizational structure, the various concepts of student affairs can be brought together within the organization. Hence, he advocated a three-way division charged with administering management services, student development, and judicial control.

In discussing principles upon which to build an organizational structure for student affairs, Dutton and Rickard (1980) endorsed the approach of grouping functions. The authors believed that grouping similar functions facilitates team building and coordination of efforts because "rational grouping can result in improved coordination, clarity of direction, use of resources, and service to students" (p. 391). Dutton and Rickard suggested the following approaches as "typical grouping" functions: (a) academic support, involving registration, advising, and learning assistance; (b) recreation and culture, encompassing activities such as athletics, concerts, and lectures; (c) financial assistance; (d) housing and food services; (e) mental health, involving counseling and psychiatric care; (f) physical health and safety; (g) special student services--working

with disabled, foreign, and disadvantaged students; (h) student activities and governance; and (i) research and needs assessment.

Dutton and Rickard recognized that a particular unit or office usually assumes the major responsibility for services within any one of those groupings. However, the authors observed that "effective functioning requires that each unit be aware of all other services and assist in them when appropriate" (p. 392).

Another proposition related to the organization of student affairs units was made by Ruthenberg and Gaylord in 1971. They suggested that the units might be divided according to the specific functions the units performed. In this view, the four basic functions were (a) caring functions, including counseling services, placement, and financial aid; (b) control functions, including recruitment, admissions, and housing; (c) curricular support functions, including student political organizations and social and cultural programs; and (d) educational and developmental functions, including orientation, remedial services, work with culturally diverse students, and educational programs in residence halls.

Ambler (1980) analyzed several approaches to student affairs organization and concluded that the most useful taxonomy of student services was the Program Classification Structure (PCS) from the National Center for Higher Education Management Systems. Among the eight major functional units in higher education under the PCS system, Ambler identified six units as being appropriate for the student affairs field: (a) student services administration, (b) social and cultural development, (c) counseling and career guidance, (d) financial

aid administration, (e) student auxiliary services, and (f) inter-collegiate athletics. The author observed that the PCS system is the most widely used system for comparative studies "because its categories and definitions are sufficiently broad, yet specific enough to permit inclusion of virtually every defined student service" (p. 168). Indeed, that classification system is also useful for planning organizational structures, strategies, and evaluation.

Regardless of the structure to be adopted, a number of writers have proposed general guidelines. Among others, Dutton and Rickard (1980) suggested that organizational structure should (a) be consistent with institutional purposes, goals, and philosophy; (b) facilitate the interaction of human talent, the circulation of ideas and information, and the pooling of human resources in policy, development, and planning, (c) take into account the expertise, needs, and attitudes of staff members; (d) provide for clear and consistent delegation of authority and assignment of duties; (e) accommodate a reasonable span of control for line administrators; and (f) group similar functions together under a middle manager or coordinator, keeping the distance between the chief student officer and line units as short as possible.

Summary

The past years have seen a recognition of the need to reorganize student affairs units. The typical organizational structure placed student services and programs within the student affairs division, which was viewed as the basic administrative unit. The proposed

structures introduced in this section were based on administrative control (Williamson, 1961), determined by hierarchy levels (Wellington, 1976), based on the student affairs concept (Chandler, 1977), or defined by functional categories (Dutton & Rickard, 1980; Harvey, 1974; Prior, 1973). Based on the review, it appears that student affairs practice is currently defined and structured less by office and more by functions.

Staffing

Staffing Inferences

The American Association of School Personnel Administrators (ASPA) (in Harris, McIntyre, Littleton, & Long, 1979) described staffing as (a) involving a continuous flow of people into, within, and outside of the institution; (b) being an integrated system whose components are interacting and compensatory to some degree; (c) being both horizontal (bringing people into the division from outside) and vertical (filling vacancies from within the organization by promoting people); and (d) requiring management of the system to maximize performance and to promote satisfaction at all staff levels.

Millett (1982) presented a different look at staffing, from the perspective of organization, operation, and administration for colleges and universities. He suggested that staffing involves job specification, recruitment, appointment, and separation of personnel required to perform the primary and support programs of the institution.

Staffing has also been discussed in light of the administrative and developmental perspectives (Harris et al., 1979). The authors noted that each perspective makes somewhat different demands on staff competencies. In turn, each perspective can be enhanced by staffing policies and practices. The administrative perspective emphasizes certain aspects related to staff competencies, focusing on the importance of competence in organizing, coordinating, facilitating, and communicating. On the other hand, the developmental perspective of institutional staffing is dynamic in nature. The practices that result from this orientation are directed toward change, creative problem solving, and the replacement of existing conditions when necessary.

One might assume that although it is recognized that staffing is shaped by institutional realities, staffing practices would be concerned primarily with human capabilities. However, despite the evidence that people, ideas, money, and physical facilities are the necessary ingredients for effective administration of student affairs services and programs, "the people ingredient is the most critical because without staff programs cannot exist" (Winston et al., 1983, p. 285).

Organization of Staff and Staffing Levels

Winston et al. (1983) suggested that staffing encompasses "organizational analysis, personnel planning, position analysis, recruitment, selection, job/organization restructuring, promotion/demotion, and termination" (p. 289). The authors said that within

the student affairs division, staffing includes all those who contribute to accomplishing the division's goals.

Ambler (1980) discussed staffing in terms of the administrative model. According to the author, regardless of the structure, scope, or size of the student affairs division, three levels of staff categories can be identified: administrative, management, and program.

In the first category, the administrative staff includes the chief student services officer and middle-level administrators who coordinate major program areas. Those people come from diverse fields. Some come from traditional counseling or student services training programs; others come from disciplines unrelated to student services, and they have been selected "for personal qualifications or circumstantial reasons" (Ambler, 1980, p. 171).

In the second category, most services are headed by individuals who carry the title of "director" or "coordinator." They constitute the management staff. The components of that category, according to Ambler, share common management responsibilities in terms of personnel policies and budgeting procedures.

The third category includes the program or professional staff. Members of the program staff provide instructive, consultive, and/or administrative services to students. These people also reflect a wide range of training and specialization. Regarding program-level staff, certain student affairs services require a high degree of specialization, whereas others can be staffed with individuals from related disciplines. Examples of services that require specialized training are health services, counseling, and legal services.

The goal of the staffing process is to employ the best people available at all staff levels (Winston et al., 1983). A division's personnel can be divided into four major categories: professionals, allied professionals, support staff, and paraprofessionals.

Professionals. Schein (1972) viewed a professional as one who is engaged in a full-time occupation and possesses a specialized body of knowledge and skills acquired through education and training. According to Owens, Witten, and Bailey (1982), a number of criteria can be used to define professionals. The authors cited Yarmolinsky's position that the main attribute of a professional is possession of "a specialized knowledge, that is used for the benefit of individuals and groups with whom the professional works" (p. 293). Within the student affairs division, the professional staff members assume the responsibility for developing outside-the-classroom activities such as those related to life in residence halls, advisement/placement counseling, and student activities (Winston et al., 1983).

Allied professionals. As characterized by Winston et al. (1983), allied professionals "are persons responsible for performing or directly supporting outside-the-classroom education functions" (p. 286). In this category, personnel come from a wide variety of fields. Physicians, accountants, clergy, and faculty members are included in the allied-professionals category.

Support staff. Support staff perform the many necessary activities that support the professionals and allied professionals in providing services and educational opportunities for college students. Support-staff members are vital to the functioning of the student

affairs division because "they complement and supplement divisional goals" (Winston et al., 1983, p. 287). Secretaries, clerks, and receptionists are examples of support-staff personnel.

Paraprofessionals. According to Sherwood (1980), paraprofessionals are "persons without extended professional training who are specially selected, trained, and given ongoing supervision to perform some designed portion of the tasks usually performed by the professional" (p. 369). Within the student affairs division, paraprofessionals are primarily students employed by the office to provide direct services to other students, such as residence-hall resident assistants and orientation aides. This category of practitioners may receive pay for their work, or they may work on a voluntary basis (Ender, 1983).

Summary. In this section the writer discussed staffing the student affairs units. A major trend identified in the literature was the developmental perspective of institutional staffing, which is a comprehensive process in which people (staff) are considered the most important element for effective student affairs administration. In this view, the importance of people is associated with practices directed to change, creative problem solving, and the replacement of existing conditions when necessary.

Staff Development

Staff development has been discussed from several perspectives. Barnes (1981) described staff development as "a continuous growth-oriented process which seeks to modify the attitudes, skills, and

behavior of staff members toward greater competence and effectiveness in meeting student needs, their own needs and the needs of the division" (p. 28).

In 1972, Stamatakos and Oliaro urged the maximum use and development of staff members as an essential part of meeting the demands of an ever-changing collegiate environment. Staff-development efforts should become a "basic function" of student affairs practice.

Each staff member would have a better overall understanding of the functioning of the student personnel division and could better articulate its objectives and philosophical directions to those members of the college community with whom he came in contact. (p. 272)

Wanzek and Canon (1975) agreed with Stamatakos and Oliaro that staff-development programs can help staff members become more interested in and knowledgeable about the division as a whole. Such knowledge and interest should result in closer and more cooperative work relationships within the total division. According to Canon (1980), staff-development programs can be justified on the basis of (a) a need for remediation, (b) enhancing accountability, and (c) professional duty.

Remediation. According to this viewpoint, staff development is a tool for professional remediation and rehabilitation. Canon cautioned that student affairs practitioners might resist the idea of remediation because it suggests that incompetency exists. On the other hand, Canon stated that remediation may involve "helping colleagues develop a 'common ground' or shared conceptual view of their role and mission in their particular college or university" (p. 440).

Accountability. Staff-development programs offer alternative forms of accountability, such as involving student constituents and

faculty. The rationale is that as student affairs practitioners engage in staff-development programs that benefit the student constituency, students will support the efforts of the student affairs staff.

Regarding faculty involvement, Canon pointed out that faculty consumers of student affairs services and programs

tend to be discerning, critical and skeptical. . . . Where student services staff have provided finely honed skills that undergird and strengthen academically based or related ventures . . . , faculty support for our activities is reflected in decreased sniping at our budgets and increased advocacy of shared goals. (Canon, 1980, p. 441)

Professional duty. Canon assumed that professional development is an exercise of professional responsibility. The underlying assumption is that each student affairs practitioner is capable of and needs continuing growth. In this sense, "professionalism is a life-long commitment to refining one's skills and professional attributes" (p. 443). Sharing Canon's beliefs, Ender (1983) introduced the notion of professional relationships as a mechanism for staff development and as constituting the most powerful source of day-to-day learning and growth.

Another perspective regarding staff-development programs was one introduced by Stamatakos and Oliaro (1972), who discussed the role the staff-development program plays in helping student affairs workers realize the full potential of their educational role. From the authors' perspective, the staff-development program is a vital element in maintaining the necessary level of information and competence to allow student affairs practitioners "to meet the challenges of their job in an assertive, productive fashion" (p. 270). Stamatakos

and Oliaro stated that staff-development activities should grow directly from the institution's objectives and be integrated with those efforts of the student affairs division that support the institution's mission.

DeCoster and Brown (1983) endorsed Stamtakos and Oliaro's belief that staff-development programming should be linked explicitly to student affairs goals and practice. Indeed, Stamatakos (1983) asserted that "the best student affairs divisions invariably sponsor continuous in-service staff development programs" (p. 485).

Canon (1976) introduced a model for staff development in which he discussed three levels of development for student affairs staff. At the first level, staff members primarily identify themselves with a professional specialty and with their own subunit--for instance, financial aid or counseling center. Therefore, staff members are unaware of what "their colleagues in other student affairs offices are doing" (p. 179). For this reason, the potential for duplication of efforts is high, with staff members showing pronounced territoriality. At the second level, staff primarily identify with student affairs as a field. Staff members are competent in subspecialties, tending to enjoy a measure of collegiality in decision making. At this level, units frequently cross office limits to develop cooperative programs. At the third level, staff members focus primarily on the institutional mission as seen through a strong, sophisticated understanding of the purposes of higher education. Here, programming for students is developed from the basis of joint planning and implementation by student affairs staff and their faculty colleagues.

Summary. A number of staff-development objectives and intended outcomes were identified in this section. They are essential for student affairs practice in (a) integrating staff activities with the institution's mission, (b) promoting cooperative programs with colleagues and faculty members, (c) helping staff members realize the full potential of their educational role, (d) improving staff members' theoretical and philosophical knowledge, (e) developing functional skills and specific competencies, (f) facilitating interaction among student affairs workers, and (g) providing opportunities for professional and personal growth.

Staff Evaluation

Staff evaluation has been discussed in a number of ways. Laudicinia and Laudicinia (1972) considered this subject in relation to the administrative process. More recently, Winston et al. (1983) delineated staff evaluation as a function of student affairs practice that helps staff members improve their performance. The authors further suggested that the determination of "the form and process of evaluation should be a collaborative process among staff members and their supervisors" (p. 319).

That position is in agreement with Laudicinia and Laudicinia's view--that "the administrative process which works best takes into account the relationships between and among individual staff members" (p. 116). The authors assumed that

Personnel evaluation, properly used, can provide administrators with an essential tool for assessing the effectiveness of their own administrative skills and their capacities to communicate a goal direction and coordinated group effort among staff members. (p. 116)

Winston et al. (1983) listed the following purposes of staff evaluation as being essential for student affairs administration:

1. Enhancing staff development by giving direct feedback about performance of student affairs practitioners.
2. Making personnel decisions regarding salary, promotion, or termination.
3. Diagnosing areas of weakness within the staff that need attention.
4. Providing information about effective staff performance and the accomplishment of essential functions.

Summary. Many educators believe an evaluation process should be developed to help staff members improve their performance and quality of service. At the institutional level, staff evaluation should provide student affairs administrators with pertinent information that can help in developing and achieving the educational objectives of their colleges and universities.

Evaluation of Student Affairs

It is commonly assumed that evaluation should be an essential element of any student affairs service or program. However, when the diverse concepts, practices, and methods of evaluation are examined, one can say that the way in which student affairs practitioners see evaluation is related to what they intend to evaluate and why. A review of the literature on student affairs evaluation revealed that whereas Lenning (1980) emphasized the distinction between assessment and evaluation, Oetting and Hawkes (1974) focused their discussion on program and personnel evaluation.

Lenning noted that even though counselors and other student services personnel have tended to associate assessment with individuals and evaluation with groups, assessment has also been discussed within larger contexts than programs, such as the total educational institution. On the other hand, although people in education seem to equate assessment with evaluation, Lenning assumed an intermediary position, stating that measurement is "a component of assessment which is in turn a component of evaluation" (p. 234). He continued:

The evaluative process involves taking the synthesis of assessment results and alternative interpretations of these results, and applying the interpretations to making judgments or decisions about value and worth of a service, activity or program and its possible deletion, replacement, modification or revision. In addition, the process often involves making a judgment or decision about the best ways to bring about improvement. (p. 244)

Oetting and Hawkes (1974) observed that people often confuse personnel evaluation and program evaluation.

In personnel evaluation, programs and staff are judged on a good-bad continuum. In this case the kind and amount of services being offered are assessed. Quantifications and skills of staff are rated, and judgments are made that may result in promotions or dismissals. . . . The second form of evaluation, evaluative research, is concerned with program impact. In this case the objective is to assess the effect of a program in order to determine how well it works. (p. 435)

In addition, the authors observed that to determine the program's effect, evaluation does not necessarily relate to staff or administrative competence. In such cases, the information resulting from evaluation can form the basis for selecting, developing, and improving services and programs.

Likewise, Burck and Peterson (1975) stated that evaluation procedures can provide student affairs and administrators with appropriate information with which to improve services and programs. Thus, "a more important purpose of evaluation is to assist in the determination of activities that will be effective in reaching program goals and objectives" (p. 569). Following the same reasoning, Chamberlain (1975) stated that evaluation should start with a careful review of how the functional units of the student affairs division relate to each other to achieve institutional goals.

Despite the emphasis on evaluation, authors like Burck and Peterson (1975) have noted the paucity of evaluation activities in some student affairs programs. Among the reasons the authors presented for the dearth of evaluation, two merit attention because they relate directly to student affairs administration. One reason has to do with priorities and institutional constraints. In meeting day-to-day obligations, student affairs practitioners do not have the necessary time and conditions to build evaluation efforts into their work. Another reason is that some programs either lack goals and objectives or have none that are usable (Burck & Peterson, 1975).

Robinson (1977) provided a comprehensive analysis of the role of evaluation in student affairs administration, in which he delineated the following major reasons for conducting evaluations:

1. Providing the best possible means of clarifying program goals and objectives.

2. Providing a means of relating program objectives to the broad educational objectives of the institution.

3. Clarifying the relationship of the student affairs programs to the educational program of the institution.

4. Insuring that all phases of the student affairs programs remain in proper perspective.

5. Providing a sound basis for program modifications.

6. Measuring the effectiveness of the student affairs division and its several subdivisions.

7. Determining if the student affairs division's activities are congruent with the institution's goals and objectives.

8. Providing stimulus for basic research regarding student affairs practice.

Summary. This section included a review of the literature on evaluation as it relates to the administrative process in general and to the student affairs division in particular. The authors tended to agree that (a) evaluation is not an independent effort; (b) evaluation is aimed at collecting data that can help in making decisions about programs, personnel, and divisional goals; (c) determining the form and process of evaluation should be a collaborative effort among staff members; and (d) evaluation can help staff members improve their performance.

Models of Administration in Student Affairs

A number of administrative models exist to carry out the student affairs mission. The literature review revealed at least

three major trends of thought that have influenced student affairs administration in the United States: the administrative model, the multidimensional model, and the student development model.

The Administrative Model

Ambler (1980) presented a rationale for the administrative model through five assumptions that reflect both the historical roots of the profession and the current realities faced by higher education.

1. The profession is based on the effective development and delivery of programs to accomplish educational goals for students.

2. Administrative procedures and educational/developmental goals are not dichotomous.

3. Student affairs must be effectively managed and integrated with academic affairs to achieve desired educational outcomes.

4. A visible structure for the delivery of student services and programs is necessary for policy formulation and resource allocation.

5. Flexibility in responding to student and institutional needs is enhanced within an administrative structure.

In the administrative model, the content and assignments of the student affairs units are determined by the institution's purpose, philosophy, and organizational structure. The student services unit is viewed as one of many subdivisions, related to the organizational whole and institutional goals. The content of student services and programs is determined mainly by institutional considerations. Indeed, the skills and effectiveness of the student affairs leadership,

more than professional requirements, determine whether the unit has a limited or a comprehensive role in the institutional mission.

The administrative model frequently reveals a variety of functions shared among units, with a wide diversity of professional specialists performing the several tasks required by the profession. Professional, technical, paraprofessional, student, and clerical workers are involved in the activities of the student affairs division. Because these people reflect a wide range of training and specialization, staff development becomes a crucial element for the success of the model. Mobility within the structure depends more on the level of training and performance than on the kind of training.

The administrative model is based on the premise that the "student services profession is an administrative, service-oriented unit in higher education that provides many facilitating and developmental activities and programs for students" (Ambler, 1980, p. 159). Understanding professional development as a process that should occur within the context of student affairs practice, staff-development programming can help in (a) retraining staff; (b) upgrading skills, abilities, and technologies; (c) designing new programs to meet student needs and demands; and (d) enabling staff to make productive contributions in achieving institutional purposes.

Regarding assessment and evaluation, a dynamic administrative model should provide for constant reassessment of student needs (Ambler, 1980). Evaluation should include both measures of activities and measures of impact, which, when related to objectives and costs, will

describe the effectiveness and efficiency of student affairs programs (Harpel, 1976).

The Multidimensional Model

The basic assumptions underlying the multidimensional model were stated by Dutton and Rickard (1980) as follows:

1. Complex tasks cut across functional lines, and teams are organized based on the expertise of the individuals. The team members may report to a different manager, depending on the specificity or complexity of the assigned task.
2. The hierarchical structure, with its delegation of authority, assignment of tasks, and accountability, has clear definition and delineation of work.
3. The assignment of work is decentralized and is based on the level of individual expertise.
4. Specific strategies and structures are created to facilitate cross-functional activity, integration of efforts, and communication.

Because the multidimensional model is characterized by both vertical and lateral linkages, it can facilitate staff coordination and integration of efforts at the institutional level. According to Dutton and Rickard (1980), the operational value of the model is that the student affairs unit can interact directly with other administrative units, academic departments, or student groups.

To function well, the multidimensional model must involve careful planning, organization, communication, and implementation.

Specific mechanisms to facilitate effectiveness of the model include work groups, task forces, and advisory committees. Thus, the multi-dimensional model is characterized by (a) a basic hierarchical structure with clear lines of authority and assignment of work and (b) a team organization that is used to cut across reporting lines and to bring individuals together according to their level of expertise.

Given that in this model complex tasks intersect functional lines across the institution, the adoption of a program for improving staff capabilities is basic for the success of the model. In this view, staff-development programming can facilitate the integration of efforts and can improve communication.

Assessment and evaluation are basic elements of the multi-dimensional model. Assessing environmental constraints should include "a description of the environment and those social, economic, political and legal constraints on the ways the needs of the target population can be met (Harpel, 1976, p. vii). Evaluation remains one of the most critical elements in the managerial process of the model because "outcome information is the only means by which corrective action can be taken or by which new planning can take place" (Harpel, 1976, p. xvi).

The Student Development Model

A rationale for the student development model is that it reflects theories of human growth and environmental influences as applied to student affairs practice (Miller et al., 1983). Because the higher education system is influenced by all the people, technologies and tasks involved, the basic assumptions of the model are as follows:

1. Collaboration among student affairs members, faculty, and students is essential to the success of the student development program.

2. The institution's commitment to student development is directly proportional to the quantity and quality of collaborative links between student affairs staff and faculty members.

3. The efficiency of the student affairs staff increases in proportion to each member's ability to handle basic procedures for helping students develop and grow.

4. The success of a student development program depends on both the institution's formal organizational structure and the informal arrangements that cross departmental lines (Miller & Prince, 1976).

From the student development perspective, size and type of the institution have a decisive influence on the nature and scope of the student affairs practice. Regarding student affairs administration, the model reflects the structuring and managing of the goals of student development concepts.

In the student development model, a major responsibility of student affairs administrators is to lead in the initiation and development of programs through which all educational forces in the university community are mobilized to contribute to student growth and development in a unified and coherent way. This model is unique because it assumes student development as a necessary part of the collegiate experience (Brown, 1980). Indeed, since the intentional development of college students is not the private domain of student

affairs practitioners (Miller & Prince, 1976), the model calls for active participation of all involved in the educational enterprise.

According to this model, three broad areas of professional development are essential for the effective performance of student affairs workers: (a) the need to confront the basic issues of human existence, (b) the need for knowledge and skills required to influence total student development, and (c) the need to promote the integration of students' academic and personal development.

Assessment for student development is the process through which students, groups, and organizations systematically acquire and use data from a variety of sources to describe, appraise, and modify their own development (Miller & Prince, 1976). In this view, the method of assessment will be selected according to (a) what is assessed, (b) the way the process is implemented, and (c) the role student affairs staff plays.

In the student development model, evaluation refers to an examination by staff members of how well the goals and objectives of the planned programs relate to the participants' goals and objectives and how well these aims are being achieved (Miller & Prince, 1976). In this sense, "evaluation is essential if individual staff members and teachers are to successfully perform at higher levels of competence in their developmental work with college students" (p. 146).

The student development model, then, is integrative in nature in that integration implies mutuality, equality, cooperation, and collaboration of the whole university community (Miller & Prince, 1976).

Summary

Based on the authors reviewed, three major models have influenced student affairs administration in American institutions of higher education: (a) the administrative model, in which the basic assumptions reflect both the historical roots of the profession and the current realities faced by higher education; (b) the multidimensional model, characterized by a basic hierarchical structure in which complex tasks cut across functional lines, and teams are organized on the basis of the expertise of the individuals; and (c) the student-development model, in which theories of human growth and environmental influences are applied to student affairs practice.

PART TWO: THE BRAZILIAN LITERATURE

The Brazilian Educational System

The educational system in Brazil has its roots in the Portuguese colonial period, but the system has been influenced over the years by European and American structural models as well (Fidelis, 1982). At present, the structure of the Brazilian educational system provides for eight years of compulsory education beginning at the age of seven. This elementary education is followed by a three- or four-year course of secondary education. The Brazilian higher education system comprises three basic units: isolated (independent) establishments, federations, and universities. These postsecondary institutions can be private or public, the latter being founded by federal, state, or municipal governments.

Like all dynamic entities, Brazilian postsecondary education has been in transition since its origin. In other words, higher education in Brazil has been growing, changing, and developing since the first college was established in about 1808 (Fidelis, 1982). According to Lanski (1977), the first university appeared in 1920 "with the consolidation of the Polytechnic School of Rio de Janeiro, the Medical School of Rio de Janeiro, and the Law School of Rio de Janeiro by Decree no. 14343 of September 7, 1920, into one institution" (p. 8). From that time until the 1960s, the Brazilian university system did not change the existing organizational and administrative scheme, which was characterized by a conglomerate of schools joined and established, in most cases, in isolated buildings dispersed throughout the cities in which the schools were located.

The University Reform (Law 5540/68) basically modified the structure of the universities. The traditional French model, with its marked tendency toward centralization, was replaced by a more flexible and decentralized system resembling the American model (Fidelis, 1982). As a result of the reorganization of the federal system of higher education, an innovative approach to organizational structure allowed the institutions of higher education (IES) to be established as autarchies or foundations. According to Montandon (1981), the new legislation established that "the universities and isolated colleges that are federal will be constituted autarchies or foundations" (p. 3).

Foundations are institutions of private law. They are defined as juridical institutions of public enterprise, designed to perform the usual activities of public administration. Autarchies are defined as autonomous services "created by Law, with juridical personality, self-patrimony and budget in order to perform typical activities of public administration" (Montandon, 1981, p. 3).

In Montandon's view, whereas the autarchies are always dependent on federal resources to develop their programs, the foundations, with more flexibility to search outside of the federal system for additional funds, are able to "find more opportunities to develop and introduce ambitious objectives into their programs" (p. 6). Therefore, according to Montandon, the basic differences between autarchies and foundations are related to (a) acquisition and use of funds, (b) hiring of academic personnel, (c) establishment of personnel salaries, (d) flexibility of administrative functions, (e) planning and control, and (f) the accounting system.

New concepts in university administration emerged from the University Reform Law, such as departmental structure, basic and professional studies, academic credits, and student participation in higher education administration (Fidelis, 1982). Fidelis observed, however, that the innovations did not occur throughout the entire university structure, as was anticipated by the Reform Law. For instance, although universities are legally autonomous in administrative and academic areas,

Their dependence on the federal government is so powerful that university administrators cannot decide on the design of professional curricula, the career structure of faculty and staff, their own budgets, or even the process of selecting top university administrators. (p. 13)

Brazilian higher education is currently facing a number of problems in its attempts to consolidate various aspects of the reform. Among these problems, two merit attention because of their effect on student affairs practice: the difficulty faced by institutions because of the growing demand for higher education and the overall system of administration.

The problems identified by a number of authors (Fidelis, 1982; Lanski, 1977; Montandon, 1981) have also been discussed in seminars, workshops, and congresses. In fact, as Garcia (1979) related, during the International Seminar of Higher Education Administration held at the Federal University of Santa Catarina in 1971, "the participants met together to debate problems related to the administration of universities and related to services to the students" (p. 50). Among the motions approved by the participants, two recommendations relate directly to student affairs practice: (a) improvements in the administration and registration process and (b) an orientation program that accompanies and supports students through their university years.

Summary

In this section the writer presented a brief view of the Brazilian educational system, with emphasis on postsecondary education. The effects of the University Reform Law on the structure of federal

universities were discussed. Among the changes promoted by the reform, the establishment of the federal universities as IES-autarchies or IES-foundations was stressed. Basic differences between autarchies and foundations such as related to acquisition and use of funds, and flexibility of administrative functions, were emphasized because of their relationship with student affairs administration.

Student Affairs in Brazilian Higher Education

One commonly accepted standard for determining whether an activity can be defined as a profession is the existence of a body of literature in which its practice and research are grounded. However, an analysis of student affairs work in Brazilian postsecondary institutions revealed that despite the paucity of literature and theories to support the work, student affairs practice stands as a field related to student assistance. Moreover, regardless of its being viewed as a profession or not, student affairs practice is not a new activity in Brazilian higher education. In some form, student affairs activities have always constituted a part of postsecondary education.

Indeed, given the volume of legislation regarding the activities in the field, one can say that student welfare has been a continuing preoccupation of Brazilian authorities. Since the 1940s, a great deal of legislation has been concerned with student assistance: The Brazilian Constitution of 1946, Article 172, and the Amendment of 1969, Article 177, Paragraph 2, gave legal support for student assistance in postsecondary education, as well as in elementary and secondary education. Afterwards, Law 4024 of December 20, 1961 (Article 90)

prescribed that the assistance to be given to college students should encompass guidance, social, medical, and dental services (Souza, 1981).

Despite the comprehensive view of student assistance expressed in the legislation, it appears that most of the activities developed in the field have been associated primarily with financial aid. When analyzing current student affairs practices in Brazilian higher education, Souza (1981) advocated that the concept of need should be associated not only with financial concerns but with physical, social, recreational, and spiritual needs as well. The author conceded, however, that in recent years assistance has emphasized the financial aspects of student assistance, more than other equally important needs.

Along with the legislation regarding student assistance, an action that merits attention is the effort by Brazilian authorities to provide the field with a sector responsible for regulating student assistance practice in institutions of higher education. For instance, at the ministerial level, the Department of Student Assistance (DAE), an office specifically designed to coordinate national student assistance policies, was established in 1973.

The department, primarily conceived to be a central organ for coordinating a national system of student assistance, became in fact an organ more involved in executing some activities than planning and coordinating college student assistance at the national level. (Souza, 1981, p. 44)

For this reason, according to Souza, and with the adoption of a new structure for the Ministry of Education and Culture, the Department of Student Assistance was discontinued. That department was replaced by

a new sector named Coordination of Student Assistance (CAE), which is currently linked to the Department of Higher Education (SESu). Such an administrative bond is intended "to integrate the activities carried out by the coordination with other programs which are also attached to this department" (Souza, 1981, p. 45).

Although during the past three decades college student assistance emphasized primarily financial subsidies to students, it appears that the meaning of assistance has expanded to include all work opportunities through which the government financially assists college students. Parallel to the development of services and programs in the field of student assistance has been a growing awareness among federal authorities, university administrators, and student affairs practitioners that student assistance not only provides financial aid but also represents a valuable learning experience for college students.

Forms of Student Assistance

Souza (1981) described the basic form of assistance for college students as encompassing guidance, internship, and cooperative education. The author introduced the notion of "alternative forms for assisting needy students" as being (a) loans; (b) scholarships; (c) work-study; (d) transportation, housing, and food; and (e) cooperatives for selling textbooks and other materials. Some of these forms of assistance have been described in a variety of printed materials such as folders, booklets, pamphlets, and bulletins, or have been discussed in papers presented at professional meetings, seminars, and conferences.

In 1971, during the International Seminar of Higher Education Administration, Orofino presented a paper describing the activities developed in the field of student assistance and guidance at the Federal University of Santa Catarina. The paper, a comprehensive document about student services and programs offered to the student population, encompassed a number of subjects. The following merit attention because of their relationship to the present study:

(a) activities developed by the Division of Student Affairs, (b) organizational structure of the division, and (c) services and programs offered to students. Among the activities developed by the division, Orofino described the following: socioeconomic records, medical assistance, work-study programs, vocational guidance, foreign-student assistance, and student activities.

Also, in the area of student assistance, Álvares and Aragão (1978) described the activities carried out by the originally titled Educational Counseling Center at the Federal University of Paraíba. According to their document, the center fulfilled its mission by (a) assisting students in the fields of vocational studies and personal adjustment and (b) involving faculty members in the activities developed by the center. The paper was addressed to the Fifth Brazilian National Congress of Guidance Workers held at Curitiba, Paraná, in July 1978.

Reports about housing and work-study programs at the Federal University of Pernambuco were also presented during the First Regional Meeting of the Office of Student Assistance, held in Recife, Pernambuco, in 1979. Regarding work-study programs, Albuquerque and Gouveia (1979) viewed such programs as entailing both social

involvement and a financial complement for needy students. They stated the rationale for these programs as follows:

This [financial aid], in itself, is a significant factor in a developing area plagued with low family income. During the time a student is in the learning process, he/she will not create a sense of free services, will realize that it is through employment activities that he/she can earn, will develop a sense of responsibility, will sense that "the system" can provide relative economic independence; all of which are necessary in the development of self-confidence in a young adult. (p. 22)

Regarding student housing, Dias (1979) pointed out that "the primary objective of this assistance is to lead the residents into a participating capacity in the administration of these resident areas" (p. 38). According to the author, it is expected that "students will develop a greater sense of socio-cultural responsibilities and, at the same time, to expand and cultivate their integration into the university community" (p. 38).

The pros and cons of the educational value of student assistance as it relates to financial aid and work-study programs have long been debated. The viewpoint that ascribes educational value to work-study programs as a major form of financial aid has attracted increasing attention from higher education administrators and educators as well. According to Souza (1981), a number of postsecondary institutions have deliberately pursued and even extended their work-study programs in order to (a) furnish financial support to students and (b) provide work-learning experiences for students. On the other hand, those who oppose work-study as a form of student financial assistance say that when activity takes the form of off-campus employment it might offer little learning opportunity for students because

employers generally are more concerned with finding a good employee than in aiding a student.

Summary. It is evident from this review that the Brazilian literature is particularly weak in regard to the philosophical and theoretical content that provides direction and support for student affairs practice in higher education. Philosophical and theoretical literature is important in the sense that it can help to define the purposes, objectives, and functions of student affairs workers. Indeed, such literature could contribute substantially to the professionalization of student affairs, as a result of which the field could be characterized and evaluated and its development anticipated.

Research on Student Affairs

The paucity of research directly related to student affairs practice is a critical issue for the development of the field in Brazilian institutions of higher education. A search of library holdings, ERIC dissertation abstracts, and Brazilian professional publications revealed that no one author has conducted a comprehensive study of administration of student affairs in Brazilian higher education. The literature review was valuable, however, in providing background material on some specific student affairs activities.

Two major studies considered in this section are doctoral dissertations about the Federal University of Viçosa (Garcia, 1979) and the Federal University of Piauí (Oliveira, 1979). The studies carried out by Rabello (1971, 1974) and Rabello, Peixoto, and Coutinho (1972) are also included in this section because they investigated

students' perceptions of their needs and the priority students placed on services and programs in the field of student affairs.

The last study presented in this section is one carried out by the staff of Socioeconomic Records Services at the Federal University of Bahia in 1980. The study was concerned with student assistance policies at federal universities located in northeastern Brazil.

Garcia (1979) used a needs-assessment approach to identify selected student services needs at the Federal University of Viçosa, Minas Gerais, Brazil. The rationale for the study was that since the University is developing very rapidly, the area of student affairs needs to expand its services to address new demands and to improve existing services.

The population of the study comprised 250 students chosen from the registrar's office files, according to students' enrollment classification as freshman, sophomore, junior, senior, and graduate. The services listed on the questionnaire were: admission, advising, counseling, financial aid, food services, health services, housing, job placement, orientation for new students, registration, student activities, and student union.

When students ranked the services according to a scale of priorities, the results showed that: (a) advising, counseling, and job placement were placed at the top of the list of priorities; (b) health services were placed close to the top of the scale of priorities; (c) food services and student activities were placed in the middle of the scale of priorities; (d) student union was placed near the lower position; (e) orientation for new students, registration,

and admissions were placed in the lower position on the scale; and (f) housing and financial aid had a distribution spread throughout the scale of priorities.

Discussing the fact that the majority of the students surveyed were aware of admission, advising, financial aid, food, health services, housing, registration, student activities, and student union but were not aware of counseling, job placement, and orientation for new students, Garcia suggested:

This awareness of some of the services by the students may be understood in that these services are provided on campus in such a way that either the students knew about them or had used them; while the majority of the students who were not aware of counseling, job placement, and orientation for new students might be an indication that either the services were not provided on campus or students did not know about them. (p. 91)

Based on the study's findings, Garcia recommended the creation of (a) counseling services, (b) an orientation program to assist freshmen, and (c) job-placement services. She further stressed the need to improve existing services.

As previously mentioned, Oliveira presented in 1979 the results of a study developed at Terezina, Piauí, in northeastern Brazil. The investigator, a professor at the Federal University of Piauí, intended through her research to collect the necessary information to propose the implementation of guidance services at the higher education level. The study population comprised administrators, faculty, counselors, students, former students, parents, and community representatives.

Oliveira stressed some critical issues related to student affairs practice. Regarding teamwork, she pointed out that program

development and dissemination of guidance services in cooperation with the vice-president for extension can be more effective than if carried out only by the student affairs division. "These procedures will avoid duplication of some programs and facilitate the outreach program activities to the community at large" (p. 129).

Oliveira concluded that guidance services were needed and proposed a model for implementing the guidance services and programs for the Federal University of Piauí. She also suggested a need for (a) developing a program of research and evaluation in the field of student assistance; (b) attending to consultation with students, faculty, and community agencies; and (c) keeping the guidance/counseling programs in an open-system mode to provide for effective student evaluation and reactions. Oliveira specifically directed the following remark to student affairs practitioners: "It is also advisable that all staff members must nurture an open-minded attitude toward new ideas for professional development and personal growth" (p. 129).

According to Garcia (1979), a number of studies have been carried out at different Brazilian colleges and universities in an attempt to understand college students. Garcia examined two major studies: an investigation reported by Rabello in 1971 and the study conducted by Rabello, Peixoto, and Coutinho (1972), which involved about 2,300 students in northeastern Brazil.

In 1971, Rabello reported the results of a survey intended to characterize college students at the State University of Campinas (UNICAMP). One of the topics investigated was related to work-study.

The author found that 58.7 percent of the students surveyed needed to work during their college years, 19.6 percent of the students worked to gain independence, and 16.7 percent worked to gain experience. Rabello further mentioned that 11.3 percent of the males and 8.7 percent of the females had concerns about finances and uncertain professional futures.

When the participants were asked to list, in order of priority, the services they felt were needed at UNICAMP, the most frequently mentioned was medical-social service. A cooperative for selling textbooks and other materials was second in importance. In third place was the establishment of a financial-aid program. Finally, in fourth place, students indicated a desire for the improvement of recreational activities.

Rabello, Peixoto, and Coutinho (1972) conducted a study with freshmen enrolled at seven universities located in Fortaleza, Recife, and Salvador in northeastern Brazil. Finding suitable housing was the major problem faced by these students. Because the universities surveyed did not have dormitories available for all the students who needed that kind of facility, up to 24 percent of the respondents declared that they were living alone in rooms or apartments.

Souza (1981) prepared a document for the Ministry of Education and Culture about assistance for needy students, which emphasized the research Rabello (1974) conducted in the field of student assistance. Rabello's study, involving 18 universities throughout Brazil, investigated attitudes of college students toward a number of issues, including financial problems. Based on the information collected,

the author reported that the majority of respondents perceived the practice of financial subsidy to students as a traditional form of paternalism that no longer fit the Brazilian reality. The rationale for such a position was that even though financial subsidy solved the immediate problem, it did not contribute, in an educational sense, to the development of the personality and character of the student who should benefit from such assistance. Regarding loans as a form of financial aid, the respondents considered them a good solution to the financial problems of needy students. According to the respondents who favored that approach, since the money must be reimbursed, the program has a positive effect because it encourages students to assume responsibility for their studies.

The final study to be considered in this section was a survey conducted during a regional meeting about student assistance policy held at the Federal University of Bahia in September 1980. The survey involved six federal universities located in northeastern Brazil; respondents were the persons responsible for student assistance in the following institutions: the Federal Universities of Alagoas, Ceará, Paraíba, Pernambuco, Rio Grande do Norte, and Sergipe.

The questionnaire, an open-ended instrument, identified six major dimensions of the student affairs practice regarding (a) characterization of professional staff, (b) activities developed by the unit, (c) services offered to students, (d) unit planning, (e) joint unit efforts, and (f) population served.

An analysis of these categories revealed that the staff members of the student affairs divisions surveyed represented various

professional fields, with a strong predominance of social workers. The activities developed by the student affairs practitioners were principally related to the following services and programs: housing, food services, work-study programs, and health services.

Regarding unit planning, although some respondents indicated a trend toward developing planning with other sectors of the student affairs divisions, the most common pattern was isolated planning. Indeed, among the six respondents, two reported that their institutions' student services units acted conjointly "when it is possible." Two respondents indicated that the student services units at their universities worked cooperatively with other services and programs at the institutional level, and the remaining two respondents said that their student assistance units did not adopt such a procedure. Finally, the respondents indicated that the population served by the student assistance services and programs was primarily financially needy students.

Summary

In spite of the lack of systematic research designed specifically for student affairs administration in Brazil, the writer identified six studies focusing on some aspect of student affairs work, such as financial aid, housing, and work-study programs. Among the major studies reported in this section, two were doctoral dissertations dealing principally with perceptions of needs for student services and programs; a third was about institutional policy for student assistance.

In 1979, Oliveira proposed a model for implementation of guidance services at the higher-education level, in which the major responsibility of guidance/counseling services is to be responsive to student, institution, and community needs. Garcia (1979), using a needs-assessment approach to identify student services needs, found that advising, counseling, and job placement were placed at the top of a list of priorities by the college students who participated in the study. Finally, the results of a survey about student assistance policy involving six federal universities located in northeastern Brazil revealed that the activities engaged in by the student affairs practitioners were primarily related to housing, food services, work-study programs, and health services.

CHAPTER III

DESIGN AND METHODOLOGY

As stated in Chapter I, the purpose of this study was to describe and analyze the administration of student affairs programs in selected Brazilian institutions of higher education. This chapter on methods and procedures contains an explanation of the study design, selection of the population and individual participants, instrumentation, information collection, and techniques of information analysis.

The Study Design

The rationale for using survey research and interviews to achieve the study's purpose was that in conducting descriptive research the investigator collects information to assess the relative incidence, distribution, and interrelationship of naturally occurring phenomena (Kerlinger, 1964). In developing the descriptive-research format for this study, the investigator did not seek to explain relationships, to test hypotheses, or to make predictions. Instead, the investigator intended to describe and analyze student affairs as a component of higher education in the participating universities.

The Study Population

The study population comprised 12 federal universities located in the northern and northeastern geographical regions of Brazil. This

population was unevenly divided to carry out two phases of the study: (a) the pilot study, undertaken in the northern region of the country and involving the Federal Universities of Amazonas and Pará; and (b) the major research study, completed in Brazil's northeastern region and involving the Federal Universities of Maranhão, Piauí, Ceará, Rio Grande do Norte, Paraíba, Rural of Pernambuco, Pernambuco, Alagoas, Sergipe, and Bahia. Appendix A presents the geographical locations of the federal universities constituting the study population.

Selecting the Population

The population for the major research study comprised federal universities located in a single region of Brazil. The investigator chose to include only federal universities because of her personal interest in working with this kind of institution.

The investigator decided to collect information from federal universities located in the northeastern region because conducting such a study at the national level would require enormous travel and maintenance costs given the physical distance between the Brazilian federal universities, not to mention the difficulty of completing the study in a reasonable amount of time. Indeed, the paucity of information about student services and programs in higher education in Brazil would have caused problems in obtaining a sample representative of the federal universities.

Private and state colleges and universities located in Brazil's northeastern region were not included in the study for two

main reasons: (a) as a group, those institutions usually depend on student tuition, state funding, and/or private sources of financial support; and (b) private institutions supposedly attract a different clientele than do federal universities and tend to be relatively narrow in the areas of study offered, with some colleges concentrating only on specific fields of study. Because of these differences, the student affairs services and programs of private and state institutions of higher education may have a different emphasis than their counterparts in the federal postsecondary-education system. Therefore, these differences would make comparisons among student affairs units inappropriate and would also make general conclusions subject to questions of validity.

Selecting Individual Participants

Two major criteria influencing the selection of participants of the study population were (a) that the individuals had primary responsibility for establishing student affairs policy at the institutional level and (b) that the individuals were responsible for administering the student assistance units. Documents on administration of student affairs in Brazilian universities suggest the existence of at least two levels of administrative officers. At the first level are individuals in charge of policy making and implementation of student affairs policy. They are the vice-presidents for student affairs or other vice-presidential positions. Yet, depending on the institution's structure, the director of the foundation for student assistance or the coordinator for student assistance can also be

included in this category. At the second level are the individuals in charge of the operations of student assistance units. They are the directors of student services and programs. The adoption of such a dichotomy in selecting participants for this study was supported by Gorden's (1980) notion about key/special informants and representative respondents.

For the purpose of this study, key informants were represented by eight vice-presidents, who were the principal administrative officers responsible for all or most major functions and operations related to student assistance at their universities. As key informants they could contribute information relevant to the objectives of this study. Indeed, their position in the university community enabled them to discuss issues and trends in the field of student affairs, as well as administrative action in implementing student affairs policy at the institutional level. (The nomenclature of the divisions and codes of the vice-presidents participating in the study is presented in Appendix B.) Also included in the category of key informant were one director of a foundation for student assistance and one coordinator for student assistance. Hence, the individuals included in this category totaled ten informants.

Later, another individual was included in the category of special informant. That person was pointed out by the key informants as one who could contribute suitable information, given his expertise in student assistance problems and his contribution to the expansion of the field of student affairs during his tenure as coordinator of the Department of Student Assistance (DAE) of the Ministry of Education

and Culture. Because of that person's contribution and expertise, and since that person had returned to the Federal University of Paraíba, where he is a faculty member, he was included in this study. The final sample for the category of key and special informants comprised 11 individuals.

The category of representative respondents comprised 63 directors of student services and programs. These individuals were selected because they shared certain characteristics that defined them as a specific group in the student affairs field. In this regard, they were able to offer relevant information about student affairs practice.

Interviews were conducted with the key and special informants, and questionnaires were administered to the group of representative respondents.

Selecting Student Assistance Units

Because the areas covered in this study were particular to the domain of student affairs, those activities and programs that are not normally found to be associated with student affairs in Brazilian federal universities were excluded. Thus, admissions and registration were not included in this study. In most instances, this definition and specification of appropriate units to be investigated was achieved by asking the individual responsible for student affairs at each participating university to identify programs and services specific to the objectives of this study.

The units included were those administratively linked to the division of student affairs, or other student services or programs

whose objectives could reasonably be associated with student affairs practice, regardless of the division, sector, or department. The final sample of units surveyed is listed in Table 1.

Instrumentation

Surveys can be designed to answer questions of fact and description (Kidder, 1981). In conducting survey research, several methods of data collection can be used (Babbie, 1973; Isaac & Michael, 1981; Kerlinger, 1964).

Given the peculiar characteristics of the Brazilian federal system of higher education in general and of student affairs work in particular, the investigator adopted and developed the following approaches and instrumentation for this study. In selecting the instruments, it was determined that a personal-interview format would be the best way to collect information from the key informants. A questionnaire survey was considered an appropriate vehicle for gathering information from the representative respondents. Therefore, interviews and questionnaires were used as complementary instruments. (See Appendices C, D, E, and F.)

Basically, the instruments were designed to secure information about (a) the objectives of student affairs in Brazilian higher education, (b) the administration of student affairs, and (c) the activities developed and directed by student services and programs. The first draft of the instruments was submitted to the investigator's dissertation director for revision and suggestions. The instruments were subsequently improved, and after final revision they were submitted to the dissertation committee for review and approval.

Table 1.--Allocation of student services and programs by type of institution.

Title of Unit	Type of Institution	
	Autarchy (N=7)	Foundation (N=3)
Food Service	7	3
Health Service (Medical and Dental)	6	1
Dental Service	1	1
Housing Program	6	2
Work-Study Program	6	2
Cultural Extension Program	3	2
Social Service	4	-
Psychology Service	3	-
Sports Activities/Recreation Program	2	-
Legal Assistance Service	2	-
Educational Guidance Program	1	1
Financial Aid Program	1	-
Financial and Socioeconomic Records Services	1	1
Student Promotion Program	1	-
Social-Integration Service	-	1
Student-Activities Orientation Program	-	2
Religious-Assistance Program	1	-
Transportation Service	-	1
Placement Service	1	-
Total	46	17

Developing the Interview

One aspect of interviewing style is the dichotomy between structured and unstructured interviews (Gorden, 1980). Whereas the structured interview is designed "to collect the same categories of information from all informants and the answers of all respondents must be comparable and classifiable" (p. 46), the unstructured interview does not pose all of the same questions to each informant as it is "essentially formless" (p. 46). Because this study included two distinct categories of informants, both types of interviews were used. Structured interviews were conducted with the key informants, and an unstructured interview was conducted with the special informant.

The interviews were designed to be conducted during a personal encounter. Such an approach was based on Kidder's (1981) view that face-to-face interviewers are able to ask complex questions at length and depth and to obtain fully detailed answers through clarification and probing. The investigator decided to tape record the interviews and to take hand-written notes as well. The decision to record the interviews was based on Gorden's (1980) recommendation that "the more one wishes to explore for unanticipated types of responses and what categories of information are relevant to the problem the more we should use a tape recorder, which omits nothing and allows the relevance of the response to be decided later" (p. 225).

Structured interviews. In the structured interviews conducted with the key informants (Appendix C), items were designed to obtain information about student affairs as it relates to institutional purposes, the student population, and the community-at-large. The four

basic categories of questions were related to (a) the conceptualization of student affairs, (b) the influence of the institution's juridical structure on student affairs, (c) the articulation of the student affairs division at the institutional level, and (d) the cooperative activities carried out between the division of student affairs and community agencies.

The schedule of the interviews conducted with the director of a foundation for student assistance and the coordinator of student assistance was slightly different from the original schedule developed for the vice-presidents. Such a modification was made to adapt some questions to the peculiar characteristics of the two offices (Appendix D).

Unstructured interview. One basic purpose of interviewing is discovery. Discovery indicates gaining new consciousness of certain qualitative aspects of the problem (Gorden, 1980). Because one reason for interviewing the special informant was to gain insights into issues pointed out by the key informants, a less structured interview was conducted with the former coordinator of the Department of Student Assistance (DAE). In this regard, the investigator accepted Gorden's idea that the independent, unstructured interview is used in situations in which there is no need "to summarize the responses of a sample of respondents" (p. 47).

The approach used in the unstructured interview encompassed ten open questions equally allocated into two parts. Part One addressed student affairs concerns discussed by the key informants. Part Two concerned issues associated with cultural extension as a

student-affairs-related activity. This topic was discussed with the special informant because from only half of the universities studied was the investigator able to include cultural-extension programs among the units surveyed. From this perspective, the interview with the special informant was valuable in clarifying and/or elaborating on previously identified issues (Appendix E).

Developing the Survey Questionnaire

In general, a questionnaire solicits information about attitudes, perceptions, and behaviors through the use of questions and statements. "Using both in a given questionnaire gives the researcher more flexibility in the design of items and can make the questionnaire more interesting as well" (Babbie, 1973, p. 140). Given the nature of this study, the survey questionnaire included both questions and statements (Appendix F).

The instrument comprised 59 items, with numerous provisions for open-ended as well as closed-ended questions. For most questions, respondents were asked simply to check the appropriate response. For other questions, participants were asked to respond according to the given instructions. The statements included in the questionnaire described activities usually developed and administered by student assistance units.

The survey instrument, a nine-page questionnaire, was printed on 9-3/4" x 12-1/2" paper and presented in four soft colors (pink, white, yellow, and green), one color for each section. This approach was adopted because it was anticipated that information collected

would be descriptive in nature and responses to open-ended questions would be varied, and thus, in the process of separating various sections for analysis, the investigator might benefit from using different colors. In addition, given the number of pages, it was desirable to present the instrument attractively.

In a preliminary section of the questionnaire, the investigator stated the purpose of the study and assured the respondents that the information they provided would be kept confidential. The respondents were also informed about the purpose of the identification code located at the upper-right-hand corner of each page of the instrument. Because institutional function was the primary interest in this study, the respondents' names were not requested. Finally, along with the necessary instructions for responding to the instrument, the investigator requested each respondent's cooperation in completing the questionnaire.

The survey questionnaire was divided into four sections, each representing a relevant area in the field of student affairs. Section One was concerned with the conceptualization of the student assistance units surveyed. In this section, respondents were requested to outline objectives of services and programs and to provide information about documents supporting the activities and factors that could facilitate or impede the units' performance. Seven questions were included in this section.

The six questions included in Section Two were designed to collect information from unit directors regarding their professional training, functions, responsibilities, and the professional

qualifications required for the position. An item regarding units' lateral relationships was also included.

The third section focused primarily on human resources allocated to the units and how they performed. The ten structured questions included in this section also gathered specific information about staff planning and evaluation. Questions about staff-development efforts and student involvement in the activities carried out by the units were also included.

In Section Four, the respondents were asked to review a list of 36 statements describing activities usually performed by student assistance units. Because the questionnaire was designed to be administered to directors of various student assistance units, many activities were included in this section. The respondents were asked to check only those activities carried out by their particular units. If the list did not contain specific activities performed by the units, respondents were asked to add those activities in an appropriate space provided.

Pretesting the Survey Instruments

Pretest

"Pretest" refers to initial testing of one or more aspects of the study design--the research questions, for instance (Babbie, 1973). Questioning may be directed toward what people know, what they have done, or the reasons for any of their actions. In asking questions, language clarity and question adequacy are crucial factors

for the success of any inquiry. A pretest, then, is an examination of the instrument to see how it works.

During Summer Term 1982, after the survey instruments had been approved by the dissertation committee, they were translated into Portuguese. The Portuguese versions of the interview and questionnaire were then submitted to three male and three female Brazilian doctoral students enrolled at Michigan State University. They represented the fields of education (administration of higher education and educational systems development), anthropology, and psychology.

Although these pretest respondents were not directly involved with student affairs, it was assumed that their evaluation of the questions of both instruments would be valid since "to be useful, questions should make sense to respondents, even though the most important implications of these questions may not be evident to them" (Babbie, 1973, p. 214). In this instance, the implications of the questions needed to be reasonably clear because the respondents might have been affected by student services during their undergraduate careers in Brazilian collegiate institutions. All respondents in this group were attached to the Brazilian federal system of postsecondary education as professors or as higher education administrators.

Pretest respondents were asked to evaluate the instruments in relation to understandability of instructions and clarity and completeness of questions. Based on the responses and comments of the pretest participants, some items from the interview and the questionnaire were modified.

Pilot Study

The pilot study was carried out during October 1982 and involved the Federal Universities of Amazonas and Pará. In the pilot study, the investigator conducted two interviews and delivered 11 questionnaires. Of those questionnaires, eight were returned to the investigator. Three questionnaires were not completed or the respondents failed to return them by mail.

In analyzing the returned questionnaires and the interviews' content, suggestions and comments made by some members of the pilot-study group were taken into consideration. Some sentences were reworked to shorten them or to change an inappropriate word or phrase. Overall, since the results of the pilot study indicated that the directions were clear and the list of questions appropriate for the objectives of the study, the instruments were prepared for application to the main study group of respondents.

Information-Collection Procedures

The first step in collecting information was to contact the president of the Federal University of Pará, where the investigator is a faculty member, to request institutional support for the study. Such support was assumed to be important because it would help reduce problems associated with prejudice against this kind of study and would also facilitate communication with the principal administrators of the institutions included in the survey.

Endorsement for the study was insured, and a telex of advance notice from the President of the Federal University of Pará was

sent to the president of each university included in the study. The telex explained the reason for the survey, requested the cooperation of the people to be included in the survey, and established the date for the investigator's on-site visit (Appendix G). After the investigator concluded the information-collection visits, a thank-you telex was sent to the presidents of all participating universities (Appendix H).

The general procedures for collecting the information were as follows. First, the investigator met with the president of the university or the person in charge of the presidential office. Subsequently, the investigator was referred to the vice-president for student affairs. The purposes of this initial meeting were: (a) to explain the study objectives and to gain overall support from vice-presidents to be involved in the study, (b) to make arrangements for the interview, and (3) to obtain an understanding of the services and programs associated with student affairs practice at each institution.

Information for the major research was collected during November and December 1982. During this time, 11 interviews were conducted and 68 questionnaires were delivered to the appropriate officials. Overall, interview and survey information was collected through direct contact with the study participants. In only two institutions, because of unusual circumstances, the investigator had to contact the social services coordinators to ask them to deliver the questionnaires to the appropriate respondents.

Despite the investigator's on-site visits to all of the universities included in the project to conduct interviews and administer

the questionnaires, a few participants failed to return the questionnaires. To obtain the missing material, a personal follow-up was made through a second on-site visit or telephone call to all non-respondents after the second week in December. At the conclusion of the follow-up visits and telephone calls, 65 of 68 questionnaires had been returned to the investigator, 63 of which were satisfactorily completed.

Information Analysis

Interview Analysis

Among the 11 interviews conducted with the key and special informants, tape recordings were made of ten interviews that averaged approximately 40 minutes to one hour in length. These tapes were transcribed and coded into specific response categories, as appropriate. The content of one interview that could not be tape recorded was coded in a similar way from notes taken by the investigator.

The findings emanating from the interviews are reported in Chapter IV. When suitable, frequencies were tabulated and used to identify general trends of the informants' interview responses. Also, quotations from informants that serve to illustrate relevant issues are included. Analysis of responses from the key and special informants allowed the writer to describe student affairs as it is currently conceived by the individuals responsible for student affairs at the institutions surveyed.

Questionnaire Analysis

The investigator decided to analyze the information gathered through the questionnaires as follows: (a) by introducing a general overview of the 63 units surveyed, (b) by analyzing the information related to administration of student assistance units, and (c) by presenting profiles of 11 major categories of student assistance units. The findings from the questionnaire provided for the instrument items to be presented in the following formats: frequencies, percentages, and, where applicable, ranges. Because not all the directors of the units surveyed replied to all items, the number of responses varied among the questionnaire items.

Overall Information Analysis

Because the survey instruments--the interview and the questionnaire--were used as complementary tools, the information emanating from these instruments was further analyzed as a totality. Therefore, through this approach, student affairs in the federal universities located in northeastern Brazil was analyzed in terms of being:

1. Administratively oriented--those functions that are primarily designed to accomplish institutional policy.
2. Student centered--those functions that are considered to be primarily educative/developmental.
3. Community oriented--those functions that are designed to provide services for the community-at-large.

Summary

The content of this chapter was an account of the procedures established and followed by the investigator in conducting the study. The purposes of the study--to investigate, describe, and analyze student affairs in Brazilian institutions of higher education--were restated throughout the chapter as the basis for the study design and methodology.

CHAPTER IV

ANALYSIS OF THE INFORMATION

Introduction

This study was designed to investigate student affairs programs and their administration in federal universities located in the northeastern region of Brazil. The findings from the survey presented in this chapter include information collected through interviews and questionnaires. The chapter is divided into three parts: Part One describes student affairs from the interviewees' perspectives. Part Two contains the responses to the questionnaire and comparisons of the participants' responses to a number of variables. Finally, in Part Three, an overview of selected information secured from both interviews and questionnaires is presented.

PART ONE: INTERVIEWS

The primary focus of the interviews was on a variety of identified variables that could affect the administration of student affairs. The interview questions were categorized into four basic topics: (1) conceptualization of student affairs: documents, institutional policy, and student affairs objectives; (2) the university's juridical structure and student affairs: goals of student affairs, models of administration, and units' functioning; (3) articulation of student assistance units; and (4) cooperation between student assistance units and community agencies.

The preceding four topics were included in the structured interviews developed for this study. (See Appendices C and D.) Because the interview formats were slightly different, when presenting the information collected from the informants, a distinction is made between specific questions directed to the vice-presidents for student affairs and those directed to other informants.

Eleven informants (respondents) participated in the interviews conducted by the investigator. The majority of the information about student affairs in this section came from the key informants who composed a group constituted of ten student affairs administrators: eight vice-presidents, one director of a foundation for student assistance, and one coordinator for student assistance. Other information came from the special informant, a former coordinator of the Department of Student Assistance (DAE) of the Ministry of Education and Culture in Brazil, who responded to an unstructured interview. (See Appendix E.)

Findings

Conceptualization of Student Affairs

Information regarding the conceptualization of student affairs within the participating universities was provided and expanded upon by the interviewees in response to questions about (a) documents directing student affairs policy, (b) aspects considered in establishing goals of student affairs, and (c) integration of student affairs objectives into institutional goals.

Documents directing student affairs policy. Basically, the question posed to all ten informants was: "What documents direct the policy for student affairs in your division/sector?" According to the informants, at the federal level the divisions of student affairs or any sector charged with student assistance practice receive overall orientation and direction regarding specific programs and services from the Coordination of Student Assistance (CAE) office attached to the Department of Higher Education (SESu) of the Ministry of Education and Culture. At the institutional level, the basic documents for orienting and directing student affairs policy are the university by-laws and regulations especially prepared by those offices charged with the responsibility for coordinating student assistance.

Radical changes in federal policy for student assistance have been reflected in recent restructuring of certain sectors of the Ministry of Education and Culture. For instance, the former Department of Student Assistance (DAE), which was primarily conceived to perform a central role in coordinating the national system of student assistance, was replaced by the Coordination of Student Assistance (CAE), which has the responsibility for orienting and directing only specific student programs, such as food services, housing, student organizations, and work-study programs.

Along with the structural changes that have occurred at the ministerial level and that have greatly affected the administration of student affairs, the informants also noted the difficulties that some services and programs have been facing because of recessionary economic conditions in Brazil. As the majority of informants

explained, their universities have been taking action to provide appropriate guidelines for their divisions of student affairs in view of anticipated budget reductions. Long-range forecasts are being considered in determining where cuts could be made and in setting goals and objectives to meet newly developed priorities.

One informant further introduced the notion of planning for the future. According to him, his university conducts biannual surveys to gather both demographic and economic information about the student population. This and other information is then used as the basis for making decisions affecting the development of long-range institutional goals and objectives. Therefore, concerning student affairs, "The conduct of a survey every two years allows for reviews and necessary adjustments in establishing student assistance policy at the institutional level" (Informant F, November 11, 1982).

Another informant addressed a somewhat different view of the question of planning, by focusing his answer on the conceptual framework used by the institution to develop a comprehensive document on student policy. He stated, "We are writing a mission statement for the university and developing goals for the administration. Subsequently, new objectives for student assistance will be set" (Informant D, December 3, 1982). This informant, however, did not view the document (mission statement) as a final statement, but rather as a basis for further examination and exploration of the challenges posed to higher education administrators by Brazil's rapidly changing economic and social conditions.

Interpretation. Currently, the documents from the federal government are concerned with adjustments made by federal authorities on governmental policies for student assistance. These changes require that institutions of higher education develop new regulations about institutional policy that would direct the student affairs divisions and offices to operate with less financial support and, indeed, to make budget reductions through reorganization and/or consolidation of existing programs and services.

It is apparent that, in the near future, budget cuts in some areas that may not be considered essential in terms of university priorities will create more formal relationships between students and the university. Such cutbacks will also reduce the institution's ability to promote student participation in such areas as student activities and cultural extension programs.

Institutional policy for student affairs. To answer the question "What are the three major focal points of institutional policy for student assistance in your university?" informants were asked to rank the eight original focal points in order of importance. Of the eight vice-presidents who responded to the question, six provided all three required answers, one indicated two focal points, and another limited his answer to one focal point. Table 2 displays the responses provided by the informants.

Of the 21 responses displayed in Table 2, 10 concentrated on statements regarding institutional requirements and federal legislation as follows: "To attend institutional goals" (5), "To promulgate federal legislation concerning student affairs" (3), and "To promulgate

Table 2.--Major focal points of institutional policy for student affairs from the perspectives of vice-presidents for student affairs.

Focal Points	Rank of Importance		
	1st	2nd	3rd
To attend institutional goals	2	2	1
To promulgate federal legislation concerning student affairs	2	1	-
To provide financial aid to needy students	1	-	-
To improve students' academic achievement ^a	1	-	-
To promote the development of the student ^a	1	-	-
To guarantee students' rights ^a	1	-	-
To facilitate student participation in cultural and artistic actions	-	-	2
To promulgate institutional policy on student assistance ^a	-	1	1
To articulate academic learning with professional experience ^a	-	1	-
To promote student integration in community programs	-	-	2
To promote the integration of student assistance units and community agencies ^a	-	1	-
To facilitate student participation in extracurricular activities	-	1	-

^aStatement added by the informant.

institutional policy on student assistance" (2). The remaining 11 responses were allocated into the following categories: (a) student-centered (nine responses): "To promote the development of the student," "To improve students' academic achievement," "To promote student integration in community programs" (2), "To guarantee students' rights," "To provide financial aid to needy students," "To facilitate student participation in cultural and artistic actions" (2), and "To facilitate student participation in extracurricular activities"; (b) student affairs/community (one response): "To promote the integration of student assistance units and community agencies"; and (c) academic/practice (one response): "To articulate academic learning with professional experience."

The format of this question also asked for informants to justify their first choice. Accordingly, the rationale provided by five vice-presidents was primarily related to the institution's influence on the definition of student affairs practice. The statement made by one vice-president illustrates this point of view: "The determination of student affairs policy should be established in accordance with the basic goals of the institution and federal legislation" (Informant G, November 22, 1982).

The statements focusing primarily on the student received fewer responses from the vice-presidents than those statements representing institutional priorities and legal requirements. Therefore, the investigator decided to explore this finding by asking the special informant to express his opinion about what objectives could direct the policy of student assistance.

According to the special informant, assistance for college students can be developed in two directions or be directed by two major objectives. First, needy students could be offered opportunities and support that would allow them to participate in the university experience in a manner similar to that of students who do not face financial problems. This approach would be the "assistance" aspect of student affairs work. Second, a policy concerned with the entire student population, regardless of financial status, could be developed. In this case, it would be necessary to provide services to promote student development, facilitating students' growth as individuals and as students. This approach would be the "promotion" aspect of student affairs work in higher education.

As an example of the "assistance" approach, the special informant indicated services such as housing facilities, food, and financial aid. Regarding the "promotion" approach, the informant stressed the importance of assisting students who want to participate in student organizations. He stated,

This is a very important aspect of the college experience that, in general, is not being met by the Brazilian institutions of higher education. This is also a crucial issue, given that the college experience is a moment for practice of political activity, for training of leadership, for engaging in community action. (Special informant, December 27, 1982)

The informant conceded, however, that the current problems faced by institutions of higher education do not facilitate the adoption of such an approach, which calls for deep changes in the institution as well as in the students themselves. To be successful, the approach requires institutions to assume that student assistance

is a process in which integration of services plays an important role. Institutions also need to understand that students are an essential element in the process, which requires them to participate actively in the activity, rather than just receiving the benefits.

The question regarding the institutional policy for student affairs was addressed to all 11 informants who participated in this study. The responses provided by the eight vice-presidents and the special informant were presented above. The remaining two informants, the director of the foundation for student assistance and the coordinator of student assistance, responded to a somewhat different question about the objectives of their sectors.

The informants' responses to the question "What are the three main objectives regarding student assistance?" concentrated on services and programs that assist financially needy students. To provide financial aid, food services, and housing facilities were the three objectives indicated.

Interpretation. Laws and directives established at the federal and institutional levels, which direct the policy for student assistance units in the participating student affairs divisions, represent the Brazilian reality. This emphasis on institutional goals is in agreement with the positions assumed by Harvey (1974) and Wellington (1976)--that the mission and goals of the institution determine student affairs policy. Also, Oetting, Ivey, and Weigel (1970) stressed the need to establish clearly defined purposes and goals consistent with the overall mission of the institution, to deal more effectively within the limits set by finances and personnel.

The responses to this question did not elicit the motives behind the goal priorities, nor did they reveal the obstacles to making student affairs goals part of a conceptual framework. The findings suggested that the basis for student affairs policy is not primarily student centered; but they did not necessarily define the institutional policy of the divisions surveyed as lacking interest in the student. The emphasis on institutional goals and federal legal documents can be explained in many ways. For instance, whereas there is a lack of a body of Brazilian student affairs literature and theory that could provide a philosophical basis and orientation for student affairs, the existence of federal and institutional documents defining the student population, delineating priorities, and providing general guidelines for practice may be the critical factor in explaining why the student affairs administrators in the universities studied emphasized institutional goals and federal legislation as the basis for establishing student affairs policy. In this case, the findings on the question regarding institutional policy for student affairs might be viewed from Johnson's (1970) perspective--that is, as an effort to reconcile the functions, tasks, and services in the field of student affairs within a common philosophical framework related to the goals and objectives of higher education.

Integration of student affairs objectives into institutional goals. This topic was investigated through two questions, both of which were divided into two parts. Part one investigated whether a policy for integration existed. Part two required a justification if no policy for integration existed or asked what conditions facilitated

such integration, if indeed there was an official policy integrating student affairs objectives into the goals of the university.

The question addressed to the vice-presidents was: "Is there an institutional policy for the integration of student affairs objectives into the university goals?" Of the eight vice-presidents who responded to this question, seven provided positive answers and one responded negatively. The vice-president who said "no" explained:

There is not a defined policy. Integration is possible, even desirable. However, I cannot say that such integration is present in the university community. In fact, integration does not exist. (Informant A, November 30, 1982)

The nature of this question made it difficult for the interviewees to identify precisely what conditions facilitated the integration of student affairs objectives into institutional goals. When the seven informants who responded "yes" were asked to indicate those conditions, the majority of informants had difficulty in responding satisfactorily to this part of the question. The explanations varied in scope and format. Whereas one informant assumed that "the conditions are provided by the institution's climate" (Informant D, December 3, 1982), another informant offered a general reasoning:

When a division or sector of the university decides to create a new program, the proposal is discussed in meetings in order to avoid duplication of similar activities. (Informant C, November 25, 1982)

The informant conceded, however, that in terms of reality, such integration "is still a goal to be accomplished."

A further explanation provided by another informant merits attention because it addressed a crucial aspect of integrating services and programs at the institutional level. The informant, a vice-president

of the division for community affairs, stated that the integration proposed by the question was being developed by his division. He also acknowledged that this approach was producing negative reactions within the division. As the informant put it:

The policy that urges the division of community affairs and the division of academic affairs to develop efforts to integrate specific student programs has faced strong opposition from some members of our staff. They assume that we are giving away important functions by allowing other divisions to perform activities that should be carried out only through units attached to the division of community affairs. (Informant H, November 26, 1982)

Along with the question directed to the vice-presidents, a similar question about integration was addressed to the remaining two participants of the group of key informants: the director of a foundation for student assistance and the coordinator of student assistance. The question was: "Is there an official policy for the integration of student services and programs into a global plan of action to assist students?" Both informants answered affirmatively; they also indicated that the conditions making such integration possible were primarily related to the kinds of relationships developed by the student assistance units.

Interpretation. Judging from the number of positive answers to the question about integration of student affairs into institutional goals, one can assume that the majority of informants accepted the importance of integrating student affairs objectives into the goals of the institution. This finding is not surprising when one considers that the student affairs policy in the universities surveyed was described by their student affairs administrators as being based

primarily on directives that emanated from the institution and federal government. In this case, the responses gathered from the informants suggested that student affairs exists as an integral element of the university system.

This finding, considered in relation to the review of the American literature on student affairs administration, is in accordance with Packwood (1977), who advocated the functioning of student affairs as an articulated system that is appropriate to the goals of the institution. The finding is also in agreement with Ambler's (1980) view that student services should be related to institutional goals.

The University's Juridical Structure and Student Affairs

As discussed in the review of the Brazilian literature presented in Chapter II, two different structures exist in the federal system of higher education in Brazil. The institutions of higher education (IES) are established as autarchies or foundations, with basic differences within their administrative regimes (Montandon, 1981). Among these differences, the acquisition and use of funds and the flexibility of administrative functions are distinguishing characteristics of the IES-foundations. As such, these characteristics may influence student affairs administration.

Based on this premise, the questions presented in this section of the interview were discussed in relation to the juridical structure of the participating institutions. The three questions included in this section were concerned with the influence of the juridical

of the institutions surveyed on (a) the goals of student affairs divisions, (b) the models of administering student programs and services, and (c) the functioning of student assistance units.

Juridical structure and the goals of the student affairs division. "Does the juridical structure of the university influence the goals of the student affairs division?" Among the seven vice-presidents who responded to this question, five were attached to IES-autarchies and two were linked to IES-foundations. Four informants from the autarchies agreed that the juridical structure influenced the goals of the student affairs division, whereas their counterparts from the foundations disagreed. Although the question did not require an explanation, some informants provided additional comments with their answers. For instance, although a vice-president had agreed that juridical structure influences the goals of student affairs, he conceded:

The institutions of higher education, however they are defined as autarchy or foundation, are attached to the federal government. It is this element that actually influences the goals of student affairs divisions. (Informant C, November 25, 1982)

Overall, the comments provided by the vice-presidents were related mainly to one factor: the formal relationship with the federal government that affects all the federal universities. Therefore, this factor could also affect the goals of the student affairs division because that office is an essential part of the system.

Interpretation. The opposite answers collected from the two groups of vice-presidents regarding whether the juridical structure of their universities influenced the goals of the student affairs divisions seemed to indicate a clear differentiation between the two groups. The four vice-presidents from IES-autarchies agreed that juridical structure influenced the goals of their divisions, whereas their counterparts from IES-foundations disagreed about such an influence.

Although the two groups answered the question differently, the rationale for supporting the responses seemed to direct the informants' views to a critical factor associated with the Brazilian system of higher education: the power of the federal government over the official universities, regardless of their status as autarchies or foundations.

This subject was also noted by Montandon (1981), who stated that the "Brazilian university is under a centralized bureaucracy which limits its autonomy" (p. 85). Because student affairs is an integral element of the university, it is apparent that, in a general sense, the major factor influencing the goals of the student affairs divisions studied is the formal relationship of the participating universities to the federal system of higher education, not the juridical structure of those institutions.

Juridical structure and models of administration. The question posed was: "Can you say that the juridical structure of your university determines the model for administering student services and programs?" Of the eight responses to this question, only six were

considered. Because two informants did not respond to the question specifically, their responses were not taken into account in presenting the information.

Two vice-presidents indicated that the models of administering student services and programs were determined by the juridical structure of their universities; four disagreed with that declaration. The two positive responses came from vice-presidents from autarchies, whereas the four negative responses came from two vice-presidents from autarchies and two vice-presidents from foundations.

On this question, justification for the responses was also requested. Of the two vice-presidents who said that the model of administering student assistance units was determined by the juridical structure of the university, only one justified his response. He stated:

We are linked to what the university is. We follow the purposes of the university. Since that university is an autarchy, the peculiar characteristics of this type of administrative structure determine the model for the administration of student services and programs attached to the division of student affairs. (Informant G, November 22, 1982)

Of the explanations provided by those who felt that the model of administering student assistance units was not determined by the university's juridical structure, three merit attention because the informants justified their answers (but did not focus directly on the factor of juridical structure). One vice-president emphasized the commitment the institution should make in providing assistance for the student population. He commented:

The functions of student affairs at a given university should reflect the commitment of this institution to student assistance, a commitment that defines the model of administering the services and programs in the area of student affairs. (Informant B, November 5, 1982)

Another vice-president believed that the model of administering student assistance units was not determined by the juridical structure of his university because "it is the peculiarity of each institution, the factor determinant in choosing the model to administer the units." In this case, "The model is determined by the unique characteristics of the university, no matter if the institution is an autarchy or foundation" (Informant F, November 11, 1982). Finally, another vice-president stated that the juridical structure of any institution of higher education does not determine the model of administration of its student services and programs because "the model is dependent on the importance that the university places on student affairs practice" (Informant E, December 2, 1982).

Interpretation. The informants' responses did not support the assumption that the university's juridical structure determines the model for administering student assistance units. One possible explanation of this finding might be associated with the characteristics of the participating universities. The vice-presidents in this study minimized the salience of juridical structure, stressing such other factors as uniqueness of the institution and assumptions about students, which perhaps, in the context of the institutions surveyed, have more influence on student assistance units than does juridical structure.

Responses about the models of administration provided by the two groups of vice-presidents were analyzed in relation to each group. The two groups were clearly divergent in their answers. The two vice-presidents from IES-foundations stated that the model of administering student services and programs was not determined by the juridical structure of their universities. Of the four informants who were vice-presidents from IES-autarchies, two stated that the model of administration was determined by their universities' juridical structure and two disagreed with that statement.

In addition, the vice-presidents from IES-foundations were consistent in the directions of responses to this and the previous question. Thus, the consistency of the informants' negative responses about the effect of the juridical structure of their universities on (a) the goals of student affairs divisions and (b) the model of administering student assistance units may suggest that the peculiar characteristics and administrative flexibility of the IES-foundations surveyed clearly defined the pattern of responses given by the vice-presidents of the student affairs division.

Juridical structure and unit functioning. The question designed to gather information regarding this topic was as follows: "Please indicate which of the following are affected by the juridical structure of your university: (a) composition of student affairs staff, (b) extent of student services and programs, (c) variety of services and programs offered to students, (d) cooperation between student assistance units and community agencies, (e) number of student affairs workers allocated to student assistance units, (f) participation

students in the implementation of services and programs, and (g) inclusion of student representatives in the planning and evaluation of services and programs." The exact number of choices expected from each informant was not specified; hence the number of responses per informant varied.

Eight vice-presidents responded to this question. Five informants from autarchies concentrated their choices on composition of student affairs staff, extent of services and programs, and number of workers allocated to units. One informant from a foundation indicated that student participation in planning, implementing, and evaluating services and programs, and cooperation between student assistance units and community agencies, were affected by the juridical structure of his university. The remaining two informants provided answers in opposite directions: Whereas the vice-president from an autarchy assumed that all of the aspects mentioned in the question were affected by the juridical structure of his university, his counterpart from a foundation stated that none of those aspects was affected.

Two informants provided comments about the aspects of unit functioning addressed by the question. One vice-president noted:

This is a difficult question to answer. Given the current Brazilian situation, I would say that the aspects listed in this question are affected not because the university is constituted as a foundation or an autarchy. In my opinion, what actually affects the functioning of the student assistance units is the financial support that the university is able to offer to the division of student affairs. (Informant A, November 30, 1982)

A further viewpoint supporting the preceding position was that the extent and variety of services and programs have typically been

determined by the financial resources allocated to the units in the field of student assistance (Informant G, November 22, 1982).

Interpretation. Overall, the juridical structure of their own institutions differentiated the responses of the two groups of vice-presidents concerning what aspects of the student assistance units are affected by the juridical structure of the university. The aspects indicated by the vice-presidents from IES-autarchies--staff composition, extent of services and programs, and number of workers allocated to units--were rather closely associated with financial matters. If one considers that the flexibility that allows the IES-foundations to search outside of the federal system for additional funds is not accorded to the IES-autarchies, it is apparent that a decrease in federal financial support to student assistance will result in a reduction and/or consolidation of specific programs and services. In this case, the juridical structure of the universities will play an important role in the future of student affairs practice.

If the juridical structure of the university influences the functioning of student assistance units, one might question the extent to which the level of bureaucratic centralization regarding the search for funds will make it difficult for IES-autarchies to continue to provide adequate assistance for students, primarily in areas that might be viewed as "less important," such as cultural and recreational events.

Articulation of Student Assistance Units

As previously noted, the formats of the two structured interviews were slightly different. For this reason, the question posed to the eight vice-presidents was: "At the institutional level, is the articulation of student services and programs a goal to be achieved?" The question addressed to the director of the foundation for student assistance and to the coordinator of student assistance was: "Is there an official policy for the integration of student services and programs into a global plan of action to assist students?" Under both formats, those informants who responded positively were asked: "What changes in the student assistance system are necessary to promote such articulation?"

All ten key informants answered these questions affirmatively. However, no single pattern of integration was agreed on as being suitable for all the institutions in this study because, as one respondent noted, "each institution has its peculiar organizational structure" (Informant F, November 11, 1982). Some vice-presidents stressed that institutional variations, other than organizational structure, also strongly influence decisions regarding which services and programs should relate to each other at the institutional level. These variations included the institution's assumptions about students, the importance of the students' involvement in services and programs, and staff.

In regard to the changes that should be initiated in the student assistance system to promote the articulation of units, the informants said those changes depend on a number of factors such as

peculiar characteristics of the services and programs and kind of relationship between staff members.

The special informant further discussed the changes that should occur in the current system of student assistance to promote the articulation of services and programs. One aspect he emphasized was that the essential change should be "a change in consciousness for both institution and student." This individual said the institution must change its assumptions about the students, their needs, interests, and involvement in university life. The student, he felt, should assume the responsibility for becoming an active participant in the assistance process instead of being only a recipient of the benefits provided by the institution (Special informant, December 27, 1982).

Interpretation. The responses to the two questions concerning articulation among units indicated that all ten informants recognized the need of such articulation. Some informants, however, stressed the difficulty of developing articulating units. The following statement made by one vice-president seems to identify a common problem faced by the administration of student affairs in the universities studied:

I recognize the need for articulation of the student assistance units. I do believe that articulation is possible, even necessary. However, taking into account the peculiar conditions of the university, I would say that the institutional context provides more for a bureaucratic pattern of administration than for an approach in which articulation is a basic element in administering student assistance units. (Informant A, November 30, 1982)

The foregoing position is in agreement with that of Miller et al. (1983), who stated that type of institution is one factor that influences the nature of and approaches used in student affairs administration.

A number of other authors introduced in the literature review also stressed the importance of articulating student services and programs. For example, Jones (1978) advocated that such articulation should be developed at the institutional level to help make student affairs a primary function in higher education.

In the Brazilian literature, Oliveira (1979) addressed the importance of articulation. She discussed the topic in relation to guidance services in cooperation with the sector responsible for extension programs because such a procedure "will avoid duplication of some programs" (p. 129).

Cooperation Between Student Affairs and Community Agencies

Participants were asked: "Is there an institutional policy which encourages the cooperation between student assistance units and community agencies?" Those who responded positively were asked to indicate (a) the major reason for developing such cooperation and (b) the advantages of developing that cooperation.

Of the ten student affairs administrators who responded to this question (eight vice presidents, one director of a foundation for student assistance, and one coordinator of student assistance), nine confirmed the existence of such a policy in their universities. The only administrator who responded negatively

explained that the division of student affairs at his university was still in the process of development. For lack of a specific policy, cooperative activities between student assistance units and community agencies were being developed without official regulation and without official policy.

Overall, the cooperative action carried out between student affairs and community agencies encompassed a number of programs without being restricted to those programs designed to help financially needy students. Therefore, the explanations provided by the informants varied in scope and format. For example, according to one informant, the cooperation developed between the foundation for student assistance and community agencies made it possible to offer to students a wide variety of job opportunities. Indeed, such community agencies as industries, hospitals, and banks had demonstrated an interest in employing students "because those agencies benefit financially from such arrangements" (Informant D, December 3, 1982).

A majority of respondents addressed a somewhat similar view of this question. They based their answers on the perspective of work-study programs as a form of cooperation between university and community, with emphasis on the educational aspect of such cooperation. In this regard, an examination of the informants' answers revealed their belief that work-study programs not only provide financial aid but also promote valuable learning experiences for participating students.

Among the advantages offered by such cooperation, the informants indicated the following: helping students with their financial

needs, providing for professional training, and enhancing positive student contact with the community in which they will work in the future. The advantages of developing cooperative relationships between student assistance units and community agencies were further discussed in terms of cooperative programs that could be developed at practically no cost to the university. By establishing such relationships, the use of community agencies could partially offset funding decreases in student affairs.

Another informant, who also advocated the use of the community agencies, noted that allocation of resources could be reduced and some student services discontinued if similar services were available in or through some community agencies. However, he cautioned that such cooperative action should be encouraged only if it relates to institutional priorities and goals. As he put it,

In developing that cooperation, balancing institutional goals and students' needs with the important notion of community involvement will allow the program to produce positive results for students, university, and community. (Informant G, November 22, 1982)

Interpretation. The results of the question concerning cooperation between student assistance units and community agencies indicated student affairs divisions were involved in specific community programs and/or agencies, for instance, those related to federal government and private industry.

It is interesting that in response to the question about institutional policy for student affairs presented on page 89, one vice-president indicated that "to promote the integration of student

assistance units and community agencies" was a major aspect of the institutional policy of this division.

Such a policy has been strongly advocated by the current Brazilian legislation on student assistance. For example, according to Souza (1981), a document developed by the Ministry of Education and Culture in 1977 stressed the importance of cooperation between student affairs units and community agencies in developing solutions to help needy students. Indeed, as noted in the review of Brazilian literature, Albuquerque and Garcia (1979) reported on the activities carried out through work-study programs and stressed that such activities represent a social involvement and a financial complement for needy students.

Viewed in relation to the American literature, the present findings are in agreement with those of Berdie (1977), who stated that a broad purpose of student affairs is to implant, nurture, and extend students' drives, interests, and motives in a way that "college and community resources will be used maximally by students to achieve their educational purposes, both in and after college" (p. 23).

PART TWO: QUESTIONNAIRE

The second objective of this study was to investigate functions of student affairs practitioners. This objective was accomplished through the use of a questionnaire administered to directors of student assistance units. The information collected from the respondents is presented as follows: (a) by giving a general overview of the 63 units surveyed, (b) by analyzing the information related to administration

of student assistance units, and (c) by presenting profiles of 11 major categories of student assistance units.

General Overview

The information discussed in this section is based on responses to selected items from the survey questionnaire (Appendix E) dealing with written statement of purposes (Question 1), documents regarding unit activities (Question 3), professional training of respondents (Question 9), population served (Question 14), and handbook on policies and guidelines (Question 15).

Initially, the 63 units surveyed were grouped under 19 titles according to the nomenclature used by the participating student services and programs (see Table 1, p. 73). Subsequently, the analysis of the units' purposes according to Packwood's (1977) perspective about student services and programs and/or Brazilian documents and legislation allowed the investigator to assign the 63 units to the 11 major categories shown in Table 3.

It should be noted that academic advising was not included in any of the 11 categories. Advisement is a program for students. However, because of the methodology and conditions affecting information collection (see Limitations of the Study, p. 10), the investigator was unable to survey the directors of the advising programs in the universities included in this study.

According to the printed material prepared by several universities (folders, pamphlets, and academic guidebooks), academic advising is not centralized. Many colleges have their own academic advising

Table 3.--Categories of student assistance units surveyed.

Category of Unit	Type of Institution	
	Autarchy	Foundation
Counseling services	10	1
Social services		
Psychology services		
Educational guidance programs		
Religious assistance program		
Financial aid programs	7	3
Work-study programs		
Placement service		
Financial and socioeconomic records		
Social integration service		
Food services	7	3
Health services	7	2
Medical and/or dental services		
Housing programs	6	2
Cultural extension programs	3	2
Recreation programs	2	1
Sports activities		
Recreation program		
Student activities programs	1	2
Student promotion program		
Student activities orientation programs		
Legal assistance services	2	-
Extension courses and programs	1	-
Transportation service	-	1
Total	46	17

programs designed primarily to assist freshmen. In most cases, the advisers are faculty members, and their major responsibility is in instructional matters. Several colleges did not have academic advising programs, but they attempted to minimize the lack of advising assistance by preparing and distributing appropriate informational material to entering students.

Clientele

The clientele using the services and programs surveyed basically comprised college students. However, depending on the peculiar characteristics and objectives of the units, some services and programs were designed to attend mainly financially needy students (food, housing, financial aid, and transportation); to provide services to the university community (legal assistance, extension courses and programs, recreation programs, and student activities); or, in some instances, to attend the community inside as well as outside the university, which would include students, faculty, and citizens (cultural extension, health, and counseling).

Documents Regarding Units' Functioning

Responses to Questions 1, 3, and 15 of the survey questionnaire revealed that the units' functioning was directed and guided by a number of documents emanating from federal and institutional levels. Of the 63 respondents, 53 (84%) reported the existence of a written statement of purposes for the units (Question 1). The existence of a document describing the various activities to be

performed by student affairs practitioners (Question 3) was noted by 42 (66.7%) respondents. Finally, 33 directors (52.4%) indicated the existence of an official handbook on policies and guidelines for the units (Question 15).

Table 4 displays the responses to the second parts of the questions, regarding the sectors that were the sources of the documents. Fifty-three directors indicated the sectors responsible for the written statement of purposes (Question 1a). Only 24 directors stated that the document describing the activities of the student affairs practitioners also specified professional requirements (Question 3b). Finally, 33 directors named the sources of the handbook on policies and guidelines for the units (Question 15a).

When the sources of the written statement of purposes, specification of professional requirements, and handbook were analyzed in relation to the 110 responses collected (Table 4), it was seen that the two sources cited most often were the units, which received 49 responses (44.5%), and the divisions, with 34 responses (30.9%).

Administration and Structural Organization

In eight of the ten universities surveyed, it was found that services and programs such as food, social services, housing, and student activities were administratively linked to the division of student affairs or another division responsible for developing student assistance policy at the institutional level. Other services such as health, psychology, and recreation did not present a common pattern of administrative

Table 4.--Sources of documents regarding student assistance units.

Types of Documents	Sources of Documents									
	Unit	Division	University	University Council	CAE/MEC ^a	SESu/MEC ^a	Cultural Plan	Foundation for Student Assistance	Division/Unit	Total
<u>Question 1a</u>										
Written statement of purposes (N=53)										
Number of responses	21	19	1	3	3	1	-	2	3	53
Percent	39.6	35.8	1.9	5.7	5.7	1.9	-	3.7	5.7	100.0%
<u>Question 3b</u>										
Specification of prof. requirements (N=24)										
Number of responses	14	6	1	-	1	1	-	-	1	24
Percent	58.3	25.0	4.2	-	4.2	4.2	-	-	4.2	100.0%
<u>Question 15a</u>										
Handbook on policies and quidelines (N=33)										
Number of responses	14	9	7	-	-	1	1	-	1	33
Percent	42.4	27.3	21.2	-	-	3.0	3.0	-	3.0	100.0%
Total responses	49	34	9	3	4	3	1	2	5	110
Percent	44.5	30.9	8.2	2.7	3.6	2.7	0.9	1.8	4.5	100.0%

^aSectors associated with the Ministry of Education and Culture.

SESu = Department of Higher Education

CAE = Coordination of Student Assistance

relationships. For instance, of nine health services surveyed, only four were linked to student affairs divisions; the remaining five services were administered by other university sectors.

Among the ten universities studied, one had a uniquely different governance and funding structure for carrying out the functions of student assistance and other programs in student affairs. In this institution, the sector responsible for assisting needy students was constituted as a private entity, a foundation for student assistance, whose existence and programming were made possible through financial support received from the federal government and the university, as well as financial contributions from faculty members, private citizens, and local businesses. The foundation provided specialized services and programs to meet the needs of financially needy students enrolled in courses within the university. Other services not primarily designed to assist needy students were administratively attached to the division of extension and community affairs or other sectors of the institution.

The findings concerning administration and structure of the student assistance units may be viewed from two major perspectives. First, the findings are in accord with Winston et al.'s (1983) belief that the best structure for organizing a student affairs unit is one that considers the uniqueness of the institution and the competencies and weaknesses of the staff. Second, the administrative structures of the student assistance units in the ten universities surveyed seemed to be distributed in one of three patterns discussed by Williamson (1961): a centralized, line-staff structure controlling

most of the student services and programs; a partially centralized control; or a decentralized administrative control of the various services and programs.

Titles of Student Assistance Units' Directors

The question about the titles used by the directors of student affairs received 57 responses from 63 subjects. Nine designations were identified: director (22), coordinator (15), chief (11), administrative officer (3), and manager (2). Cited once were legal assistant, administrative coordinator, administrative chief, and person responsible for housing program. Among the titles reported, director was the most prevalent with 38.6% of the responses, coordinator received 26.3% of the indications, and chief received 19.3% of the responses.

When studying the respondents' answers in regard to the categories of units to which they were assigned, no particular pattern of titles was found for the majority of units. In general, titles such as director, coordinator, and chief were used indiscriminately, regardless of the category of services or programs, professional training of respondents, or their academic degrees. However, two categories of units presented distinctive patterns: recreation and food. Whereas recreation programs used the same title--director--for all three officers surveyed, of the ten officers investigated in food services, three used the title of director, two used coordinator, and the remaining five subjects used such titles as manager,

chief, administrative officer, administrative coordinator, and administrative chief.

It should be noted that the category of food services revealed the largest diversity in professional training on the part of its directors. (See Table 5.) Therefore, it seems that the many position titles reported may suggest a lack of agreement about the functions performed by the respondents.

Professional Training and Academic Degree

The findings regarding the professional training of the respondents (displayed in Table 5) revealed that the professional preparation of the 58 directors who provided information had been obtained in 20 different fields of study. Of the 11 categories of student assistance units, only four categories--counseling, health, legal assistance, and recreation--were headed by individuals who had received professional training in the main area designated by the unit's title. For the remaining seven categories of student services and programs, the professional preparation of the unit directors varied and was frequently in areas other than those related to the major functions performed by the units.

When these findings are examined in relation to the American literature reviewed in Chapter II, it seems that the variety of professional preparation reported fits, to some extent, the pattern of the administrative model proposed by Ambler (1980). In this model, the content and assignments of the student affairs units are controlled by institutional rather than professional considerations, and

Table 5.--Professional training of student assistance units' directors (N = 58).

Professional Training ^a	Categories of Units											Total	Percent ^b
	Counseling	Food	Financial Aid	Health	Housing	Cultural Extension	Recreation	Student Activities	Legal Assistance	Extension Courses	Transportation		
Psychology	3	-	-	-	-	-	-	-	-	-	-	3	5.2
Education	2	-	1	-	-	-	-	-	-	-	-	3	5.2
Social work	5	1	6	-	4	-	-	-	-	1	-	17	29.3
Medicine	-	-	-	6	-	-	-	-	-	-	-	6	10.3
Dentistry	-	-	-	2	-	-	-	-	-	-	-	2	3.4
Nutrition	-	1	-	-	-	-	-	-	-	-	-	1	1.7
Pharmacy	-	1	-	1	-	-	-	-	-	-	-	2	3.4
Administration	-	1	-	-	1	-	-	1	-	-	-	3	5.2
Law	-	1	-	-	-	1	-	-	2	-	-	4	6.9
Language	-	-	-	-	-	1	-	1	-	-	-	2	3.4
Systems analysis	-	1	-	-	-	-	-	-	-	-	-	1	1.7
Chemistry	-	-	-	-	-	-	-	1	-	-	-	1	1.7
Physical education	-	-	1	-	-	-	3	-	-	-	-	4	6.9
Economics	-	1	-	-	-	-	-	-	-	-	-	1	1.7
Music	-	-	-	-	-	1	-	-	-	-	-	1	1.7
Philosophy	-	-	-	-	-	1	-	-	-	-	-	1	1.7
Anthropology	-	-	-	-	-	1	-	-	-	-	-	1	1.7
History	-	-	1	-	-	-	-	-	-	-	-	1	1.7
Theology	1	-	-	-	-	-	-	-	-	-	-	1	1.7
High school	-	2	-	-	1	-	-	-	-	-	-	3	5.2
Not reported	-	1	1	-	2	-	-	-	-	-	1	5	--
Total	11	10	10	9	8	5	3	3	2	1	1	63	100.0

^aNo distinction was made between respondents' academic degrees. When the informant indicated more than one course, the most related to his/her field of work was considered.

^bBased on 58 responses from participating directors.

professionals from a wide variety of fields of study are included. Indeed, these findings might also imply that, even though the practitioners perform functions in student affairs, they constitute a diverse group sharing "little with respect to professional training and interests" (Ambler, 1980, p. 171).

Table 6 displays information regarding the respondents' academic degrees, by category of student assistance unit in which the respondent was employed. The responses of the participating directors revealed a great diversity of educational levels among the individuals surveyed: their academic degrees ranged from a high school diploma to a doctoral degree.

Among the 58 individuals who provided information about their academic degree, only one (1.7%) had earned a doctoral degree. On the other hand, 36 respondents (62.1% of the total sample) had earned just an undergraduate degree. The three directors who reported having a high school diploma represented only 5.2% of the respondents.

The information regarding professional training and academic degree can be analyzed from several perspectives. One is considering the peculiar characteristics of student affairs practice in Brazilian institutions of higher education. Student affairs functions are not new in Brazilian institutions of higher education. In some form, these activities have nearly always been an integral part of the higher education process. However, reaching agreement about the professional identity of student affairs practitioners has been complicated by the fact that these workers do not seem to be compatible with regard to academic preparation, job-entry requirements, and

Table 6.--Academic degrees of student assistance units' directors (N = 58).

Category of Unit	Academic Degree					Not Reported	Total Responses
	High School	Undergraduate	Specialization ^a	Master's	Doctoral		
Counseling	-	5	4	1	1	-	11
Food	2	5	2	-	-	1	10
Financial aid	-	7	2	-	-	1	10
Health	-	7	2	-	-	-	9
Housing	1	5	-	-	-	2	8
Cultural extension	-	1	2	2	-	-	5
Recreation	-	2	1	-	-	-	3
Student activities	-	3	-	-	-	-	3
Legal assistance	-	2	-	-	-	-	2
Extension service	-	-	-	1	-	-	1
Transportation	-	-	-	-	-	1	1
Total	3	36	14	4	1	5	63
Percent ^b	5.2	62.1	24.1	6.9	1.7		100

^aSpecialization refers to a minimum of 360 hours of course work, generally carried out in formal educational settings.

^bBased on 58 responses.

preparation for professional practice within most of the functions of student affairs.

Among the functions performed by student affairs workers identified in this study, just a few have reached the status of a professional occupation, such as health, legal assistance, social work, and counseling. In contrast to these recognized professional services, some of the functions performed by these units, such as student activities and housing, seem to fall within a number of other professions, with varied experiential and preparation requirements. In these instances, an observation made by Penney (1977) may be applicable: that the conditions that make such activities part of a student affairs program are mainly "the outlook, the assumptions, and the general philosophy of those who participate in them" (p. 47).

Administration of Student Assistance Units

This section of the questionnaire focused on the administration of the student assistance units surveyed. The questionnaire items covered the following topics: (a) Functions--general function (Question 10), specific responsibilities (Question 11), and qualifications (Question 12); (b) Staffing--staff development (Question 17) and staff evaluation (Question 20); and (c) Administration--new administrative approaches (Question 6), unit planning (Question 19), unit evaluation (Question 20), interunit collaboration (Question 22), intra-unit collaboration (Question 23), and student involvement in the unit's activities (Question 18).

It should be noted that two questionnaire items concerning lateral relations (Question 13) and composition of staff (Question 16) were not included in the analysis of the information. Question 13 was not considered because the responses provided by the 55 unit directors varied so widely in number and scope that the investigator was unable to categorize them in a way that would fairly represent the kinds of lateral relations performed by the units surveyed. For instance, whereas one director indicated that his unit related to six different offices at the institutional level, another director wrote "all departments of the university." Conversely, in regard to Question 16 (characterization of staff), more than half of the directors surveyed failed to complete the question satisfactorily. Because this question was designed to investigate the composition of staff, professional preparation of staff members, nature of work, and allocation of time, the paucity of appropriate responses could have affected the accuracy with which the student affairs staff members being surveyed were characterized.

Functions, Responsibilities, and
Qualifications of Student Assist-
ance Unit Directors

Functions. Respondents were asked to describe briefly their basic activities. Sixty (95.2%) of the 63 directors included in the study responded to this question. A wide number of descriptions (N = 111) was obtained. Analyzing these descriptions allowed the investigator to allocate the responses into four major categories of functions: administrative, control, caring, and educational/

developmental functions. Table 7 displays the information regarding this question.

Analysis of the findings revealed that administrative functions were mentioned with much greater frequency than control, caring, and educational/developmental functions. Of the 111 responses provided by the 60 directors, administrative functions received 70 responses (63.1%), control functions 19 responses (17.1%), caring functions 14 responses (12.6%), and educational/developmental functions only 8 responses (7.2%). Indeed, among the functions allocated into the administrative category, the three indicated most often were coordination (19.8%), supervision (11.7%), and execution (9.9%). (see Table 7.)

Responsibilities. Respondents were asked to list three major responsibilities of their positions. Among the 63 unit directors questioned, 50 provided the information solicited; 13 failed to respond to the question. Of those who answered the question, the majority indicated only one responsibility instead of listing the three asked for in this item. The 66 responses collected from the directors were allocated into six major categories, to the extent that they related to administration, students, professional preparation, human relations, control, and staff. Listed in the following paragraphs are the responsibilities mentioned by the 50 directors who responded to the question. The number in parentheses indicates the number of directors who gave a particular response.

1. Administrative responsibilities received 37 responses (56.1%) out of a total of 66 responsibilities listed. Included in

Table 7.--Functions of student assistance units' directors (N = 60).

	Categories of Units ^a										Total (60) ^b	Percent ^c
	Counseling (11)	Financial Aid (10)	Food (10)	Health (9)	Housing (8)	Cultural Extension (5)	Recreation (3)	Student Activities (3)	Extensions Courses (1)			
<u>Administrative functions (N = 70)</u>												
Coordinating	6	6	-	3	2	1	2	2	-	22	19.8	
Supervising	1	2	3	1	2	1	1	2	-	13	11.7	
Executing	2	2	2	-	2	2	-	-	1	11	9.9	
Planning	1	2	1	2	1	1	-	-	1	9	8.1	
Allocating resources	-	2	-	1	1	2	-	-	-	5	4.5	
Evaluating	-	-	1	1	1	-	-	1	-	4	3.6	
Developing projects	2	-	-	-	-	-	-	-	-	2	1.8	
Organizing	-	1	-	-	-	1	-	-	-	2	1.8	
Programming	-	-	2	-	-	-	-	-	-	2	1.8	
<u>Control functions (N = 19)</u>												
Controlling	-	3	7	-	-	-	-	1	-	11	9.9	
Registering	1	-	2	-	-	1	-	-	-	4	3.6	
Directing	1	1	1	-	-	1	-	-	-	4	3.6	
<u>Caring functions (N = 14)</u>												
Assisting	1	-	-	1	2	1	-	1	1	7	6.3	
Guiding	3	-	1	-	-	1	-	-	-	5	4.5	
Providing for	-	-	-	-	2	-	-	-	-	2	1.8	
<u>Educational/developmental functions (N = 8)</u>												
Promoting	1	-	-	-	-	1	-	1	-	3	2.7	
Facilitating	1	-	-	-	-	1	-	1	-	3	2.7	
Encouraging	-	-	-	-	-	-	1	1	-	2	1.8	
Total	20	19	20	9	12	14	4	10	3	111	100.0	

^aBased on 111 responses collected from 60 participating directors.^bReporting units.^cCurricular assistance (2) and transportation (1) not included.

this category were planning, coordinating, and supervising programs (10); evaluating the unit's activities (5); delineating unit policy (5); writing reports about the unit's activities (4); allocating financial resources for the unit (3); providing conditions to offer quality services (2); developing agreement with community agencies (2); articulating programs with community agencies (2); providing for integration between the unit and other services and programs of the university (2); and articulating programs at the institutional level (2).

2. Responsibilities regarding students received ten indications (15.1%) and consisted basically in assisting students.

3. Responsibilities related to professional preparation were reported six times (9.1%) and consisted of knowledge about legislation pertinent to the units' activities (4) and knowledge about the university's structure and functioning (2).

4. Responsibilities regarding human relations were reported five times (7.6%) and consisted basically in stimulating and facilitating a positive climate among staff members and/or students.

5. Control responsibilities received five nominations (7.6%) regarding basically the use of facilities by students.

6. Staff responsibilities received three indications (4.5%) and called for facilitating relationships among staff members (2) and providing for staff professional development (1).

Qualifications. The question asked directors to list three major professional requirements for the position. Of the 63 unit directors included in the study, 47 provided answers; 16 failed to respond to the question. In addition, many respondents indicated

only one major requirement. Of the 47 directors who indicated professional requirements, 17 mentioned requirements specifically directed to academic preparation, such as a law course, a medical course, or a psychology course. Thus, the analysis of the information was based on the remaining 30 responses--that is, the responses that indicated requirements other than academic courses.

1. Personal characteristics--Seventeen personal characteristics were listed, representing 56.7% of the total number of responses. The following personal characteristics were cited: human relations (5), ability to communicate with others (3), leadership (3), personal willingness (2), sensibility to social problems (2), and honesty (2).

2. Knowledge of the educational setting--Nine knowledge qualifications were cited, representing 30.0% of the total responses: knowledge about the educational (3) and cultural (1) processes, competence in institutional policy (3), and comprehension of legislation related to students (2).

3. Administrative requirements--Four administrative requirements were listed, representing 13.3% of the total number of responses. They were practice in public administration (2), competence in administration (1), and ability to administer programs with less-than-adequate resources (1).

This section presented the information collected from the unit directors in regard to their general functions, specific responsibilities, and qualifications. It was apparent that administrative functions and duties were the primary concern of the majority of directors surveyed. For instance, of the 66 responsibilities listed,

37 (56.0%) were related to administration. When this finding was analyzed in relation to the results obtained with regard to general functions (Table 7), a clear trend toward an administrative approach to student affairs practice was apparent.

However, in spite of the high percentage of responses focusing on administrative functions and responsibilities, the directors surveyed also indicated their concern with the student population. Responsibilities primarily associated with students received ten responses, representing 15.1% of the total number of responses provided by the directors. Caring and educational/developmental functions together represented 19.8% of the functions reported.

Based on these results, it is evident that the student affairs practitioners surveyed devoted more time to administrative functions than to performing activities for students. From the perspective of the administrative model, this finding is significant because student affairs in the Brazilian universities studied was designed primarily to perform institutional requirements. The fact that student affairs workers also were involved in educational/developmental functions endorsed Ambler's (1980) assumption that administrative procedures and educational/developmental functions are not dichotomous.

In regard to the question about professional requirements, the responses were directed toward personal characteristics, instead of focusing primarily on administrative demands. In this sense, personal characteristics seemed critical for the 30 unit directors who responded to the question because 56.7% of their answers were associated with such personal characteristics as ability to communicate,

leadership, and personal willingness. Conversely, only 13.3% of the responses pertained to qualifications in administrative areas. This result was surprising when one considers the high percentage of functions and responsibilities primarily related to administration. One possible explanation for this result might be the lack of a defined professional pattern for the majority of activities performed by the directors of the student assistance units investigated.

Staffing

Staff development. Of the 63 directors included in the study, 42 provided answers about staff-development efforts developed by their units. As the format of the question allowed multiple answers, the 42 participating directors provided a total of 65 responses, which are displayed in Table 8.

Responses to the question indicated that student affairs workers were involved in a number of staff-development activities. In-service training was the most usual practice; it received 46.1% of the responses. The second most usual practice reported was attending professional seminars (24.6%); in third place was participation in internal workshops (23.1%). Four directors also mentioned that staff members participated in study groups (6.1%) as a form of professional development.

The high number of responses (65) reporting unit members' engagement in various staff-development activities can be viewed as an indication that these workers were in accord with the position advocated by Stamatakos and Oliaro (1977)--that student affairs practitioners who engage in staff-development activities will be better

Table 8.--Staff-development practices (N = 42)

Practice	Categories of Units ^a										Total	Percent ^c
	Counseling	Financial Aid	Food	Health	Housing	Cultural Extension	Recreation	Student Activities	Juridical	Extension Courses		
	(7)	(7)	(6)	(6)	(5)	(5)	(2)	(2)	(1)	(1)	(42) ^b	
In-service training	6	5	7	3	2	3	1	2	-	1	30	46.1
Attending professional seminars	5	1	1	2	1	3	1	-	1	1	16	24.6
Participating in internal workshops	4	2	-	2	2	2	2	-	-	1	15	23.1
Participating in study groups	1	-	-	1	1	-	-	-	-	1	4	6.1
Nonreporting units	4	3	4	3	3	-	1	1	1	-	20	--

^aTransportation (1) not included.^bReporting units.^cBased on 65 responses collected from the 42 participating directors.

able to define and implement their role, as well as to meet the challenges of their job in an assertive, productive fashion. The importance of this finding should be stressed, mainly because student affairs practice in Brazilian higher education institutions is currently facing a period of transition.

Staff evaluation. Of the 63 directors surveyed, 57 reported about staff-evaluation practices in their institutions. Because the format of the question allowed more than one choice, the investigator was unable to distinguish the units that conducted only annual evaluations from other units that combined annual evaluation with monthly evaluation, or that performed evaluation "when needed." Table 9 displays the responses of participating directors to this question.

Responses to the question indicated that semi-annual evaluation was the most widely used practice, representing 24 (37.5%) of the 64 total responses. Annual evaluation received 18 (28.1%) responses, and monthly evaluation received 15 (23.4%). Quarterly evaluation was reported by only two directors (3.1%). Three other practices were also reported: evaluation after the end of each program (three responses--4.7%), evaluation during the development of the project (one response--1.6%), and evaluation when needed (one response--1.6%).

Some authors reviewed in Chapter II described staff evaluation as part of the administrative process (Laudicinia & Laudicinia, 1972) or as a function of student affairs practice that can help staff members improve their performance (Winston et al., 1983). In regard to the responses to this question, the practice of performing semi-annual and annual evaluations, which was reported by the majority of directors,

Table 9.--Practice of staff evaluation by the student affairs unit (N = 57).

Frequency of Evaluation	Categories of Units ^a										Total (57) ^b	Percent ^c
	Counseling (10)	Financial Aid (9)	Food (10)	Health (7)	Housing (8)	Cultural Extension (5)	Recreation (3)	Student Activities (3)	Juridical (1)	Extension Courses (1)		
Semi-annually	6	4	6	1	4	1	-	1	-	1	24	37.5
Annually	3	5	1	4	2	-	1	1	1	-	18	28.1
Monthly	4	1	3	1	2	3	1	-	-	-	15	23.4
At the end of each program	-	-	-	-	-	1	2	-	-	-	3	4.7
Quarterly	-	1	-	-	1	-	-	-	-	-	2	3.1
During the development of the project	-	-	-	-	-	1	-	-	-	-	1	1.6
When needed	-	-	-	1	-	-	-	-	-	-	1	1.6
Nonreporting units	1	1	-	2	-	-	-	-	1	-	5	--

^aTransportation (1) not included.^bReporting units.^cBased on 64 responses collected from 57 participating directors.

can be associated with evaluation as a requirement of the administrative process. One might also argue that the emphasis on semi-annual and annual evaluation is associated with the structure of Brazilian higher education, in which the academic year is divided into two major periods.

Administering Student Assistance Units

Six questions were designed to investigate new administrative approaches, unit planning and evaluation, inter- and intraunit collaboration, and students' involvement in the unit's activities.

New administrative approaches. When the 63 unit directors were asked if the adoption of new administrative approaches would contribute to greater achievement of their units, 14 directors failed to answer the question and 7 provided negative answers. Of the 42 directors who answered positively, 12 did not indicate what approaches might be adopted by their units. Thus, the analysis of the information was based on the responses of 30 directors who provided complete answers.

The approaches cited were primarily associated with administration, students, staff, control, and financial support.

1. Administration--The 15 indications of approaches focused on administration represented 50.0% of the total responses collected and were allocated as follows: increasing autonomy (6), bringing about administrative reform (2), increasing the unit's participation in decision making at the divisional level (2), developing cooperative

administration (2), increasing flexibility/diminishing bureaucracy (2), and developing a system of supervision within the unit (1).

2. Students--Approaches emphasizing the units' activities with students received nine indications (30.0%) and consisted in involving students in the units' activities (4), developing a guide-book on student duties and rights (2), encouraging student self-governance (2), and defining the academic profile of the student population (1).

3. Staff--Approaches directed to staff received three mentions (10.0%) and were concerned with involving all staff members in the unit's activities.

4. Control--Approaches concerned with control received two indications (6.7%) and consisted in establishing new rules and regulations for housing units.

5. Financial support--One approach regarding this topic (3.3%) proposed the development of efforts to make the food service financially self-supporting.

The findings on the question regarding new administrative approaches can be discussed from two different perspectives. First, the high percentage of nonresponses (22.2%) and negative answers (11.1%), which together represented 33.3% of the total participants, must be considered. That result may not reflect a lack of interest in planning for the future or that the directors surveyed opposed changes in administering their units. The lack of or negative responses may be understood as a result of federal budget reductions or cuts for student assistance programs or as an effect associated with

the negative climate existing during the strike, which involved employees and professors at the federal universities. Second, the results of the question can be analyzed in relation to the high percentage of responses (50.0%) associated with administrative matters. In this case, the approaches to be adopted--most of them administratively oriented--will support and reinforce the administrative pattern identified in the majority of units surveyed.

Unit planning. The nature of the planning adopted by the units was reported by 58 of the 63 directors included in this study. Because the format of the question allowed multiple answers, it was impossible to distinguish the units that used a particular type of planning from others who combined exclusive planning with other practices, such as integrated planning with other services and programs of the institution. Table 10 displays the 86 responses gathered from the 58 directors surveyed.

The directors indicated that particular planning was adopted most often (44.2%), followed by integrated planning with other units within the division (24.4%). In third place was planning integrated with other services and programs of the institution (17.4%). The type of planning that received the fewest indications (13.9%) was planning in collaboration with student representatives.

Analysis of the responses regarding student participation (shown in Table 10) revealed that although eight categories of units reported the participation of student representatives in unit planning, none of these units indicated substantial student participation: the frequency of responses indicating student participation ranged from

Table 10.--Types of unit planning (N = 58).

Type of Planning	Categories of Units										Total	Percent ^c
	Counseling	Food	Financial Aid	Health	Housing	Cultural Extension	Recreation	Student Activities	Juridical	Extension Courses		
	(10)	(8)	(10)	(9)	(8)	(5)	(3)	(3)	(1)	(1)	(58) ^b	
Particular to student assistance unit only	8	5	5	8	3	3	2	2	1	1	38	44.2
Integrated with other units within the division	3	2	5	2	2	2	2	2	-	1	21	24.4
Integrated with other services and programs of the institution	4	1	3	1	2	2	-	1	-	1	15	17.4
Collaborative with student representatives	1	1	1	-	3	2	2	1	-	1	12	13.9
Nonreporting units	1	2	-	-	-	-	-	-	1	-	4	--

^aTransportation (1) not included.^bReporting units.^cBased on 86 responses collected from 58 participating directors.

three (housing) to one (counseling, food, financial aid, student activities, and extension courses and programs). The cultural extension and recreation units had two responses each.

Given the lack of participation of student representatives in unit planning, it can be concluded that student involvement was not a common practice in administering the student assistance units surveyed. Yet a number of writers have asserted that those who are affected by a program, service, or activity should be involved in decision making (Brown, 1980; Miller & Prince, 1976).

Unit evaluation. Fifty-eight of the 63 directors included in the study responded to the question about unit evaluation. They provided a total of 67 indications about evaluation practices in their units. Table 11 displays the allocation of the responses given by the participating directors.

The format of the question did not allow units that adopted only particular evaluation to be distinguished from others than combined particular and collaborative evaluation--with students, for instance. As shown in Table 11, the most usual practice reported was particular evaluation (61.2%). Evaluation integrated with other units within the division was reported in 22.4% of the cases, and evaluation that was collaborative with students received 10.4% of the responses. Finally, only 5.9% of the responses concerned evaluation integrated with other services and programs of the institution.

It is commonly assumed that evaluation should be an integral part of student affairs practice. It is also accepted that evaluation should be a collaborative effort, involving all individuals who are

Table 11.--Unit evaluation practice (N = 58).

Practice of Evaluation	Categories of Units ^a										Total	Percent ^c
	Counseling (10)	Financial Aid (9)	Food (10)	Health (9)	Housing (8)	Cultural Extension (5)	Recreation (3)	Student Activities (2)	Juridical (1)	Extension Courses (1)		
Particular to the student assistance unit only	8	8	6	6	4	3	3	2	-	1	41	61.2
Integrated with other units within the division	2	2	3	3	2	1	-	-	1	1	15	22.4
Collaborative with student representatives	-	-	2	-	2	1	1	-	-	1	7	10.4
Integrated with other ser- vices and programs of the institution	-	2	-	-	1	-	-	-	-	1	4	5.9
Nonreporting units	1	1	-	-	-	-	-	1	1	-	4	--

^aTransportation (1) not included.^bReporting units.^cBased on 67 responses collected from 58 participating directors.

affected by the student affairs practice (Miller & Prince, 1976). However, because the responses given by the majority of directors emphasized particular evaluation, one might suggest that this finding is contrary to Robinson's (1977) view that evaluation is a collaborative effort of student affairs practitioners.

Interunit collaboration. This question asked the directors to indicate if they engaged in collaborative efforts and if such collaboration was permanent or occasional. Of the 63 directors included in this study, 29 (46.0%) responded to this question. Table 12 displays the responses.

Analysis of the information revealed that eight categories of units engaged in interunit collaboration efforts: housing, counseling, financial aid, food, student activities, health, cultural extension, and juridical assistance. Collaboration with social services was indicated most often, with 23 (52.3%) responses. The directors reported that interunit collaboration was required by the unit itself (40.9%), by the division (31.8%), and by the institution (27.3%). The collaborative efforts practiced by the eight reporting units were undertaken on a permanent basis in 72.7% of the cases and occasionally in 27.3% of the situations.

Although one educational guidance service was included in this study (under the category of counseling services), that unit did not indicate collaboration with other units. This finding can be explained by the fact that since the educational guidance services surveyed were not administratively linked to the division of student

Table 12.--Interunit collaboration (N = 29).^a

Services and Programs	Collaboration Required by				Duration of Collaboration		
	Unit	Division	Institution	Total	Percent ^b	Permanent	Occasional
Social services	9	7	7	23	52.3	16	7
Financial aid	2	1	2	5	11.4	4	1
Health	3	1	-	4	9.1	2	2
Food services	3	-	-	3	6.8	3	-
Extension courses and programs	-	2	1	3	6.8	3	-
Student activities programs	-	3	-	3	6.8	2	1
Housing	1	-	1	2	4.5	2	-
Recreation	-	-	1	1	2.3	-	1
Total	18	14	12	44		32	12
Percent	40.9	31.8	27.3		100.0	72.7	27.3
							100.0

^aReporting categories of unit: Housing (6), Counseling (5), Financial Aid (5), Food (5), Student Activities (3), Health (2), Cultural Extension (2), Juridical Assistance (1).

^bBased on 44 responses collected from 29 participating directors.

affairs, the question may not have been perceived as applicable to these services.

The relatively low percentage of responses (46.0%) from the unit directors included in the study might suggest that the student assistance units surveyed were unaware of what their counterparts in the same division were doing. If this is the case, the potential for duplication of efforts is high, as is the possibility of conflict over functions and activities. In this sense, if student affairs units are to be maximally effective, they should be coordinated with each other (Canon, 1976).

Intraunit collaboration. This question investigated the units' collaborative efforts at the institutional level. Of the 63 units surveyed, responses were given by 27 (42.8%) directors. Table 13 displays the information regarding intraunit collaboration.

The 27 directors who responded to the question provided 45 responses regarding 19 offices, services, and programs of the institutions studied. Analysis of the information revealed that a common pattern of intraunit collaboration did not exist among the eight categories of units studied. However, among the 19 offices listed, the three sectors cited most often were coordination of courses, accounting and financial office, and special projects, with five indications (11.1%) each. The directors also reported that intraunit collaboration was required by the unit itself (44.4%), by the division (31.1%), and by the institution (24.4%).

Table 13.--Intraunit collaboration (N = 27).^a

Offices, Services, and Programs	Collaboration Required by				Duration of Collaboration		
	Unit	Division	Institution	Total	Percent ^b	Permanent	Occasional
Coordination of courses	1	2	2	5	11.1	3	2
Accounting and financial office	1	2	2	5	11.1	3	2
Special projects	-	2	3	5	11.1	3	2
Hospital and clinic	2	2	-	4	8.9	2	2
Registrar's office	2	-	1	3	6.7	-	3
Social services	2	1	-	3	6.7	1	2
Cultural extension	3	-	-	3	6.7	-	3
Department head (chief)	1	-	1	2	4.4	1	1
Health services	1	-	1	2	4.4	1	1
Financial aid programs	1	-	1	2	4.4	-	2
General administration office	-	2	-	2	4.4	2	-

Table 13.--Continued.

	Collaboration Required by				Duration of Collaboration		
	Unit	Division	Institution	Total	Percent ^b	Permanent	Occasional
University council	-	2	-	2	4.4	-	2
Office for internship	1	-	-	1	2.2	1	-
Food services	1	-	-	1	2.2	-	1
Museum	-	1	-	1	2.2	1	-
Student union	1	-	-	1	2.2	-	1
Academic advising program	1	-	-	1	2.2	-	1
Course of nutrition	1	-	-	1	2.2	-	1
Division of extension	1	-	-	1	2.2	1	-
Total	20	14	11	45		19	26
Percent	44.4	31.1	24.4	100.0		42.2	57.8
							100.0

^aReporting categories of unit: Health (6), Financial Aid (5), Food (4), Counseling (4), Housing (3), Cultural Extension (2), Student activities (2), Extension Courses and Programs (1).

^bBased on 45 responses collected from 27 participating directors.

When the information regarding the reported collaboration was analyzed according to whether it was permanent or occasional, it was found that intraunit collaboration was most often (57.8%) engaged in occasionally and less often (42.2%) on a permanent basis.

A number of American and Brazilian writers have stressed the importance of developing intraunit collaboration (Dutton & Rickard, 1980; Jones, 1978; Souza, 1981). However, the low percentage of directors responding to this question (42.8%) can be viewed as evidence of the lack of collaborative efforts engaged in by the student assistance units surveyed.

Student involvement in the units' activities. Of the 63 directors of units surveyed, 42 responded to the question concerning student involvement in the units' activities. The 76 responses gathered from the participating directors are displayed in Table 14.

Responses indicated that students were involved in planning activities (26.3%) and in administering programs (26.3%). The directors also reported that students were involved in the evaluation of unit activities (19.7%) and in workshops sponsored by the units (17.1%). Respondents further reported student involvement in field work undertaken by the unit (3.9%) and in the evaluation of field work (2.6%).

The findings regarding this question suggest that student involvement in the activities of the units surveyed is an integral part of the units' functioning. However, when the responses to this question and to the questions about unit planning (Table 10) and unit evaluation (Table 11) were compared, it was found that the involvement

Table 14.--Student involvement in unit activities (N = 42).

Nature of Student Involvement	Categories of Units ^a									Total	Percent ^c
	Counseling (6)	Financial Aid (6)	Food (6)	Health (6)	Housing (7)	Cultural Extension (5)	Recreation (2)	Student Activities (3)	Extension Courses (1)		
Participation in activities planning	2	3	1	-	5	3	2	3	1	20	26.3
Participation in the administration of services and programs	3	3	2	1	4	4	1	1	1	20	26.3
Participation in the evaluation of unit activities	2	3	3	-	3	3	-	1	-	15	19.7
Participation in workshops sponsored by the unit	4	3	-	-	2	3	-	1	-	13	17.1
Participation in field work	-	-	-	3	-	-	-	-	-	3	3.9
Participation in the evaluation of field work	1	-	-	-	-	-	-	1	-	2	2.6
Does not apply	-	-	1	2	-	-	-	-	-	3	--
Nonreporting units	5	4	4	3	1	-	1	-	-	18	--

^a Juridical assistance (2) and transportation (1) not included.

^b Reporting units.

^c Based on 76 responses collected from 42 participating directors.

of students in planning, evaluating, and executing activities undertaken by the units did not constitute an essential component of the administration of the student assistance units surveyed.

Responses to the question about the nature of unit planning (Table 10) demonstrated that in only 13.9% of the cases was planning done in collaboration with student representatives. In regard to the question about unit evaluation (Table 11), evaluation was performed in collaboration with student representatives in only 10.4% of the units surveyed.

Responses to the questions about planning, evaluation, and participation of students in the units' activities might indicate an attempt to include students in the student affairs practice. However, considering the low rate of student participation in the activities carried out by the units surveyed, it appears that the student assistance units are offering "services for students" instead of developing services and programs "with" students.

Profiles of Student Assistance Units

This section contains 11 profiles of the following categories of student assistance units: counseling, food, health, housing, financial aid, cultural extension, recreation, student activities, legal assistance, extension, and transportation.

As discussed in Chapter II, an empirical and theoretically based concept of student affairs is nonexistent in Brazilian higher education, although federal legislation has provided a basic concept for the field through the Amendment of 1969 and Law 4024 of

December 20, 1961 (see Chapter II, p. 54). A document emanating from the Coordination of Student Assistance (CAE) defined the activities performed by the coordination regarding housing, food, events (extracurricular activities), student activities, work-study, and financial aid (CAE, 1981). Therefore, in the ensuing presentation of profiles of the units surveyed, the rationale for the services and programs is based on findings from American literature on student affairs and/or is supported by Brazilian documents and legislation.

The information used in describing the units came from items on the survey questionnaire related to the unit's purposes (Question 2), factors facilitating the unit's purposes (Question 4), factors impeding the unit's purposes (Question 5), future objectives (Question 7), and activities performed by the unit (Questions 24-59). In presenting this information, no attempt was made to evaluate the quality of the information or to make comparisons among categories of units. The primary objective of developing the profiles was to portray the student affairs units as they were described by their directors. It should be noted that because some directors did not answer all of the questions, the formats of the profiles vary. Some present a complete description of the unit, whereas others offer only a general view of the unit's functioning.

Counseling Services

Rationale. Definitions of counseling services in American higher education vary. Whereas Wrenn (1951) said that the basic purpose of the counseling service is to serve as a campuswide agency for

students and as a resource agency for faculty, Mueller (1961) pointed out that the goals of a college counseling service are the composite expression of the staff's interests and training.

According to Oetting et al. (1970), several organizational and administrative models can be identified among college counseling services. A college counseling service may be an administrative part of an academic department, usually psychology or education. From this viewpoint, the primary function of the service is to provide experience for the department's students under departmental faculty supervision.

Concerning counseling services in Brazilian institutions of higher education, Garcia (1979) assessed the needs of students in relation to student assistance services. She defined counseling as

a process . . . to help students better understand themselves, their position in college and society, their attitudes toward themselves and others, their particular characteristics as persons, and the opportunities or alternatives available to them. (p. 10)

In regard to the student assistance units surveyed in this study, the 11 units included in the category of counseling services (see Table 3) represented six basic models introduced by Schneider (1977).

1. The student personnel model, in which several student affairs services are categorized under one organization. The five units included in this category used the general denomination of "social services," and practitioners' duties were assigned in various student affairs areas such as food, housing, and financial aid.

2. The vocational guidance model, in which the counseling service is concerned primarily with vocational choice, remedial-skills programs, testing, and/or information about courses, programs, and careers. Two units were included in this category.

3. The counseling therapy model, which was represented by one unit. This unit focused primarily on students' emotional problems and concerns.

4. The traditional counseling model, which combines, to varying degrees, the vocational guidance and counseling therapy models. The functions of vocational, educational, and personal counseling are seen as overlapping and not as distinct categories of services. Two units represented this category.

5. The religious counseling model, which was represented by one unit. The primary concern of this service is with the religious concerns and questions of the students.

Structure. The administrative structure of the units surveyed was associated with the primary function of the units. Social services and religious assistance were administered through the student affairs division or another sector responsible for student assistance at the institutional level; the units oriented toward educational guidance were affiliated with the College of Education. Finally, among the three psychology services surveyed, two constituted separate independent units administered within the psychology department and staffed by psychology faculty members. The third psychology service, which was oriented more toward student development than toward therapy, was administratively attached to a division of student affairs.

Units' purposes. The purposes of the 11 participating units were reported as follows: (1) Social services: selecting students to receive benefits; working with the community to help needy students; helping students to solve their personal, financial, and/or academic concerns; integrating students into university life; and assisting students through group and individual counseling. (2) Educational guidance services: assisting students in choosing a vocation; and offering orientation programs, study-skills programs, and career information. (3) Psychology services: helping students with their personal, emotional, and vocational concerns; promoting research in the field of clinical psychology; and providing field work for students enrolled in psychology courses. (4) Religious assistance program: assisting and guiding students in religious matters.

Factors affecting accomplishment of the units' purposes. The facilitating factors reported by the unit directors can be summarized as follows: students' acceptance of the services, cooperative work developed by staff members, and administrative support from university administrators.

Factors impeding the accomplishment of the units' purposes were numerous; they were related to lack of financial resources, student attrition, opposition to such an orientation (religious), shortage of professional personnel, and lack of faculty involvement in the units' functions.

Future objectives. Eight of the 11 units surveyed reported they intended to develop new objectives, such as (a) extending services to the community, (b) offering in-service training for staff

members, (c) taking action to integrate the functions undertaken by the unit with related services of the institution, and (d) offering workshops and seminars to students and faculty.

Units' activities. The activities performed by the 11 units included in the counseling services category are displayed in Table 15.

Financial Aid Programs

Rationale. Dannells (1977) discussed financial aid in American higher education under three major categories: grants, loans, and employment. Grants represent a simple transfer of resources to students and involve no repayment. Loans are sums of money offered with the requirement of repayment in whole or in part, with or without interest. Employment refers to student jobs that can be funded through the institution or through outside agencies.

Brazilian institutions of higher education have long provided financial aid through grants, loans, and employment. Student assistance in financial matters is supported by a number of laws and decrees emanating from the Ministry of Education and Culture. In fact, a recent document from the Coordination of Student Assistance discussed financial aid in regard to work-study programs, stressing that the programs should be designed to allow students to take part in professional activities in public or private sectors. In addition, such activities are expected to contribute to the development of habits of intellectual work and to improve study skills (CAE, 1981).

Structure. The way that the units were organized and administered was determined by the organizational pattern of each university

Table 15.--Activities performed by counseling services (N = 11).

Activities	Categories of Units								Total	%
	Social Services (N=5)		Psychology Services (N=3)		Educ. Guidance (N=2)		Religious Assistance (N=1)			
	N	%	N	%	N	%	N	%		
<u>Assistance</u>										
Assisting student adjustment and integration into college environment	4	80.0	2	66.7	2	100.0	1	100.0	9	81.8
Assisting student with psychological problems	2	40.0	3	100.0	1	50.0	-	--	6	54.5
Facilitating students' personal development through the participation in religion, group relationships and social activities	3	60.0	1	33.3	-	--	1	100.0	5	45.4
Assisting student toward higher academic achievement through the improvement of study methods	-	--	1	33.3	1	50.0	-	--	2	18.2
Assisting physically disabled students	1	20.0	-	--	-	--	-	--	1	9.1
<u>Services and Programs</u>										
Providing services to help students discover their interests, abilities, and objectives	2	40.0	2	66.7	2	100.0	-	--	6	54.5
Offering counseling services for students	2	40.0	3	100.0	-	--	-	--	5	45.4
Providing housing services	3	60.0	-	--	-	--	-	--	3	27.3
Providing food services	3	60.0	-	--	-	--	-	--	3	27.3
Providing health services	2	40.0	-	--	-	--	-	--	2	18.2
Offering orientation programs for foreign students	5	100.0	1	33.3	1	50.0	1	100.0	8	72.7
Providing for cultural opportunities and programs for students	2	40.0	-	--	-	--	-	--	2	18.2
Programming social activities that fit student interests	1	20.0	-	--	1	50.0	-	--	2	18.2
Offering orientation program for freshmen	-	--	-	--	1	50.0	-	--	1	9.1
Offering orientation programs for transfer students	-	--	-	--	1	50.0	-	--	1	9.1
<u>Student participation</u>										
Providing for the participation of students in the implementation of the unit activities	3	60.0	1	33.3	1	50.0	-	--	5	45.4
Encouraging students' participation in the unit activities	2	40.0	1	33.3	1	50.0	-	--	4	36.4
Promoting student participation in the planning of the unit activities	1	20.0	1	33.3	-	--	-	--	2	18.2
Engaging student representatives in unit evaluation	1	20.0	1	33.3	-	--	-	--	2	18.2

Table 15.--Continued.

Activities	Categories of Units								Total	%
	Social Services (N=5)		Psychology Services (N=3)		Educ. Guidance (N=2)		Religious Assistance (N=1)			
	N	%	N	%	N	%	N	%		
<u>Supervision</u>										
Supervising housing programs	1	20.0	-	--	-	--	-	--	2	18.2
Supervising athletic programs	1	20.0	-	--	-	--	-	--	2	18.2
<u>Coordination</u>										
Coordinating financial aid	3	60.0	-	--	-	--	-	--	3	27.3
<u>Articulation</u>										
Articulating academic learning and professional experience	2	40.0	2	66.7	1	50.0	-	--	5	45.4
<u>Cooperative action</u>										
Developing programs to respond to students' needs in cooperation with other assistance units	4	80.0	1	33.3	1	50.0	-	--	6	54.5
Working with community agencies in developing programs to help financially needy students	2	40.0	-	--	-	--	-	--	2	18.2
<u>Information</u>										
Keeping students informed about current and new services and programs available to them	3	60.0	1	33.3	2	100.0	-	--	6	54.5
Keeping students informed about job opportunities	2	40.0	-	--	1	50.0	-	--	3	27.3
<u>Proposals</u>										
Developing proposals and submitting requests for financial assistance for needy students	4	80.0	-	--	-	--	-	--	4	36.4
<u>Student records</u>										
Keeping academic record during students' college life	1	20.0	-	--	2	100.0	-	--	3	27.3
Making student records available to student assistance staff	1	20.0	-	--	-	--	-	--	2	18.2
<u>Administration</u>										
Engaging unit representative in the institution's general planning	-	--	-	--	1	50.0	-	--	1	9.1

in general, and by the peculiar characteristics of the student affairs division in particular. For instance, institutions permitting students who do not need financial aid to participate in specific programs, such as artistic activities and research, in general administered their financial aid programs through a number of institutional offices and divisions.

Units' purposes. Among the ten units surveyed, three major purposes were identified relating to (a) needy students: providing financial aid to needy students through loans, grants, or employment; (b) student promotion: facilitating, through work-study programs, the participation of students in research, sports, and artistic activities; developing programs designed to facilitate the development of students' potentialities; and improving study skills and making available professional training; and (c) administration: planning and developing agreements with federal, state, and private sectors to provide financial assistance to students.

Factors affecting the accomplishment of the units' purposes. In the category of facilitating factors, the majority of respondents emphasized the positive relationships with university administrators, students, and community agencies. A further factor noted was the support received from community sectors regarding the development of cooperative-action programs. Most of the informants stressed the quality of the work performed by students as being a factor facilitating the accomplishment of the units' purposes.

In the category of impeding factors, the one most emphasized was the lack of funds to carry out the activities of the units. In

addition, shortage of professional and clerical personnel and paucity of evaluation of the units' activities were also noted.

Future objectives. The majority of units were planning to undertake new objectives. Among the seven responses to this question, the most frequently cited objective was "improving the quality of the services currently offered." Also indicated were establishing a special fund for emergencies and increasing student involvement in the evaluation of the units' activities.

Units' activities. The activities performed by the ten units included in the category of financial aid programs are displayed in Table 16.

Food Services

Rationale. The Coordination of Student Assistance (CAE) has the function of assisting the Brazilian federal universities, technically and/or financially, to improve the quality of the meals served to clients. The coordination further intends to help develop improved nutrition habits and patterns that fit the need for financial effectiveness of the food services.

Structure. A common pattern regarding the structure and administration of food services was found among the units surveyed because almost all of those units were attached to the division of student affairs or another division or sector responsible for student assistance at the institutional level.

Units' purposes. Among the ten units surveyed, the main purposes was providing food services through quality meals for minimal

Table 16.--Activities performed by financial aid programs (N = 10).

Activities	N	%
<u>Assistance</u>		
Facilitating students' personal development through participation in religion, group relationships, and social activities	3	30.0
Assisting student adjustment and integration into the college environment	3	30.0
Assisting physically disabled students	2	20.0
<u>Student participation</u>		
Providing for the participation of students in the implementation of the unit activities	3	30.0
Engaging student representatives in unit evaluation	3	30.0
Encouraging students' participation in the unit activities	3	30.0
Promoting student participation in the planning of the unit activities	2	20.0
<u>Coordination</u>		
Coordinating financial aid for needy students	7	70.0
<u>Articulation</u>		
Articulating academic learning and professional experience	1	10.0
<u>Cooperative action</u>		
Developing programs to respond to students' needs in cooperation with other assistance units	7	70.0
Working with community agencies in developing programs to help financially needy students	4	40.0
<u>Student records</u>		
Making student records available to student assistance staff	3	30.0
<u>Proposals</u>		
Developing proposals and submitting requests for financial assistance for needy students	8	80.0

cost. Other purposes noted by some respondents were (a) to provide food services for students, faculty members, and university personnel; (b) to provide needy students with free meals; and (c) to use preferentially food products from the region in an attempt to ensure that the meals served are reasonably similar if not identical to those of the student's community.

Factors affecting the accomplishment of the units' purposes.

The facilitating factors were basically staff competence, administrative support, adequate facilities and equipment, and client acceptance of the service. One very specific factor that one respondent noted was the administrative autonomy allowed to the unit in seeking financial support outside the university and the federal government.

Several impeding factors were also reported. The most-often cited was related to staff--shortage of professional and clerical personnel. Also stressed were the increase in food costs and cut-backs from federal financial resources.

New objectives. Of the ten units surveyed, only three were planning to undertake new objectives, such as extending the services to the entire university community and taking action to make the food services financially self-sufficient.

Units' activities. Table 17 displays the activities carried out by the food services units included in this study.

Health Services

Rationale. Packwood (1977) provided an introduction to the concept of health that emanated from the World Health Organization:

Table 17.--Activities performed by food services units (N = 10).

Activities	N	%
<u>Service</u>		
Providing food services for students	10	100.0
<u>Student participation</u>		
Promoting students' participation in the planning of the unit activities	2	20.0
Encouraging students' participation in the unit activities	1	10.0
Engaging student representatives in unit evaluation	1	10.0
Providing for the participation of students in the implementation of the unit activities	1	10.0
<u>Supervision</u>		
Supervising food services	10	100.0
<u>Social/cultural activities</u>		
Providing adequate physical conditions for special student group presentations during meal hours	1	10.0
<u>Cooperative action</u>		
Developing programs to respond to students' needs in cooperation with other assistance units	1	10.0
<u>Articulation</u>		
Articulating academic learning and professional practice (internship for students taking a nutrition course)	2	20.0
<u>Information</u>		
Keeping students informed about current and new services and programs available to them	3	30.0
Providing adequate space to be used by university sectors to inform students about coming events	1	10.0

that health is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity. Chandler (1979) expanded on this view, assuming the need for proactive, preventive medicine and health-maintenance programs that require the integration of health services into student affairs.

Garcia (1979) defined the health services for the Brazilian university as a program of medical and dental services for students. According to her, "the program may also include an occupational health program for faculty and employees, and maintains environmental health surveillance on the campus" (p. 10).

Structure. The findings of the study indicated that the health programs surveyed had no uniform or standard structure. The units adopted different approaches, and their administrative structures reflected the purposes and comprehensiveness of the health services on each campus.

In the general category of health, which included medical and dental services, four of the nine units surveyed were organized under the division of student affairs. The remaining five units were primarily linked to the university president's office, a division of administrative affairs, a foundation for student assistance, a department of health and social assistance, and a subdivision of medical and dental assistance.

Units' purposes. The services surveyed were designed to assume the responsibility for providing health care, which ranged from first aid, dental care, and/or physical examinations to complete medical care, including mental health. Overall, the units were primarily

providing services to meet students' needs through a reactive approach. Only a few units indicated concern with the preventive aspect of student health care.

Factors affecting the accomplishment of the units' purposes.

The facilitating factors were related principally to administrative support, that is, the assistance offered by the division or other sector to which the units were linked; funds allocated to the units; collaboration among staff members and competence of the professionals; student acceptance of the quality of services offered by the units; and the low fees charged by the units.

In regard to the factors that impede the accomplishment of the units' purposes, the respondents' responses concentrated mainly on financial matters. Current cutbacks in financial resources were cited by the majority of respondents, who stressed the difficulty in requiring materials for dental services. Other obstacles noted by some directors were related to the shortage of personnel and the administrative bureaucracy particular to the IES-autarchies.

Future objectives. Overall, the respondents indicated the intention of their units to pursue two new objectives: (a) to place more emphasis on preventive medical and dental care, i.e., to conduct a study on student health and to plan a program to prevent future illnesses; and (b) to extend health care services to individuals in the community-at-large.

Units' activities. The activities performed by the health services units are displayed in Table 18.

Table 18.--Activities performed by health services units (N = 9).

Activities	N	%
<u>Assistance</u>		
Assisting student adjustment and integration into the college environment	4	44.4
Assisting physically disabled students	4	44.4
Assisting students with psychological problems	3	33.3
<u>Service</u>		
Providing health programs	6	66.7
Offering counseling services for students	2	22.2
Dealing with medical problems that might impair students' ability to learn	1	11.1
<u>Cooperative action</u>		
Developing programs to respond to student needs in cooperation with other assistance units	3	33.3
<u>Articulation</u>		
Articulating academic learning and professional experience	2	22.2
<u>Supervision</u>		
Supervising health programs	3	33.3
<u>Information</u>		
Keeping students informed about current and new services and programs available to them	1	11.1
<u>Student records</u>		
Making student records available to student assistance staff	1	11.1
<u>Student participation</u>		
Providing for the participation of students in the implementation of the unit activities	2	22.2
Engaging student representatives in unit evaluation	2	22.2
<u>Health education</u>		
Promoting educational health programs for students	3	33.3
Offering preparation courses to expectant mothers	1	11.1
Offering preventive programs about dental health	1	11.1

Housing Programs

Rationale. According to Schneider (1977), viewed historically, colleges furnish student housing to provide "the basic physical necessities and to control student behavior" (p. 126). Although the author recognized that such a policy is still operational in many colleges today, she advocated that "housing should be planned and organized to support instructional and educational programs of the college" (p. 127).

In the Brazilian literature on student housing, Garcia (1979) defined such housing as "a building providing living quarters for students" (p. 10). At the federal level, a document emanating from the Coordination of Student Assistance (CAE, 1981) stated that the role of the coordination in this field is primarily concerned with the installation and maintenance of college student housing, by assisting the institutions of higher education technically and financially.

Structure. All eight housing-program units surveyed were administratively attached to the major sector responsible for student assistance policy at each participating institution.

Units' purposes. The eight directors surveyed mentioned a number of purposes, which ranged from concern with student development to the maintenance of buildings. The purposes were categorized as follows: (a) students: providing adequate housing facilities to needy students; (b) development: encouraging students to participate actively in the living units by sharing responsibilities with housing-staff members; (c) security: caring for the well-being and security of students who live in the housing facilities; (d) building: taking

appropriate actions to maintain the living units; and (e) educative: providing an appropriate climate that facilitates student learning.

Factors affecting the accomplishment of the units' purposes.

Facilitating factors indicated by the majority of directors were related to administrative support from the university administration, cooperation from residents, and the existence of adequate physical facilities. On the other hand, factors impeding the accomplishment of the units' purposes were associated with a lack of cooperation from residents and the fact that the housing was overcrowded. Overall, the respondents stated that inadequate financial resources was the factor that most negatively affected accomplishment of the units' purposes.

Future objectives. Three of the eight directors surveyed in this area did not indicate whether their units were planning to adopt new objectives. The remaining five directors' responses can be summarized as follows: increasing the number of activities being developed as part of the units' programming, encouraging students to participate more actively in the units' functioning, creating a sector for developing athletic activities, and improving the administration of the units.

Units' activities. The activities performed by the housing programs units are shown in Table 19.

Cultural Extension Programs

Rationale. Cultural extension is basically a supporting and facilitating resource through which the development of individuals and

Table 19.--Activities performed by housing programs units (N = 8).

Activities	N	%
<u>Assistance</u>		
Assisting student adjustment and integration into the college environment	3	37.5
Assisting students toward higher academic achievement through the improvement of study methods	3	37.5
Facilitating students' personal development through participation in religion, group relationships, and social activities	1	12.5
<u>Programs and services</u>		
Providing housing services for students	8	100.0
Providing services to help students discover their interests, abilities, and objectives	3	37.5
Providing cultural opportunities and programs for students	2	25.0
Programming social activities that fit student interests	2	25.0
Offering orientation programs for foreign students	2	25.0
Providing food services in college student housing	2	25.0
Promoting educational health programs for students	1	12.5
Offering an orientation program for freshmen	1	12.5
<u>Student participation</u>		
Encouraging students' participation in the unit activities	5	62.5
Promoting student participation in the planning of the unit activities	3	37.5
Engaging student representatives in unit evaluation	3	37.5
Facilitating student involvement in athletic activities	2	25.0
<u>Information</u>		
Keeping students informed about current and new services and programs available to them	3	37.5
Keeping students informed about job opportunities	1	12.5
<u>Student records</u>		
Keeping academic records during students' college life	1	12.5

the goals of the community can be accomplished (Projeto CUCA, 1982). In practice, the ten federal universities located in northeastern Brazil (Appendix A) are currently developing a project to create a "Network for Cultural Activities" (Circuito Universitário do Nordeste--CUCA). The basic assumption of the project is that culture should be part of the priorities and concerns of the northeastern region, as well as of the entire country. The main objective of the network is to develop, through integration and interaction, a definition of cultural policy for the institutions of higher education located in Brazil's northeastern region in accordance with the Brazilian cultural heritage.

Structure. No uniform administrative pattern existed for the five cultural extension programs surveyed; rather, the programs reflected the peculiarities of each university. Overall, the most common pattern, reported by four respondents, was the existence of a sector entitled "coordination of cultural affairs," which was responsible for the major functions of cultural programming. The programs were administratively linked to the division of student affairs or to another division. Another pattern reported was an isolated unit linked administratively to the university vice-president's office.

Units' purposes. The responses of the five directors concerning the units' purposes were categorized into two major areas: promoting and executing cultural policy for the university and promoting cultural extension within and outside the university community.

Factors affecting the accomplishment of the units' purposes. The majority of respondents assumed that cooperation among staff

members was the major factor facilitating accomplishment of the units' purposes. Respondents also stressed support and acceptance from students and community regarding the programs developed by the units.

Among the impeding factors, all respondents indicated lack of financial resources. Several other impeding factors were also pointed out, such as inappropriate physical installations, nonacceptance of global planning of all cultural activities at the institutional level, lack of collaboration from student organizations, and excessive centralized bureaucracy.

Future objectives. Four directors stated that their units were planning to develop new objectives, such as (a) adopting new approaches specifically designed to attract new clientele, (b) initiating cultural action in academic units, and (c) improving the relationship between the cultural units and the university community.

Units' activities. The activities performed by the cultural extension programs are displayed in Table 20.

Recreation Programs

Rationale. The Brazilian legislation on sports and recreation in higher education is voluminous. According to the late Department of Student Assistance (DAE/MEC), the first law directing sports and athletic activities in colleges and universities was adopted in 1941. Since then, a number of documents have been written, most of them concerned with physical education curriculum and practice. At the federal level, the Ministry of Education and Culture is responsible

Table 20.--Activities performed by cultural extension programs (N = 5).

Activities	N	%
<u>Assistance</u>		
Facilitating students' personal development through participation in religion, group relationships, and social activities	2	40.0
Assisting students toward higher academic achievement through the improvement of study methods	1	20.0
<u>Services and programs</u>		
Providing cultural opportunities and programs for students	5	100.0
Providing services to help students discover their interests, abilities, and objectives	2	40.0
<u>Student participation</u>		
Encouraging students' participation in the unit activities	3	60.0
Providing for the participation of students in the implementation of the unit activities	2	40.0
Promoting student participation in the planning of the unit activities	1	20.0
<u>Supervision</u>		
Supervising cultural programs	1	20.0
<u>Cooperative action</u>		
Developing programs to respond to students' needs in cooperation with other assistance units	3	60.0
Working with community agencies in developing programs to help financially needy students	1	20.0
<u>Information</u>		
Keeping students informed about job opportunities	1	20.0

for establishing national policy in the field through a national plan for physical education. In developing such a plan, priority should be given to programs that can also contribute to competitive athletics and the practice of all categories of sports (DAE, 1980).

Structure. Of the three units included in the category of recreation programs, two were administrative linked to the student affairs division; the third unit constituted an independent sector of the university.

Units' purposes. Overall, the purposes of the three units surveyed were related to (a) coordination: coordinating athletic activities within the university and (b) promotion of sports: promoting athletic competitions within and outside the university and encouraging student participation in leisure activities.

Factors affecting the accomplishment of the units' purposes. The most frequently cited facilitating factors were adequate physical installations, followed by administrative support and student participation in sports events. In regard to impeding factors, lack of financial support and shortage of personnel were indicated by the respondents. One director noted the difficulty of coordinating course schedules with athletics and sports practices.

Future objectives. In general, the unit directors stressed their intention to extend the activities of the units in the field of sports and recreation to the community outside the university.

Units' activities. The activities performed by the recreation-program units are displayed in Table 21.

Table 21.--Activities performed by recreation-program units (N = 3).

Activities	N	%
<u>Programs and services</u>		
Facilitating students' involvement in athletic activities	3	100.0
Providing cultural opportunities and programs for students	2	66.7
Programming social and sport activities that fit student interests	2	66.7
<u>Student participation</u>		
Providing for the participation of students in the implementation of the unit activities	2	66.7
Promoting student participation in the planning of the unit	1	33.3
Encouraging students' participation in the unit activities	1	33.3
<u>Supervision</u>		
Supervising athletic programs	2	66.7
<u>Cooperative action</u>		
Developing programs to respond to students' needs in cooperation with other assistance units	1	33.3
<u>Student records</u>		
Keeping academic record during students' college life	1	33.3
<u>Information</u>		
Keeping students informed about sports and recreational events	1	33.3

Student Activities Programs

Rationale. Schmidt and Blaska (1977) described student activities as sharing "the college's aims to impact, discover and apply, and integrate knowledge, as well as to develop the whole student" (p. 156). According to the authors, an additional feature of student activities includes both individual growth and social responsibility.

In Brazilian higher education, student activities have received attention from ministerial authorities and from university administrators alike. At the ministerial level, the sector responsible for guiding student organizations is the Coordination of Student Assistance (CAE). The activities of the coordination in this field are primarily directed toward undertaking actions with higher-education institutions to facilitate the growth of student organizations, as well as to provide for student policy and legislation (CAE, 1981). A further responsibility of the coordination is to promote national and regional meetings with the vice-presidents for student affairs to maintain avenues of communication between the Ministry of Education and Culture and the institutions of higher education.

Structure. A common pattern existed regarding the structure of the units surveyed because all three units were linked administratively to the division of student affairs or other university offices responsible for student affairs at the institutional level. However, each unit was unique in regard to its institutional status and administrative approaches, and even in the name by which it was known.

Units' purposes. The purposes reported were basically related to (a) student participation: encouraging students to participate actively in university life and engaging students in community services and (b) orientation: assisting students in their relationships with university administrators and helping student organizations.

Factors affecting the accomplishment of the units' purposes. Four facilitating factors were reported: administrative support from university administrators, good relationship with students, integration of community with the university, and the units' diffusion into university sectors.

The major impeding factor was the lack of financial resources to carry out the units' programming. Also noted was the political opposition of some students, expressed through lack of participation in the units' activities.

Future objectives. Only one of the three units surveyed indicated an intention to develop new approaches to increasing student participation in existing programs.

Units' activities. The activities performed by the student-activities units are displayed in Table 22.

Legal Assistance Services

Of the ten universities surveyed, two reported the existence of a unit designed to offer legal assistance to students, and in some instances to the families of those students.

Table 22.--Activities performed by student activities programs (N = 3).

Activities	N	%
<u>Programs</u>		
Offering orientation programs for freshmen	2	66.7
Offering orientation programs for foreign students	1	33.3
Providing cultural opportunities and programs for students	1	33.3
Offering basic training about student legislation	1	33.3
<u>Assistance</u>		
Assisting student adjustment and integration into the college environment	3	100.0
<u>Student participation</u>		
Encouraging students' participation in unit activities	2	66.7
Providing for the participation of students in the implementation of the unit activities	2	66.7
Engaging student representatives in unit evaluation	1	33.3
<u>Supervision</u>		
Supervising athletic programs	2	66.7
<u>Cooperative action</u>		
Assisting student visitors in cooperation with community agencies	1	33.3
<u>Proposals</u>		
Developing proposals and submitting requests for financial assistance for needy students	1	33.3
<u>Information</u>		
Keeping students informed about current and new services and programs available to them	3	100.0
Keeping students informed about job opportunities	2	66.7

Units' purpose. The main purpose of legal assistance services is to assist students with their concerns regarding legal matters.

Factors affecting the accomplishment of the units' purpose. No facilitating factors were reported by the unit directors. Instead, one director indicated that the factor impeding accomplishment of the unit's purpose was the lack of advertising about the services offered by the unit.

Units' activities. Along with the activities performed by the units in the field of legal aid, two directors reported that their units provided orientation programs for foreign students.

Extension Courses and Programs

Of the ten universities studied, only one reported the existence of a service titled "extension courses and programs."

Rationale. A document issued by the Coordination of Student Assistance stressed the importance of activities related to extracurricular life. According to the document, such activities can contribute to improving the sociocultural development of college students, as well as to developing their potential as students and as individuals (CAE, 1981).

Units' purposes. The purposes of the extension unit were varied and encompassed a wide field of activities. Among those mentioned were (1) to facilitate an effective relationship among the various structural and social sectors of the university, (2) to encourage the development of activities involving students and faculty into community action, and (3) to promote the interrelation between programs and services located on the university's seven campuses.

Factors affecting the accomplishment of the unit's purposes.

The main facilitating factor was the support received from the university's administrators. The two main factors impeding accomplishment of the unit's purposes were the physical distance between campuses and the inability to receive allocated financial resources within the time required to accomplish specific programmed activities.

Unit activities. The diversity of activities performed by the extension courses and programs unit reflected the broad objectives of this student affairs unit. The activities reported were related to (1) students: facilitating students' personal development through participation in religion, group relationships, and social activities; providing for student participation in the implementation of unit activities; and encouraging student participation in unit activities; (2) programs: promoting educational health programs for students, offering cultural programs for students, and offering an orientation program for freshmen; (3) assistance: assisting physically disabled students; (4) proposals: developing proposals and submitting requests for financial assistance for needy students; (5) job opportunities: keeping students informed about job opportunities; and (6) cooperative action: developing programs to respond to student needs in cooperation with other student assistance units.

Transportation

Rationale. Souza (1981) discussed various forms of assistance for needy students at Brazilian universities. He emphasized a document published by the Ministry of Education and Culture in 1977, which

stressed the need to involve government and community sectors in offering college students specific services such as housing, health, jobs, and transportation.

Among the universities surveyed in this study, only one had a unit specifically designed to provide transportation. The importance of such a service was noted by Oliveira (1979) as follows: "The university bus service has solved some of the students' problems within its limited route from the . . . campus to strategic points in town" (p. 102).

Unit's purpose. The main purpose of the unit is to provide low-cost transportation for students and university workers.

Factors affecting the accomplishment of the unit's purpose. The support received from the university's division of administrative affairs was indicated to be the main facilitating factor. Lack of propriety and cooperation on the part of students and university workers was the factor that, to some extent, impeded accomplishment of the unit's stated purpose.

PART THREE: CONCLUDING OVERVIEW

The survey instruments--the interview and questionnaire--were used as complementary tools in this study concerning administration of student affairs in Brazilian federal universities. Therefore, to characterize student affairs practice as being administratively oriented, student centered, or community oriented, selected topics of the interviews and questionnaires are discussed in this section.

Administrative Approach

Analysis of the participants' responses regarding policy for student affairs, functions, and responsibilities indicated a commitment to the administrative model as discussed in Chapter II of this study. The administrative approach was noted by the vice-presidents of student affairs who perceived that policy was directed primarily by institutional priorities (Table 2). Also, the directors of the student assistance units described their functions mainly in terms of administrative activities (Table 7). The two groups of student affairs administrators stressed the administrative aspect of student affairs practice: the vice-presidents emphasized the accomplishment of institutional goals, and the directors of units reinforced the notion of institutional requirements, indicating the core aspects of their functions were coordination, supervision, and execution.

Although the focal points of institutional policy under the category of student-centered goals received 42.8% of the vice-presidents' responses, the directors of student assistance units reported that only 19.8% of their functions were primarily student centered--that is, those included in the categories of caring and educational/developmental functions. Indeed, when the directors were asked to describe their responsibilities, administrative duties were the most prevalent, totaling 56% of the responses, whereas duties primarily associated with students received only 15% of the indications (see p. 126).

Although, in terms of planning, the student-centered objectives of institutional policy were among the major institutional focal points, those responsible for executing institutional policy (the units' directors) revealed that student affairs practice is firmly rooted in the administrative model, in which functions and responsibilities are directed to administrative assignments.

Based on these findings, the existence of institutional support for and commitment to the concept of student affairs through institutional goals and priorities is evident. Accordingly, that support and commitment direct and/or enable the directors of student assistance units surveyed to engage in administrative functions.

Further evidence supporting the claim of the administrative model for administering student affairs was provided by responses to the questionnaire item about student involvement in the units' functioning (Table 14). Although the responses suggested that students were involved in such unit activities as planning, administering, and evaluating, the findings also indicated that such involvement was not widespread.

Taking into account responses to the questions about functions and responsibilities of directors of the student assistance units and analyzing these responses in light of the findings about student participation in the units' functioning, it is clear that student affairs in the institutions surveyed exists to attain goals related primarily to institutional priorities. If students are involved in this process, it may be most accurately interpreted as an unanticipated effect

rather than a result of institutional concern with student participation in university life.

Student-Development Approach

Based on the interviews and questionnaire responses, it is apparent that student affairs administrators did not focus upon student development and its attendant model when describing their organizations' administrative behavior. Student development concerns were not reported as a driving force in providing directions and administrative style for student affairs divisions.

Developmental activities in student services and programs were few in relation to the variety of activities carried out by the 63 units surveyed. Developmental trends existed mainly in terms of isolated units, as was indicated by 6 of the 11 categories of student assistance studied (Tables 15, 16, 18, 19, 20, and 22). The activities considered to be developmental in nature were "Assisting student adjustment in the college environment" and "Facilitating students' personal development through the participation in religion, group relationships, and social activities."

Student development did not exist as a defined practice supported by institutional policy, in which the major responsibility of the student affairs practitioners should be to lead in the initiation and development of programs through which all educational forces in the university community are mobilized. However, without a sound philosophical and empirical basis to support student-development practice, it is unlikely that student affairs will be totally involved

in developmental functions in which students' needs and interests become primary considerations in planning and developing student affairs programming.

Community-Oriented Approach

There was a lack of evidence about the practice of administering student affairs with an emphasis on student affairs/community action. Although the interviews with the vice-presidents suggested a clear trend toward the involvement of student affairs divisions with community agencies, such a trend was not supported by those responsible for administering the student assistance units. The 63 directors surveyed, who represented 11 categories of student assistance units, reported that only four categories of units were involved in cooperative action with community agencies (Tables 15, 16, 20, and 22). That cooperation was identified in the following statements: "Working with community agencies in developing programs to help financially needy students" and "Assisting student visitors in cooperation with community agencies."

Although the findings of this study did not support the premise of a community-oriented approach to the administration of student affairs, it is anticipated that student affairs divisions will become more involved with community action than they are now. The writer also believes that student affairs administrators will learn to capitalize on unique community resources in order to continue providing specific student assistance programs and services to the student population.

Thus, based on the preceding discussion, it can be seen that there are no recognized conditions for compromise between the three approaches to student affairs practice--administrative, student development, and community-oriented. It is also apparent that the student-development and community-oriented approaches will not replace, or even become more prevalent than, the administrative approach. Given the organizational characteristics of student affairs, the professional training of the student affairs workers, and the current administrative practices reported, it appears that the administrative approach is, in fact, essential for carrying out the purposes of student affairs in the federal universities studied.

Summary

The information discussed in this chapter was based on responses from two different groups of participants. The first group (key/special informants) contained 11 individuals. Each informant was asked to answer questions proposed through an interview format (Appendices C, D, and E). The second group (representative respondents) comprised 63 directors of student assistance units. All respondents answered questions posed through a questionnaire format (Appendix F).

This chapter was divided into three parts. In Part One, student affairs was described from the perspectives of the 11 interviewees: eight vice-presidents for student affairs, one director of a foundation for student assistance, one coordinator of student assistance, and the former coordinator of the Department of Student Assistance (DAE) of the Ministry of Education and

Culture. The basic topics discussed by those informants were related to the concept of student affairs, the influence of the juridical structure of the university on student affairs, the articulation of student assistance units, and the cooperation between student assistance units and community agencies.

Information collected from the 63 directors of student assistance units surveyed was presented in Part Two. Using the information, the investigator introduced a general overview of the student services and programs surveyed, analyzed the information regarding the administration of those units, and presented profiles of 11 categories of student assistance units. Finally, in Part Three, an overview of selected information secured from both the interviews and the questionnaires was presented. In this concluding overview, student affairs in the universities studied was discussed in terms of the administrative approach, the student-development approach, and the community-oriented approach.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

College student services and programs are considered to be part of nearly all institutions of higher education. However, the student affairs profession is diverse in its viewpoints, goals, and procedures. As a component of Brazilian higher education, student affairs depends on the unique characteristics of the country's university system, such as its legislation, juridical structure, and administrative model. Student affairs practice in Brazilian federal universities stands as a field related to student assistance; in most cases, the services and programs are primarily designed to assist financially needy students.

Parallel to the development of student services and programs in the field of student assistance has been a growing awareness among federal authorities, university administrators, and student affairs practitioners that student assistance not only provides financial aid, but also represents a valuable learning experience for college students. In fact, authors such as Souza (1981) have advocated that the concept of need as a basis for student assistance should be associated not only with financial concerns but with physical, social, recreational, and spiritual needs as well.

Despite the existence of a substantial volume of legislation about student assistance, the Brazilian literature is particularly deficient in regard to philosophical and theoretical support for student affairs practice in higher education. Indeed, the paucity of research directly related to student affairs practice is a critical issue for the development of the field in Brazilian institutions of higher education.

Thus, the present study was designed to provide an initial description and analysis of student affairs administration. The topic investigated was the noncurricular services and programs normally associated with student affairs in the federal universities located in northeastern Brazil. The subjects analyzed were those that determine student affairs: functions of student affairs practitioners, the scope and variety of services and programs, and the models for administering student affairs.

This study was designed to describe and analyze the administration of student affairs in Brazilian institutions of higher education. Specifically, the project was undertaken to (1) describe the mission, practice, and role of student affairs work in federal universities in northeastern Brazil; (2) investigate the functions of student affairs practitioners; (3) identify models of student affairs administration; (4) analyze the models of student affairs with respect to institutional goals and juridical structure of the federal universities; and (5) develop findings, conclusions, and recommendations for planning, organizing, staffing, and evaluating student services and programs.

An introduction to and overview of the study was provided in Chapter I. Included in the chapter were the definition of the problem, statement of purposes, and need for the study. The design of the study was outlined; terminology, limitations, and assumptions of the study were also defined.

Chapter II contained a review of the American and Brazilian literature on student affairs. The review of the American literature pertinent to the purpose of the study was presented to generate a framework for the study and was focused upon the philosophy, administration, structure, staffing, and evaluation of student affairs. The Brazilian literature contained a review of relevant documents and pertinent writings concerning student affairs. The Brazilian educational system, student affairs in institutions of higher education, and research on student affairs in Brazil were discussed.

The body of Brazilian literature was found to be scarce and limited in regard to the need of philosophical and theoretical support for aiding in defining the purposes, objectives, and functions of student affairs practitioners. It was assumed that such literature could contribute to the professionalization of student affairs, as a result of which the field could be characterized and evaluated and its development anticipated.

A detailed description of the research methodology and the design of the study was presented in Chapter III. The research design included the description of the study population and an explanation of the process of selecting the study participants. The administration of the survey instruments--the interviews conducted with

the 11 informants and the questionnaires administered to 63 respondents--was also reported.

The Portuguese versions of the survey instruments were evaluated by a group of Brazilian graduate students enrolled at Michigan State University. Along with the pretest, the instruments were further pilot tested. The pilot-test study, developed in two federal universities located in northern Brazil, was carried out during October 1982. The main research, carried out during November and December 1982, was developed in northeastern Brazil; participants from ten federal universities designed as IES-autarchies and IES-foundations took part in the study.

Descriptive statistics were appropriate to the analysis of the information collected through the interviews and questionnaires. Frequency distributions, ranges, percentages, and cross-tabulations allowed comparisons and analyses of the entire population as a group and as different subgroups.

Chapter IV included an analysis of the information. The chapter was divided into three parts. In Part One, student affairs was described from the perspective of the interviewees. Part Two contained the responses to the questionnaires and comparisons of the respondents' responses to a number of variables. Finally, in Part Three, an overview of selected information secured from both interviews and questionnaires was presented.

Chapter V presents the findings and conclusions of the study and inferences from the survey findings. This chapter also includes recommendations and suggested areas for future research.

Important Findings

The following statements represent the findings from the interviews.

1. Statements of purposes for student affairs were based primarily on federal regulations and documents developed at the institutional level.

2. Student affairs practice took place in harmony with the institution's mission. Accordingly, the objectives of student services and programs were derived from institutional and divisional goals.

3. The influence of the juridical structure on student affairs was determined as follows: Overall, the vice-presidents from IES-autarchies assumed the influence of juridical structure on the goals of student affairs; their counterparts from IES-foundations did not perceive that the goals of their divisions were influenced by the university's juridical structure.

4. The majority of vice-presidents agreed that the model of administering student affairs did not depend on the university's juridical structure.

5. An administrative-oriented approach was the most common pattern used in administering student affairs, regardless of the juridical structure of the university.

6. The articulation of student services and programs at the institutional level was viewed as a goal to be achieved. However, given the bureaucratic model of administration of the universities,

the achievement of such integration will call for vast changes in the current system of Brazilian higher education.

7. Student affairs divisions were engaged in a number of activities with community agencies. In developing cooperative action between university and community, the educational aspect of such cooperation should be emphasized.

The following statements represent the findings from the questionnaires:

1. The population served by the units was primarily financially needy students.

2. The majority of units reported the existence of a written statement of purposes, a document describing the various activities performed by the student affairs practitioners, and an official handbook on policies and guidelines.

3. Institutional support from university administrators, cooperation among staff members, and student acceptance of the services provided by the units were the major factors facilitating the accomplishment of the units' purposes.

4. Lack of financial resources, shortage of professional and/or clerical personnel, and reductions in federal funds were the major factors impeding the accomplishment of the units' purposes.

5. The majority of unit directors indicated that the adoption of new administrative approaches such as those involving collaboration between administrators, students, and staff members would contribute to a higher level of achievement for the units.

6. No particular pattern of titles existed for the individual responsible for the student assistance units. The most frequently reported titles--director, coordinator, and chief--were used regardless of the kinds of services and programs, the professional training of respondents, or their academic degrees.

7. Of the 11 categories of student assistance units, only four were generally headed by individuals who had received professional training in the core area designated by the units' titles. These categories of units were counseling, health, legal assistance, and recreation.

8. No defined pattern of educational level existed among the unit directors surveyed. Their academic degrees ranged from a high school diploma to a doctoral degree. The most common academic degree was an undergraduate one.

9. The primary function of the unit directors was related to administrative activities, followed by control and educational/developmental functions.

10. The primary responsibility of the majority of unit directors was related to administrative duties, followed by duties associated with students and with professional preparation.

11. Along with academic courses, personal characteristics were the major professional requirement for holding director's positions, as reported by a majority of the participating directors.

12. In-service training was the most common practice adopted by staff members as a form of staff development.

13. To some extent, students were involved in planning, administration, and evaluation of programs and services, and in workshops sponsored by the units.

14. Most often, the nature of the units' planning and evaluation was found to be particular to the student assistance units themselves and not integrative or collaborative with other units.

15. Evaluation of the unit's staff was not conducted on an on-going basis; semi-annual evaluation was the most frequently reported practice.

16. Of the 11 categories of units studied, eight were engaged in some form of interunit collaboration. In most cases, that collaboration was required by the units themselves, and in a majority of situations the collaboration was developed on a permanent basis.

17. Fewer than half of the unit directors surveyed indicated their units were engaged in intraunit collaborative efforts. When practiced, these efforts were required by the units themselves. Overall, such collaboration was undertaken either on a permanent or an occasional basis.

Additional Findings

Overall, the student affairs administrators surveyed perceived budget cuts to have the most negative influence on the administration of their divisions or student assistance units. Budget or program cutbacks are routine on most campuses. However, student affairs in Brazilian federal universities is experiencing disproportionate budget cuts. Dozens of federal student financial-assistance programs

are now available for fewer students. Hence interpreting the participants' viewpoints on factors influencing the accomplishment of student affairs goals, adoption of new objectives, and administrative approaches to student affairs should be done with caution.

It seemed to the investigator that those topics may have been very sensitive issues for many participants, mainly those who administered programs and services that required substantial federal funds for operation. It might be that because of reductions in federal support, the participants directed their responses to financial difficulties, whereas other criticisms of student affairs administration were not properly emphasized.

Policy Implications

The implications inherent in this study will enable policy makers to ascertain the importance of providing conditions--human and material resources--for the greater achievement of student affairs goals. New directions for the continuation of student affairs work will demand continuous reexamination of the problem the field now faces, as well as the development of new consensus and coalitions regarding institutional policies for student affairs.

Because each institution is unique, the best prescription for planning, organizing, and developing student affairs is to give adequate consideration to that uniqueness. Thus, the peculiar character of student affairs in the universities studied demands flexible patterns of staffing and creative adaptations of recruitment, selection, assignment, and evaluation of the student affairs practitioners.

Conclusions

Within the limitations and assumptions of this study and on the basis of the information presented and analyzed in Chapter IV, the following conclusions were drawn:

1. The mission and goals of the institution determined student affairs policy. This finding was in agreement with Harvey (1974) and Wellington (1976). The finding can also be viewed as supporting the need to establish defined purposes and goals consistent with the overall mission of the institution (Oetting et al., 1970) and to attempt to reconcile student affairs functions within a common philosophical framework related to the goals and objectives of higher education (Johnson, 1970).

2. Student affairs practice was based primarily on institutional goals and priorities. Laws and directives established at the federal and local levels directed student affairs practice toward institutional priorities and goals, rather than toward the assessment of students' needs and interests. Two distinct factors appeared to lead to this conclusion: (1) the existence of a number of documents defining the clientele to be served by the division and/or services, delineating priorities in assisting students, and providing general guidelines for practice; and (2) the lack of theoretical-content support that could direct and reinforce student affairs practice toward the student-development approach.

3. An administrative approach was the most common pattern used in administering student affairs, regardless of the juridical structure--autarchy or foundation--of the university. In accordance

with the model to administer the student affairs division, the major functions of the directors of student assistance units were also associated with administrative requirements. Sixty-three percent of the functions reported by the directors were related to coordinating, supervising, executing, planning, allocating resources, evaluating, developing projects, organizing, and programming.

Institutional support for and commitment to an administrative approach enabled the directors of student assistance units to engage primarily in administrative functions instead of gearing their functions toward an educational/developmental approach. This finding does not necessarily imply that student affairs units in Brazilian federal universities are not interested in the development of students. This result might be viewed from Ambler's (1980) perspective--that administrative procedures and educational/developmental functions are not dichotomous.

4. Student involvement in the unit's planning, administration, and evaluation was not substantive. This finding is contrary to the professional literature in student affairs, which emphasized the involvement and participation of students in all phases of unit functioning (Brown, 1980; Miller & Prince, 1976). It is apparent that less-than-substantive involvement of students in the functioning of units constitutes an impediment for student affairs practitioners in their movement from the current reactive and remedial approach to a proactive and developmental approach in which students are active participants in, instead of only recipients of, the services and programs developed by the institution.

5. The identification of an overlapping pattern for some activities performed by student assistance units suggests that functions are many times performed independently of one another. Moreover, the lack of interunit collaborative efforts may cause conflict between those services and programs duplicating similar activities.

This finding is contrary to the recommendations of Hill (1974) and Mendenhall et al. (1983), who urged student affairs practitioners to develop an interactive action in which functions should be inter-related. Indeed, the paucity of intraunit collaboration constitutes a potential for undesirable lateral movement. Continued fragmentation of institutional activities will not serve well the objectives of either the student affairs units or other university sectors involved in student assistance.

6. The professional training of directors of student assistance units was found to be diversified. Indeed, in many cases, these directors' professional training was in areas other than those related to the major activities performed by the unit. Of the 11 categories of units studied, only four--counseling, health, legal assistance, and recreation--were headed by individuals who had received professional training in the core areas designated by the units' titles.

The variety of professional training reported fit, to some extent, the pattern of the administrative model (Ambler, 1980), which included a wide variety of professional training. This finding should be considered within the context of the peculiar characteristics of student affairs practice in Brazilian institutions of higher education, in which a defined professional status for the majority of

student affairs practitioners does not exist. This finding is compatible with Penney's (1977) viewpoint: functions performed by student affairs practitioners as a part of a student affairs program are mainly the outlook and the assumptions of those who participate in the program.

Recommendations

This study was primarily descriptive in nature. It was designed to serve as a point of departure for further studies in the field of student affairs administration. Whereas the findings of this study may be of importance for federal universities located in northeastern Brazil, the conclusions may be of value to other Brazilian federal universities because the importance of a study of this nature is the practicality and applicability of the recommendations that result from the findings. Therefore, the following recommendations are made:

At the Divisional Level

1. The organizational structure of student assistance units should be designed to facilitate the continued professional growth of the workers and to promote collaboration with other units at the divisional and institutional levels.

2. Common concerns, interests, and needs of student affairs practitioners should be systematically identified and corresponding professional-development programming be developed through the division of student affairs.

3. Resource consultants should be identified and used in developing regional meetings, workshops, and conferences sponsored by the division of student affairs.

At the Unit Level

1. Student affairs practitioners should take the initiative by being proactive in developing their own human resources. Therefore, staff-development programs offer an excellent means of revitalizing student affairs staff, as well as student services and programs.

2. Alternative efforts other than in-service training should be used in staff development. Related on-campus workshops using outside consultants should be emphasized; professional exchange programs could be considered.

3. Systematic and continuous evaluation should be emphasized as a means of improving unit performance.

4. Interunit and intraunit collaborative efforts should be a common practice in the units' functioning.

5. Student involvement and active participation in the units' functioning should be a primary assumption of student affairs administrators.

For Future Research

1. Findings from this study afforded only a description of student affairs practice in the universities surveyed. Although the descriptive information provides a basis from which to speculate about what the field is, additional and more detailed analysis is necessary for the institution and for the practitioners themselves. For

example, regarding students, it would be useful to ascertain the effect of the activities conducted and tasks performed by student services and programs on student development.

2. The study revealed that a wide variety of professionals performed functions to carry out the objectives of the services and programs. Further investigation is needed to document this general finding. In addition, if professionally trained people are to work and provide leadership in the important area of the collegiate experience, questions about the best ways to prepare student affairs practitioners working in a variety of specialized functions need to be answered, and responses at both the local and federal levels should be addressed. The questions might be answered through research about requirements for the work, skills of practitioners, and needed competencies for the job.

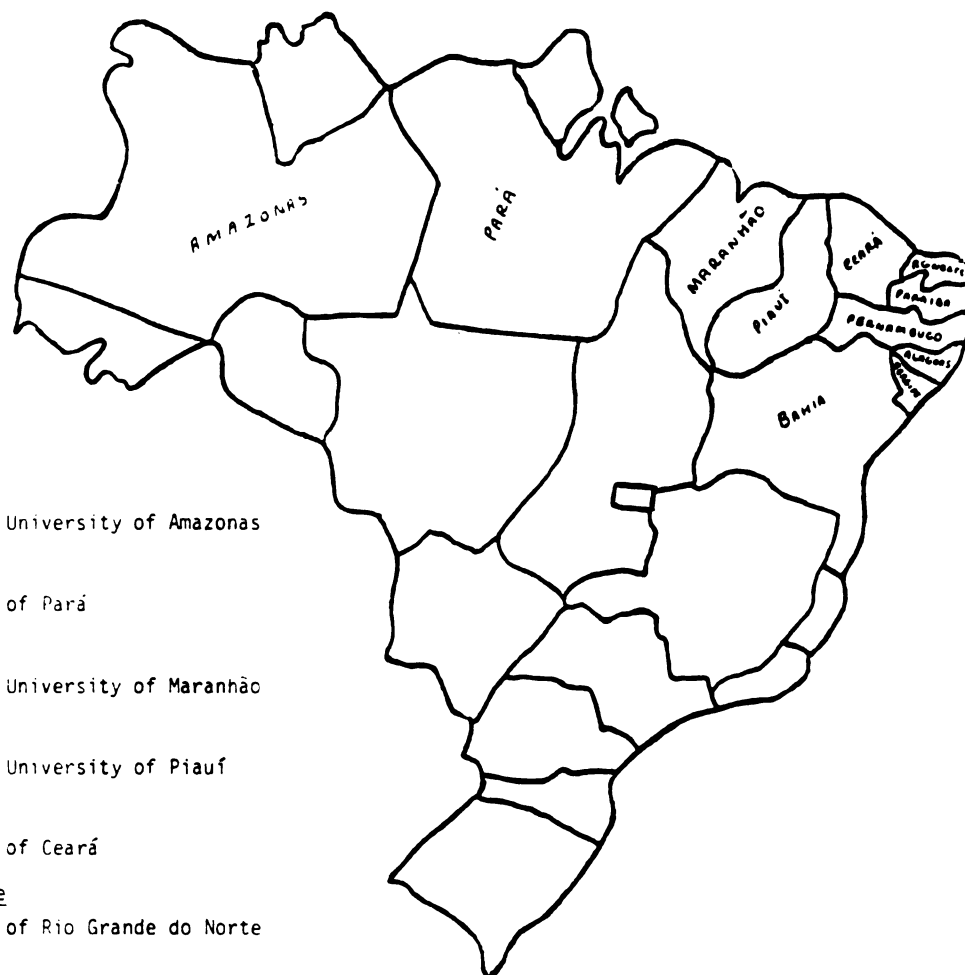
3. An effort should be made to involve in a similar study other groups of federal universities from different regions of Brazil. The instruments used in the present study should be reviewed to improve their degree of accuracy. Such research in the field of student affairs administration should be pursued vigorously throughout the entire country. Information collected from such studies should be made available to all individuals interested in student affairs work. This information would be helpful in informing and influencing policy makers in giving direction for the improved practice of the profession.

APPENDICES

APPENDIX A

GEOGRAPHICAL LOCATION OF THE STUDY POPULATION

Geographical Location of the Study Population

Amazonas

Foundation Federal University of Amazonas

Pará

Federal University of Pará

Maranhão

Foundation Federal University of Maranhão

Piauí

Foundation Federal University of Piauí

Ceará

Federal University of Ceará

Rio Grande do Norte

Federal University of Rio Grande do Norte

Paraíba

Federal University of Paraíba

Pernambuco

Federal University of Pernambuco

Federal Rural University of Pernambuco

Alagoas

Federal University of Alagoas

Sergipe

Foundation Federal University of Sergipe

Bahia

Federal University of Bahia

APPENDIX B

NOMENCLATURE OF THE DIVISIONS SURVEYED AND
TITLES AND CODES OF THE VICE-PRESIDENTS

Nomenclature of the Divisions Surveyed and
Titles and Codes of the Vice-Presidents

PRÓ-REITORIA PARA ASSUNTOS ESTUDANTIS / SUPERINTENDÊNCIA ESTUDANTIL
Pró-Reitor para Assuntos Estudantis / Superintendente Estudantil

DIVISION OF STUDENT AFFAIRS

Vice-President for Student Affairs

Informants' code: A, B, C, D, E

PRÓ-REITORIA DE EXTENSÃO E ASSUNTOS ESTUDANTIS
Pró-Reitor de Extensão e Assuntos Estudantis

DIVISION OF EXTENSION AND STUDENT AFFAIRS

Vice-President for Extension and Student Affairs

Informant's code: F

PRÓ-REITORIA DE EXTENSÃO E ASSUNTOS COMUNITÁRIOS
Pró-Reitor de Extensão e Assuntos Comunitários

Division of Extension and Community Affairs

Vice-President for Extension and Community Affairs

Informant's code: G

PRÓ-REITORIA PARA ASSUNTOS COMUNITÁRIOS
Pró-Reitor para Assuntos Comunitários

DIVISION OF COMMUNITY AFFAIRS

Vice-President for Community Affairs

Informant's code: H

APPENDIX C

PORTUGUESE AND ENGLISH VERSIONS OF
THE STRUCTURED INTERVIEW (a)

STRUCTURED INTERVIEW (a)

Question 1--What documents direct the policy for student affairs in your Division?

Question 2--What are the three major focal points of institutional policy for student assistance in your university? Please indicate, using rank of importance.

- ___ To promulgate federal legislation concerning student affairs
- ___ To attend institutional goals
- ___ To promote the participation of student representatives in the planning and implementation of programs and services
- ___ To facilitate student participation in cultural and artistic actions
- ___ To facilitate student participation in extracurricular activities
- ___ To encourage athletic participation
- ___ To provide financial aid to needy students
- ___ To promote the participation of students in community programs
- ___ Other, please specify _____

Whatever the answer: What is the institutional reason to place emphasis upon _____
(repeat the statement chosen in first place)

Question 3--Is there an institutional policy for the integration of student affairs objectives into university goals?

YES or NO

If Yes, What conditions exist at the institutional level to make such integration possible?

If No, Please elaborate upon the conditions.

Question 4--The Federal University of _____ is constituted as _____. Does the juridical structure of the university influence the goals of the Student Affairs Division?

Question 5--Can you say that the juridical structure of your university determines the model for administering student services and programs?

Whatever the answer: Please comment upon that question.

Question 6--Please indicate which of the following are affected by the juridical structure of your university:

- ☐ Composition of student affairs staff
- ☐ Extent of student services and programs
- ☐ Variety of services and programs offered to students
- ☐ Cooperation between student assistance units and community agencies
- ☐ Number of student affairs workers allocated to student assistance units
- ☐ Participation of students in the implementation of services and programs
- ☐ Inclusion of student representatives in the planning and evaluation of services and programs
- ☐ All of the above
- ☐ None
- ☐ Other, please specify _____

Question 7--At the institutional level, is the articulation of student services and programs a goal to be achieved?

YES or NO

If Yes: What changes in the student assistance system are necessary to promote such articulation?

Question 8--Is there an institutional policy that encourages the cooperation between student assistance units and community agencies?

YES or NO

If Yes: What is the major reason for developing such a kind of cooperation?

What are the advantages in developing such a kind of cooperation?

ENTREVISTA ESTRUTURADA (a)

Questão 1--Que documentos orientam a política de atuação dessa Pró-Reitoria no que concerne a assistência estudantil?

Questão 2--Quais são os três objetivos mais focalizados pela Pró-Reitoria em relação a assistência estudantil? Por favor, indique por ordem de importância.

- ☐ Cumprir legislação federal quanto aos serviços e programas de assistência ao estudante
- ☐ Atender aos propósitos da Universidade
- ☐ Favorecer a prática de atividades extra-curriculares
- ☐ Promover a participação de representantes do corpo discente no planejamento e execução dos serviços e programas vinculados a essa Pró-Reitoria
- ☐ Facilitar a participação de estudantes em atividades artísticas e culturais
- ☐ Incentivar a prática de atividades esportivas
- ☐ Prestar assistência financeira a alunos carentes
- ☐ Promover a participação de estudantes em programas da comunidade

Qualquer que seja a resposta

Qual a razão para dar mais ênfase em _____

Questão 3--Existe, a nível de universidade uma política oficial para integrar os objetivos de Unidades como _____, e _____ aos propósitos da Universidade?

SIM or NÃO

Em caso afirmativo

Que condições existem para tornar essa integração possível?

Em caso negativo

Por favor, fale um pouco mais sobre essas condições.

Questão 4--A Universidade _____ é constituída como uma _____. Em que sentido, a estrutura jurídica da universidade influencia os objetivos dos serviços e programas vinculados a essa Pró-Reitoria?

Questão 5--Pode-se dizer que a estrutura jurídica da sua universidade determina o modelo ou modelos adotados na administração de serviços e programas para o estudante, e que funcionam sob a responsabilidade dessa Pró-Reitoria?

SIM or NÃO

Qualquer que seja a resposta

Por favor, comente sobre sua resposta

Questão 6--Por favor, indique quais dos aspectos listados nessa ficha são afetados pela estrutura jurídica da universidade.

- ___ Composição das equipes das unidades de assistência ao estudante
- ___ Abrangência dos serviços de assistência ao estudante
- ___ Variedade de programas oferecidos aos estudantes
- ___ Cooperação entre unidades assistenciais a agências da comunidade
- ___ Número de especialistas alocados para as unidades assistenciais
- ___ Participação de representantes do corpo discente no planejamento e avaliação das atividades realizadas pelas unidades assistenciais
- ___ Envolvimento de estudantes na implementação de programas e serviços
- ___ Todos
- ___ Nenhum
- ___ Outro(s) Por favor, especifique _____

Questão 7--A nível institucional, a articulação dos serviços e programas de assistência ao estudante é vista como um objetivo a ser atingido?

SIM or NÃO

Em caso afirmativo

Que mudanças no atual sistema de assistência ao estudante serão necessárias para promover essa articulação?

Questão 8--Existe uma política institucional visando a cooperação entre unidades de assistência ao estudante e agências da comunidade?

SIM ou NÃO

Em caso afirmativo

Qual a maior razão para esse esforço cooperativo?

Qual a maior vantagem em desenvolver esse tipo de cooperação?

APPENDIX D

PORTUGUESE AND ENGLISH VERSIONS OF
THE STRUCTURED INTERVIEW (b)

STRUCTURED INTERVIEW (b)

Question 1--What documents direct the student assistance policy in your sector?

Question 2--What are the three main objectives regarding student assistance?

Question 3--What services and programs are offered to students by your sector?

Question 4--Is there an official policy for the integration of student services and programs into a global plan of action to assist students?

YES or NO

If Yes: What conditions exist to make such integration possible?

What changes in the student assistance are necessary to promote such integration?

If No: Please elaborate upon these conditions.

Question 5--Is there an official policy that encourages the cooperation between student assistance units and community agencies?

YES or NO

If Yes: What is the major reason for developing such a kind of cooperation?

What is the major advantage in developing such a kind of cooperation?

Question 6--Please indicate which of the following are accepted by your sector as an integral part of the administration of student services and programs.

- ☐ Participation of students in planning the activities
- ☐ Articulation between the services and programs of your sector and other student assistance units of the university
- ☐ Participation of students in the evaluation of activities
- ☐ Involvement of students in the implementation of services and programs
- ☐ None
- ☐ Other, please specify _____

ENTREVISTA ESTRUTURADA (b)

Questão 1--Que documentos orientam a atuação do seu setor no que concerne a assistência estudantil?

Questão 2--Quais são os três objetivos mais focalizados pelo seu setor na prestação de assistência ao estudante?

Questão 3--Quais os serviços e programas oferecidos pelo seu setor?

Questão 4--Existe uma política oficial para integrar os serviços e programas num plano global de assistência ao estudante?

SIM ou NÃO

Em caso afirmativo

Que condições existem para tornar essa integração possível?

Que mudanças no atual sistema de assistência ao educando serão necessárias para promover essa integração?

Em caso negativo

Por favor, fale um pouco mais a esse respeito.

Questão 5--Existe uma política oficial visando a cooperação entre unidades de assistência ao estudante e agências da comunidade?

SIM ou NÃO

Em caso afirmativo

Qual é a maior razão para esse esforço cooperativo?

Qual é a maior vantagem em desenvolver esse tipo de cooperação?

Questão 6--Por favor indique quais dos aspectos listados nessa ficha são aceitos pelo seu setor como parte integrante da administração dos serviços e programas de assistência ao estudante.

___ Participação de estudantes no planejamento das atividades

___ Articulação dos serviços e programas com outras unidades assistenciais da Universidade

___ Envolvimento de estudantes na implementação de serviços e programas

___ Nenhum

___ Outro(s) Por favor, especifique _____

APPENDIX E

PORTUGUESE AND ENGLISH VERSIONS OF THE
UNSTRUCTURED INTERVIEW

UNSTRUCTURED INTERVIEW

PART ONE

Question 1--In your opinion, what objectives would guide the assistance for college students?

Question 2--Regarding the "assistance approach," what objectives would guide the student services and programs?

Question 3--Regarding the "promotion approach," what objectives would guide the student services and programs?

Question 4--Based on the content of some interviews conducted with the vice-presidents for student affairs, it appears there exists a trend to emphasize the "promotion approach" regarding student affairs policy at the institutional level.

What conditions exist, in the current system of federal universities, to allow the adoption of such an approach?

Question 5--What changes in the current system of student assistance would be necessary to allow the adoption of a "promotion approach" in determining the student affairs policy?

PART TWO

Question 1--In your opinion, can extension activities be categorized as a student service?

Question 2--I have learned that the federal universities located in northeastern Brazil are developing a project to establish a network for cultural activities for which you are the coordinator.

What purposes guide that project?

Question 3--In the short run, what will be the result of such a project?

Question 4--In the long run, what is expected from that project?

Question 5--Concerning the college student specifically, what is the major advantage in developing a network for cultural activities?

ENTREVISTA NÃO ESTRUTURADA

PRIMEIRA PARTE:

Questão 1--Na sua opinião, que objetivos deveriam nortear a assistência ao estudante?

Questão 2--Em relação a 'linha assistencial,' que objetivos deveriam nortear os serviços e programas para estudantes?

Questão 3--Em relação a 'linha promocional,' que objetivos deveriam nortear os serviços e programas para estudantes?

Questão 4--Baseado no conteúdo de algumas entrevistas realizadas com Pró-Reitores para Assuntos Estudantis, parece existir uma tendência para assumir uma linha promocional em relação a política de assistência estudantil.

Que condições existem, dentro do atual estrutura universitária para permitir a adoção dessa linha?

Questão 5--Que mudanças no atual sistema de assistência seriam necessárias para permitir a adoção de uma política promocional para a assistência ao estudante?

SEGUNDA PARTE:

Questão 1--Na sua opinião, atividade na área de extensão pode ser categorizada como serviço para estudante?

Questão 2--Tenho conhecimento que as universidades federais do nordeste estão desenvolvendo um projeto denominado "Circuito Universitário de Cultura do Nordeste (CUCA); do qual você é o coordenador. Que propósitos norteiam a criação desse circuito?

Questão 3--A curto prazo, o que produzirá o projeto CUCA?

Questão 4--A longo prazo, o que se espera do projeto CUCA?

Questão 5--Falando especificamente sobre o aluno universitário, qual a maior vantagem para se desenvolver esse tipo de projeto?

APPENDIX F

PORTUGUESE AND ENGLISH VERSIONS OF THE QUESTIONNAIRE

QUESTIONNAIRE

ANALYSIS OF STUDENT SERVICES AND PROGRAMS

Objectives of the Study and the Questionnaire

The general objective of this study is to analyze the student assistance at selected Brazilian federal universities. Specifically, the questionnaire intends to collect information: (a) to determine and delineate purposes and objectives of student services and programs; (b) to characterize functions of the directors of student assistance units; (c) to characterize human resources and units' performance; and (d) to identify the activities carried out by the student services and programs.

Information Concerning the Questionnaire

The questionnaire is divided into four sections. All questions provide space for answers, either by filling in appropriate spaces or by selecting alternative answers. It is suggested that you use the back of the sheet to complement responses as necessary.

Confidentiality of the sources of information collected through this questionnaire, and the identity of the respondents, is assured. Functional identification, when solicited, will be used to characterize constitution of staff, to determine staff performance, and/or to determine comprehensiveness of the student assistance units' work. This study is designed to focus upon services and programs at the institutional level, and it does not focus upon the individuals who work in the units surveyed.

Each page of the questionnaire contains a code: control, unit and section. Control refers to the institution surveyed; unit refers to the services and programs; and section identifies the parts of the questionnaire.

THANK YOU VERY MUCH FOR YOUR VALUABLE COLLABORATION.

Control ____
 Unit ____
 Section ____

SECTION I--CONCEPTUALIZATION OF STUDENT ASSISTANCE UNITS

Objective: To outline purposes and objectives of student services and programs.

1. Does the Unit have a written statement of purposes?
 (Check one alternative)

() 1. Yes
 () 2. No

If Yes

- 1a. Indicate who is responsible for the document.
 (Check all that apply)

() 1. Department of Higher Education (SESu/MEC)
 () 2. Coordination of Student Assistance (CAE/MEC)
 () 3. Division of Student Affairs
 () 4. The Unit itself
 () Other(s)--Specify _____

2. Indicate the three major purposes of the Unit.

1. _____

 2. _____

 3. _____

3. Is there a document describing the various activities developed by the Unit? (Check one alternative)

() 1. Yes
 () 2. No

If Yes

- 3a. Does the document specify the professional requirements for the activity? (Check one alternative)

() 1. Yes
 () 2. No

Control _____
 Unit _____
 Section _____

If Yes

- 3b. Indicate the sector that is responsible for the document.
 (Check all that apply)

- () 1. Department of Higher Education (SESu/MEC)
 () 2. Coordination of Student Assistance (CAE/MEC)
 () 3. Division of Student Affairs
 () 4. The Unit itself
 () 5. Other(s) Specify _____

4. What are the major factors that facilitate the accomplishment of the Unit's purposes?

1. _____
 2. _____
 3. _____

5. What are the three major factors that impede the accomplishment of the Unit's purposes?

1. _____
 2. _____
 3. _____

6. Would the adoption of new administrative approaches contribute to greater achievement of the Unit? (Check one alternative)

- () 1. Yes
 () 2. No

If Yes

- 6a. Indicate what approaches would be adopted by the Unit.

7. Are there some specific objectives the Unit plans to work toward in the future? (Check one alternative)

- () 1. Yes
 () 2. No

If Yes

- 7a. Indicate some of those objectives. _____

Control ____
 Unit ____
 Section ____

SECTION II--DIRECTORS OF STUDENT ASSISTANCE UNITS

Objectives: To characterize the professional preparation and the position of student assistance unit directors.

Instructions: Fill in appropriate spaces.

8. Title of the position. _____

9. Professional training of respondent.

Academic Degree

Title of Course

1. Undergraduate

2. Specialization

3. Master

4. Doctorate

5. Other(s) Specify

10. General function. (Briefly describe your basic activities)

11. Specific responsibilities. (List three major responsibilities of your position)

1. _____
2. _____
3. _____

12. Qualifications. (List three major professional requirements for your position)

1. _____
2. _____
3. _____

13. Lateral relations. (Indicate other positions or units with whom you relate laterally)

Control ____
Unit ____
Section ____

SECTION III--STUDENT ASSISTANCE UNITS

Objectives--To identify the human resources allocated to the Unit and to determine staff's performance.

14. Population served by the Unit. (Check all that apply)

- ☐ 1. Undergraduate students
- ☐ 2. Graduate students
- ☐ 3. Foreign students
- ☐ 4. Transfer students
- ☐ 5. Freshmen
- ☐ 6. Physically disabled students
- ☐ 7. Financially needy students
- ☐ 8. Other(s) Specify _____

15. Is there an official handbook on policies and guidelines for the Unit? (Check one alternative)

- ☐ 1. Yes
- ☐ 2. No

If Yes

15a. Indicate the source of the handbook. (Check all that apply)

- ☐ 1. Department of Higher Education (SESu/MEC)
- ☐ 2. Coordination of Student Assistance (CAE/MEC)
- ☐ 3. Division of Student Affairs
- ☐ 4. The Unit itself
- ☐ 5. Other(s) Specify _____

Control _____
 Unit _____
 Section _____

16. Characterization of Unit staff.
 (Specify for each staff member)

Professional Preparation	Nature of Work							Allocation of Time			
	Administration	Coordination	Planning	Instruction	Consultation	Supervision	Other*	Full time (Exclusive)	40 hours	20 hours	Other**
1. _____											
2. _____											
3. _____											
4. _____											
5. _____											
6. _____											
7. _____											
8. _____											

*Other (Specify) _____

**Other (Specify) _____

17. Staff development efforts of the Unit. (Check all that apply)

- () 1. In-service training
 () 2. Participating in internal workshops
 () 3. Attending professional seminars
 () 4. Other(s) Specify _____

Control ____
Unit ____
Section ____

18. Involvement of student representatives in Unit activities.
(Check all that apply)

- ☐ 1. Participation in activities planning
- ☐ 2. Participation in the administration of services and programs
- ☐ 3. Participation in workshops sponsored by the Unit
- ☐ 4. Participation in the evaluation of Unit activities
- ☐ 5. Other(s) Specify _____

19. Nature of Unit planning. (Check all that apply)

- ☐ 1. Particular to student assistance unit only.
- ☐ 2. Integrated with other units within the Division
- ☐ 3. Integrated with other services and programs of the institution
- ☐ 4. Collaborative with student representatives
- ☐ 5. Other(s) Specify _____

20. Frequency of evaluation of Unit staff. (Check all that apply)

- ☐ 1. Monthly
- ☐ 2. Quarterly
- ☐ 3. Semiannually
- ☐ 4. Annually
- ☐ 5. Other(s) Specify _____

21. Practice of Unit evaluation. (Check all that apply)

- ☐ 1. Particular to the student assistance unit only
- ☐ 2. Integrated with other units within the Division
- ☐ 3. Integrated with other services and programs of the institution
- ☐ 4. Collaborative with student representatives
- ☐ 5. Other(s) Specify _____

Control _____
 Unit _____
 Section _____

22. Collaborative effort developed between the Unit and other services and programs within the Division.
 (Specify for each service and program)

Title of Services and Programs	Collaboration Required by				Duration of Collab.		
	Institution	Division	Unit	Other*	Permanent	Occasional	Other**
1. _____							
2. _____							
3. _____							
4. _____							
5. _____							

*Other (Specify) _____

**Other (Specify) _____

23. Services and programs attached to another Division(s) with which the Unit acts conjointly. (Specify for each service and program)

Title of Services and Programs	Collaboration Required by				Duration of Collab.		
	Institution	Division	Unit	Other*	Permanent	Occasional	Other**
1. _____							
2. _____							
3. _____							
4. _____							
5. _____							

*Other (Specify) _____

**Other (Specify) _____

Control ____
 Unit ____
 Section ____

SECTION IV--ACTIVITIES DEVELOPED BY STUDENT SERVICES AND PROGRAMS

Objective: To identify activities carried out by the Unit.

Instruction: Mark with "X" those statements that describe the Unit's activities.

- () 24. Assisting student adjustment and integration into the college environment.
- () 25. Providing services to help students discover their interests, abilities, and objectives.
- () 26. Facilitating students' personal development through the participation in religion, group relationships and social activities.
- () 27. Assisting physically disabled students.
- () 28. Assisting students toward higher academic achievement through the improvement of study methods.
- () 29. Providing health services for students.
- () 30. Offering orientation programs for foreign students.
- () 31. Providing housing services for students.
- () 32. Keeping academic record during students' college life.
- () 33. Supervising health programs.
- () 34. Providing food services for students.
- () 35. Supervising housing programs.
- () 36. Promoting educational health programs for students.
- () 37. Facilitating students' involvement in athletic activities.
- () 38. Developing proposals and submitting requests for financial assistance for needy students.
- () 39. Supervising athletic programs.
- () 40. Supervising food services.
- () 41. Making student records available to student assistance staff.
- () 42. Assisting students with psychological problems.
- () 43. Developing programs to respond to students' needs in cooperation with other assistance units.
- () 44. Providing cultural opportunities and programs for students.
- () 45. Providing for the participation of students in the implementation of the Unit activities.

Control ____
Unit ____
Section ____

- () 46. Programming social activities that fit student interests.
- () 47. Offering orientation program for freshmen.
- () 48. Articulating academic learning and professional experience.
- () 49. Coordinating financial aid for needy students.
- () 50. Offering orientation programs for transfer students.
- () 51. Encouraging students' participation in the Unit activities.
- () 52. Promoting student participation in the planning of the Unit activities.
- () 53. Keeping students informed about job opportunities.
- () 54. Engaging student representatives in Unit evaluation.
- () 55. Keeping students informed about current and new services and programs available to them.
- () 56. Working with community agencies in developing programs to help financially needy students.
- () 57. Engaging Unit representative in the institution's general planning.
- () 58. Dealing with medical problems that might impair students' ability to learn.
- () 59. Offering counseling services for students.
- () 60. Other(s) Specify:

QUESTIONÁRIO

ANÁLISE DE SERVIÇOS E PROGRAMAS PARA ESTUDANTES

Objetivos de estudo e do questionário

O objetivo geral desse estudo é analisar a assistência estudantil nas universidades federais brasileiras. Especificamente, o questionário visa: (a) delinear propósitos e objetivos de serviços e programas; (b) caracterizar funções de diretores de unidades de assistência ao estudante; (c) caracterizar os recursos humanos e modos de atuação das unidades; e (d) identificar atividades desenvolvidas pelos serviços e programas.

Esclarecimentos sobre o questionário

O questionário é dividido em quatro seções. Todas as questões oferecem espaço para resposta, seja pelo preenchimento de espaços apropriados ou pela seleção de alternativas. Solicita-se que seja usado o verso de cada folha para complementação das respostas, caso o espaço indicado na questão seja insuficiente.

O tratamento dos dados obedecerá ao critério de confidencialidade, no sentido de resguardar a identidade pessoal do respondente. A solicitação de identificação, quando pedida, será usada para caracterizar constituição de equipes, determinar linhas de atuação e/ou abrangência das unidades assistenciais. O estudo enfocará serviços e programas a nível de instituição e não as pessoas que atuam nos mesmos como administradores ou membros de equipes.

Cada página do questionário usará códigos referentes a controle, unidade e seção. Controle, refere-se a instituição; unidade, diz respeito ao serviço ou programa; e, seção, identifica as partes do questionário.

ANTECIPADAMENTE AGRADEÇO A SUA VALIOSA COLABORAÇÃO.

Controle ____
Unidade ____
Secção ____

SECCÃO I--CONCEITUAÇÃO DE UNIDADES ASSISTENCIAIS

Objetivo: Delinear propósitos e objetivos de programas e serviços de assistência ao estudante.

1. Existe algum documento expondo os propósitos da Unidade?
(Assinale uma alternativa)

() 1. Sim
() 2. Não

Em caso afirmativo

- 1a. Indique o setor responsável pela elaboração do documento.
(Assinale as alternativas apropriadas)

() 1. Secretaria do Ensino Superior (SESu/MEC)
() 2. Coordenação de Assistência ao Estudante (CAE/MEC)
() 3. Pró-Reitoria para Assuntos Estudantis
() 4. A própria Unidade
() 5. Outro(s)--Especifique _____

2. Indique os três principais objetivos da Unidade.

a. _____

b. _____

c. _____

3. Existe uma descrição das diversas atividades desenvolvidas pela Unidade? (Assinale uma alternativa)

() 1. Sim
() 2. Não

Em caso afirmativo

- 3a. O documento estabelece as qualificações profissionais requeridas para o desempenho das atividades? (Assinale uma alternativa)

() 1. Sim
() 2. Não

Controle ____
Unidade ____
Secção ____

Em caso afirmativo

- 3b. Indique o setor responsável pela elaboração do documento.
(Assinale as alternativas apropriadas)

- () 1. Secretaria do Ensino Superior (SESu/MEC)
() 2. Coordenação de Assistência ao Estudante (CAE/MEC)
() 3. Pró-Reitoria para Assuntos Estudantis
() 4. A própria Unidade
() 5. Outro(s)--Especifique _____

4. Relacione três fatores que têm facilitado a realização dos objetivos da Unidade.

- a. _____
b. _____
c. _____

5. Relacione três fatores que têm dificultado a realização dos objetivos da Unidade.

- a. _____
b. _____
c. _____

6. A adoção de novos métodos administrativos poderia contribuir para um melhor desempenho da Unidade? (Assinale uma alternativa)

- () 1. Sim
() 2. Não

Em caso afirmativo

- 6a. Indique que métodos poderiam ser adotados pela Unidade.

7. Existem novos objetivos para os quais a Unidade pretende voltar-se no futuro? (Assinale uma alternativa)

- () 1. Sim
() 2. Não

Em caso afirmativo

- 7a. Indique alguns desses objetivos. _____

Controle _____
 Unidade _____
 Secção _____

SECÇÃO II--DIRETORES DE UNIDADES ASSISTENCIAIS

Objetivos: Caracterizar a formação profissional e o cargo de diretor de unidades de assistência ao estudante.

Instrução: Preencha os espaços apropriados.

8. Título do cargo ou função _____

9. Titulação acadêmica do responsável pela Unidade.

<u>Grau acadêmico</u>	<u>Título do Curso</u>
1. Graduação	_____
2. Especialização	_____
3. Mestrado	_____
4. Doutorado	_____
5. Outro (Especifique)	_____

10. Função geral (Descreva de forma sucinta as atividades básicas da função)

11. Responsabilidades (Indique três maiores responsabilidades de sua função)

- a. _____
 b. _____
 c. _____

12. Qualificações (Indique três maiores exigências de qualificação profissional requeridas pela sua função)

- a. _____
 b. _____
 c. _____

13. Relações laterais (Indique outros cargos ou unidades com as quais sua função se relaciona diretamente)

Controle ____
Unidade ____
Secção ____

SECÇÃO III--UNIDADES DE ASSISTÊNCIA ESTUDANTIL

Objetivos: Identificar recursos humanos da Unidade e determinar modos de atuação da equipe.

14. População servida pela Unidade.
(Assinale as alternativas apropriadas)

- ☐ 1. Estudantes de graduação
- ☐ 2. Estudantes de pós-graduação
- ☐ 3. Estudantes estrangeiros
- ☐ 4. Estudantes transferidos
- ☐ 5. Estudantes calouros
- ☐ 6. Estudantes portadores de deficiências físicas
- ☐ 7. Estudantes carentes financeiramente
- ☐ 8. Outro(s)--Especifique _____

15. Existe algum manual oficial destinado a orientar a atuação da Unidade? (Assinale uma alternativa)

- ☐ 1. Sim
- ☐ 2. Não

Em caso afirmativo

15a. Indique a fonte do manual.
(Assinale as alternativas apropriadas)

- ☐ 1. Secretaria do Ensino Superior (SESu/MEC)
- ☐ 2. Coordenação de Assistência ao Estudante (CAE/MEC)
- ☐ 3. Pró-Reitoria para Assuntos Estudantis
- ☐ 4. A própria Unidade
- ☐ 5. Outra(s)--Especifique _____

Controle _____
 Unidade _____
 Secção _____

16. Caracterização da equipe.
 (Especifique para cada membro da equipe)

Qualificação profissional	Natureza do trabalho							Distribuição do tempo			
	Administração	Coordenação	Planejamento	Instrução	Consultoria	Supervisão	Outro*	D.E.	40 horas	20 horas	Outro**
1.											
2.											
3.											
4.											
5.											
6.											
7.											

*Outro _____

**Outro _____

17. Esforços para desenvolvimento profissional da equipe.
 (Assinale as alternativas apropriadas)

- () 1. Treinamento em serviço
 () 2. Participação em grupos de estudos promovidos pela Unidade
 () 3. Atendimento a seminários/encontros de caráter profissional
 () 4. Outro(s)--Especifique _____

Controle _____
Unidade _____
Secção _____

18. Envolvimento de representantes do corpo discente nas atividades da Unidade.
(Assinale as alternativas apropriadas)
- ☐ 1. Participação no planejamento de atividades
 - ☐ 2. Participação na administração de programas e/ou serviços
 - ☐ 3. Participação em grupos de estudos promovidos pela Unidade
 - ☐ 4. Participação na avaliação das atividades da Unidade
 - ☐ 5. Outro(s)--Especifique _____
19. Planejamento adotado pela Unidade.
(Assinale as alternativas apropriadas)
- ☐ 1. Exclusivo para a Unidade
 - ☐ 2. Integrado com outras unidades da mesma Pró-Reitoria
 - ☐ 3. Integrado com outros serviços ou programas da Universidade
 - ☐ 4. Colaborativo com representantes do corpo estudantil
 - ☐ 5. Outro(s)--Especifique _____
20. Frequência da avaliação da equipe.
(Assinale as alternativas apropriadas)
- ☐ 1. Mensal
 - ☐ 2. Bimestral
 - ☐ 3. Semestral
 - ☐ 4. Anual
 - ☐ 5. Outra(s)--Especifique _____
21. Sistema de avaliação da Unidade.
(Assinale as alternativas apropriadas)
- ☐ 1. Particular para a Unidade
 - ☐ 2. Integrado com outras unidades da mesma Pró-Reitoria
 - ☐ 3. Integrado com outros serviços ou programas da Universidade
 - ☐ 4. Colaborativo com representantes do corpo estudantil
 - ☐ 5. Outro(s)--Especifique _____

Controle _____
 Unidade _____
 Secção _____

22. Esforço colaborativo desenvolvido entre a Unidade e outros serviços e programas dentro da _____.
 (Especifique para cada programa ou serviço)

Denominação dos Serviços e Programas	Colaboração requerida por				Duração		
	Universidade	Pró-Reitoria	Unidade	Outra*	Permanente	Ocasional	Outra**
1. _____							
2. _____							
3. _____							
4. _____							
5. _____							

*Outra _____

**Outra _____

23. Serviços e programas vinculados a outros setores da Universidade com os quais a Unidade atua conjuntamente.
 (Especifique para cada serviço ou programa)

Denominação dos Serviços e Programas	Colaboração requerida por				Duração		
	Universidade	Pró-Reitoria	Unidade	Outra*	Permanente	Ocasional	Outra**
1. _____							
2. _____							
3. _____							
4. _____							
5. _____							

*Outra _____

**Outra _____

Controle ____
Unidade ____
Secção ____

SECÇÃO IV--ATIVIDADES DESENVOLVIDAS PELOS SERVIÇOS E PROGRAMAS

Objetivo: Identificar atividades executadas pelas unidades de assistência ao estudante.

Instrução: Marque com um X as frases que descrevem as atividades desenvolvidas pela Unidade.

- () 24. Assistir ao estudante no seu ajustamento e integração ao ambiente universitário.
- () 25. Assistir estudantes na identificação de seus interesses, habilidades e objetivos educacionais.
- () 26. Facilitar o desenvolvimento pessoal dos estudantes através de sua participação em atividades religiosas, grupais e sociais.
- () 27. Prestar assistência a estudantes portadores de deficiências físicas.
- () 28. Assistir o estudante a alcançar um melhor desempenho acadêmico pelo aprimoramento de hábitos de estudos.
- () 29. Proporcionar serviços de saúde para estudantes.
- () 30. Orientar estudantes estrangeiros.
- () 31. Oferecer programa de alojamento para estudantes.
- () 32. Manter registro sobre a vida acadêmica dos estudantes.
- () 33. Supervisionar programas de saúde.
- () 34. Oferecer serviço de alimentação para estudantes.
- () 35. Supervisionar residências universitárias.
- () 36. Promover programas educativos de saúde para estudantes.
- () 37. Promover condições para a prática de atividades esportivas.
- () 38. Desenvolver projetos de ajuda financeira para alunos carentes.
- () 39. Supervisionar programas esportivos.
- () 40. Supervisionar programas de alimentação para estudantes.
- () 41. Tornar o registro escolar dos estudantes disponível para profissionais da área de assistência ao estudante.
- () 42. Atender estudantes que apresentam problemas psicológicos.
- () 43. Desenvolver programas em cooperação com outras unidades, visando atender as necessidades dos estudantes.
- () 44. Oferecer programas culturais para estudantes.

Controle ____
Unidade ____
Secção ____

- () 45. Promover o envolvimento de estudantes na implementação das atividades desenvolvidas pela Unidade.
- () 46. Programar atividades sociais de acordo com os interesses dos estudantes.
- () 47. Oferecer programa de orientação para alunos calouros.
- () 48. Articular a parte acadêmica com a experiência profissional do curso.
- () 49. Coordenar a ajuda financeira para alunos carentes.
- () 50. Oferecer programa de orientação para alunos transferidos de outras instituições.
- () 51. Incentivar a participação de estudantes na execução de atividades desenvolvidas pela Unidade.
- () 52. Promover a participação de estudantes no planejamento das atividades desenvolvidas pela Unidade.
- () 53. Divulgar informações sobre oportunidades de trabalho.
- () 54. Facilitar a participação de representantes do corpo discente na avaliação das atividades desenvolvidas pela Unidade.
- () 55. Manter o estudante informado sobre serviços e programas oferecidos pela Universidade.
- () 56. Trabalhar com agências da comunidade no desenvolvimento de programas para alunos carentes.
- () 57. Engajar representantes da Unidade nas equipes de planejamento da Universidade.
- () 58. Lidar com problemas na área médica que podem interferir na aprendizagem do estudante.
- () 59. Oferecer serviços de aconselhamento psicológico para estudantes.
- () 60. Outra(s). Especifique:

APPENDIX G

TELEX OF ADVANCE NOTICE

TELEX OF ADVANCE NOTICE

To: President of the Federal University of Alagoas
From: President of the Federal University of Paraíba

I request that the distinguished President receive this coming December 2, Zilda de Azevedo Pontes, who is a faculty member of the Federal University of Paraíba. She wants to conduct a survey about student services and programs through interviews and questionnaires regarding her doctoral dissertation at Michigan State University. Thank you for your reception of our professor.

Berilo Ramos Borba, President of the Federal University of Paraíba



MINISTERIO DA EDUCACAO E CULTURA
UNIVERSIDADE FEDERAL DA PARAIBA
RETEMEC - RE - U - PB

Transmitido a	26/6/82
Data / hora	21h16
Por	21h16

PBL	NÚMERO	PALAVRAS	DATA	HORA
Endereço	REITOR UNIVERSIDADE FEDERAL ALAGOAS			
7 F X 7 O	ENCAREÇO ILUSTRE REITOR RECEBER PROXIMO DIA 02.12 ZILDA AZEVEDO PONTES VG PROFESSORA DESTA UFPB VG ET QUE DESEJA REALIZAR VG MEDIANTE ENTREVISTAS ET QUESTIONARIOS PESQUISA SOBRE SERVIÇOS DESTINADOS CORPO DISCENTE VG ASSUNTO SUA TESE DOUTORADO EM CONCLUSAO JUNTO UNIVERSIDADE MICHIGAN STATE PT ANTECIPO AGRADECIMENTOS PELO ACOLHIMENTO QUE VENHA A DAR NOSSA PROFESSORA PT CDS SDS BERILO RAMOS BORBA REITOR UFPB			

Expeditor JOSE H. PAULO PIRES BRAGA-CHEFE GABINETE REITOR UFPB
26.11.1982

APPENDIX H


THANK-YOU TELEX

THANK-YOU TELEX

To: President of the Federal University of Bahia
From: President of the Federal University of Paraíba

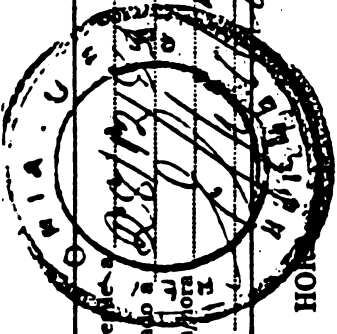
Thanks to the distinguished President for the reception and assistance given to Professor Zilda de Azevedo Pontes when she visited your university to conduct a survey for her doctoral dissertation. Such valuable cooperation represents significant evidence of the mutual support among our universities.

Berilo Ramos Borba, President of the Federal University of Paraíba

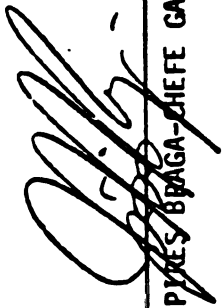


UNIVERSIDADE FEDERAL DA PARAIBA
RETEMEC-ER-U-PB

Entre
Fonado a
Data
Por



PBL	NÚMERO	PALAVRAS	DATA	HORA
ENRECO	REITOR UNIVERSIDADE FEDERAL BAHIA			
TEXTO	AGRADEÇO ILUSTRE REITOR ACOLHIDA ET ASSISTENCIA PRESTADA PROFESSORA ZILDA AZEVEDO PONTES QUANDO SUA PERMANENCIA NESSA IES TRATANDO ASSUNTO RELATIVO SUA TESE DOUTORAMENTO PT VALIOSA COLABORAÇÃO PRESTADA REPRESENTA MAIS UMA SIGNIFICATIVA PROVA MUTUO INTERCAMBIO UNIVERSITARIO PT SDS BERILO RAMOS BORBA REITOR UFPB			



JOSEH PAULO PIRES BRAGA-CHEFE GABINETE REITOR UFPB - 28.12.82

APPENDIX I

SUMMARY OF THE INTERVIEWS WITH VICE-PRESIDENTS FOR STUDENT AFFAIRS

Question 1: What documents direct the policy for student affairs in your division?

Informant	Documents	Additional Information
A	Institution's plan of action	None
B	Institution's plan of action Regulations specific to the division	Sectorial projects
C	University by-laws Institution's plan of action	Documents from Ministry of Education and Culture
D	University by-laws Regulations specific to the division	Documents from the Ministry of Education and Culture (see quotation, page 88)
E	University by-laws Regulations specific to the division	None
F	University by-laws	Biannual surveys about the student population (see quotation, page 88)
G	University by-laws Regulations specific to the division	Documents from the Ministry of Education and Culture
H	University by-laws Regulations specific to the division	Documents from the Ministry of Education and Culture

Question 2: What are the three major focal points of institutional policy for student assistance in your university?

Informant	1st Major Focal Point	2nd Major Focal Point	3rd Major Focal Point	Justification
A	To guarantee students' rights	None	None	Assuring students' rights to be assisted
B	To attend institutional goals	To promulgate institutional policy in student assistance	To promote student integration in community programs	The major concern of the institution is to assist students in accordance with institutional policy
C	To promote the development of the student	To facilitate student participation in extra-curricular activities	To facilitate student participation in cultural and artistic actions	To offer students conditions to participate in activities developed to help them grow as students and as individuals
D	To provide financial aid for needy students	To attend institutional goals	None	The university's basic priority is to assist financially needy students in accordance with the institution's purposes
E	To promulgate federal legislation concerning student affairs	To attend institutional goals	To promulgate institutional policy on student assistance	The university's major priority in student assistance is to promulgate federal legislation on student assistance
F	To improve students' academic achievement	To promulgate federal legislation concerning student affairs	To attend institutional goals	The institution is concerned with the quality of the education offered to the student population
G	To attend institutional goals	To promote the integration of student assistance units and community agencies	To facilitate student participation in cultural and artistic actions	Student affairs policy is a function of institutional goals and federal legislation (see quotation, page 91)
H	To promulgate federal legislation concerning student affairs	To articulate academic learning with professional experience	To promote student integration in community programs	One major responsibility of the university is to assist students in accordance with federal legislation

Question 3: Is there an institutional policy for the integration of student affairs objectives into the university goals?

Informant	Response	Justification/Conditions for Integration
A	No	In general yes, but a well-defined policy does not exist (see quotation, page 95)
B	Yes	Policy established by the university by-laws
C	Yes	Conditions associated with the university general policy (see quotation, page 95)
D	Yes	Conditions associated with the institution's climate (see quotation, page 95)
E	Yes	The majority of services are administratively linked to the division
F	Yes	The services are developed as part of the institution's global plan of action
G	Yes	Conditions provided by the university policy regarding student affairs
H	Yes	Conditions provided by the division (see quotation, page 96)

Question 4: The Federal University of _____ is constituted as _____. Does
the juridical structure of the university influence the goals of the Student
Affairs Division?

Informant	Response	Additional Comments
A	No	None
B	Yes	None
C	Yes	It is not apparently a clear influence (see quotation, page 98)
D	None	None
E	No	The question cannot be discussed in terms of comparison between other institutions
F	No	The influencing factor seems to be the institution's association with the federal government
G	Yes	None
H	Yes	None

Question 5: Can you say that the juridical structure of your university determines the model for administering student services and programs?

Informant	Response	Justification
A	Not considered	None
B	No	Model depends on the institution's commitment to student assistance (see quotation, page 101)
C	No	Model is not dependent on the juridical structure
D	Not considered	None
E	No	Model is dependent upon the importance attributed to student affairs practice (see quotation, page 101)
F	No	Model depends on the institution's uniqueness (see quotation, page 101)
G	Yes	The model depends on the type of institution (see quotation, page 100)
H	Yes	None

Question 6: Please indicate which of the following are affected by the juridical structure of your university.

Aspects of the Division's Functioning	Informants							
	A	B	C	D	E	F	G	H
Composition of student affairs staff		x	x	x			x	x
Extent of student services and programs		x		x			x	x
Variety of services and programs offered to students								x
Cooperation between student assistance units and community agencies					x			
Number of student affairs workers allocated to student assistance units		x	x					x
Participation of students in the implementation of services and programs					x		x	
Inclusion of student representatives in the planning and evaluation of services and programs					x			
All of the above	x							
None								x

Additional comments: Financial resources affecting aspects of division functioning (see quotations, pages 103 and 104).

Question 7: At the institutional level, is the articulation of student services and programs a goal to be achieved?

Informant	Response	Needed Changes	Factors Affecting Integration
A	Yes	Improving university/community relationship	Current conditions of Brazilian universities (see quotation, page 106)
B	Yes	Solving problems associated with specific programs	Institution's assumptions about students
C	Yes	Improving interunit efforts, and relations with university/community	None
D	Yes	Increasing interunit relationship	None
E	Yes	Improving relationship among divisions	Student involvement in services and programs
F	Yes	Developing structural changes	Institution's uniqueness (see quotation, page 105)
G	Yes	Involving more students in student affairs practice	None
H	Yes	Unifying similar extracurricular programs	Character of staff

Question 8: Is there an institutional policy that encourages the cooperation between student assistance units and community agencies?

Informant	Response	Major Reason	Advantages
A	Yes	Institution's priorities	Providing for professional training
B	Yes	Promoting student participation in community and artistic actions	Cooperative programs aid in increasing the number of assistance programs to students
C	Yes	Facilitating student participation in extracurricular activities	Enhancing positive contact between students and community
D	Yes	Business interest to employee student (see quotation, page 108)	Helping students in their financial needs
E	Not yet	Involving students in community action	Valuable learning experience for participating students
F	Yes	Promoting student participation in community and artistic action	Valuable learning experience for participating students
G	Yes	Promoting the integration of student assistance units into community action	Integrating university/community (see quotation, page 109)
H	Yes	Articulating academic learning with professional experience	Valuable learning experience for participating students

APPENDIX J

GLOSSARY

Glossary

Ministério de Educação e Cultura (MEC)
Ministry of Education and Culture

Conselho Federal de Educação (CEF)
National Council of Education

Secretaria do Ensino Superior (SESu)
Department of Higher Education

Instituições de Ensino Superior (IES)
Institutions of Higher Education

Departamento de Assistência ao Estudante (DAE)
Department of Student Assistance

Coordenação de Assistência ao Estudante (CAE)
Coordination of Student Assistance

Circuito Universitário do Nordeste (CUCA)
Network for Cultural Activities

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