REFLECTIVE PRACTICE

Advocating for Standards in Student Affairs Departments in African Institutions: University of Botswana experience

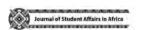Barbra M. Pansiri* & Refilwe P. Sinkamba**

Abstract

The Student Affairs Departments have seen immense growth over the years, from a discourse which had no academic relevance in higher education, to that which is expected to add value to the attraction, retention, and graduation of students. However, the latest developments have seen the role of Student Affairs Departments grow from 'in-loco parentis' to educators who are expected to strategically position the image of their institutions to ensure that students are equipped with relevant, tried and tested skills in preparation for their studies, work, and civic engagement. The level of personal growth of students as they transition from secondary to tertiary institutions is now also traced to the effectiveness of Student Affairs personnel, policies, and structures. Thus the need for the visibility of such departments and the need to add value to higher education in the 21st century has escalated. More innovative ways of engaging students and academics in this social discourse has a bearing on a professional approach that places emphasis on standards. The argument is made for advancing standards in the sphere of Student Affairs as a method of enhancing needed visibility and adding value to African higher education, the focus of which is leading the continent's transformation agenda towards socio-economic development.

Introduction

Efforts are being made to enhance the intellectual faculties of students and to engage a holistic approach to producing well-rounded individuals. Trends around the world have demonstrated a growth in, and emphasis on, student affairs standards in addition to those in the academic arena. Graduating students are expected to exhibit employability skills and be prepared in wellness categories, socially (appreciating individual uniqueness), physically (wellbeing), emotionally (self-awareness and awareness of the needs of others), intellectually (development of cognitive skills), occupationally (practical skills), and spiritually (attitude towards life) as a foundation for educating the whole person (Barber, 2011). At the University of Botswana, the institutional mission emphasises graduates who have been involved in relevant and quality programmes, and who are equipped with both academic and personal development skills (University of Botswana, 2008). Emphasis on standards has traversed even the southern African region.

* Barbra M. Pansiri is the Director, Student Welfare, of the University of Botswana.

** Refilwe Precious Sinkamba is a Senior Lecturer in the Department of Social Work at the University of Botswana.

In the USA, student affairs staff are not only well equipped with professional qualifications, but are guided by standards in discharging their day-to-day responsibilities (Evans & Ranero, 2009; Rose, 2014). Botswana has not been left out of this upsurge in professional requirements. It is not unusual to come across references to world rankings in terms of quality services and products nor to see job advertisements for vacancies calling for accreditation or affiliation with professional associations. The Government of Botswana has recently established an accreditation body – the Botswana Qualification Authority (BQA) – to oversee quality standards related to institutions of learning.

Therefore, it is now common practice across professions to emphasise standards in order to establish the best way to attain the highest levels of quality. Being at the core of contributing to a well-rounded student, the Student Affairs Department has not been excluded from this demand for quality services to prove its value through the overall quality of education in particular and national development in general. Expectations for standardisation are thus apparent.

Standards are defined as incorporating a comprehensive and valid set of criteria that judge and/or support programme quality and effectiveness, representing best practices that colleges and university programmes can reasonably achieve (CAS, 2006). Professionalism has always been associated with standards in that professions should exhibit a set of standards that guide their work. The move towards professionalisation of Student Affairs Departments through the establishment of standards can be understood from several perspectives. One perspective comes from The Council for the Advancement of Standards in Higher Education (CAS) in the United States of America affirming that national standards are one of the key means by which a profession matures (CAS, 2006). Arminio (2009) observed that, by establishing standards, professions indicate their determination to control their own destiny. And finally, the commitment to the pursuit of excellence, knowledge, and truth invariably implies that "the university must always be a cauldron of bubbling engagement, a site of robust and rigorous debate, with no room for complacency or mediocrity" (Makgoba & Seepe, 2004, p. 15). Hence, quality should form part of everything that an institution of higher learning does and promotes. It is argued in this paper that quality cannot be left only to academic programmes but should be extended to interventions outside the classroom for meaningful student success.

Benefits of Professionalising Student Affairs

Describing the role of student affairs within higher education can be challenging. Although most individuals understand the role and importance of faculty and administration within an institution, student affairs professionals may struggle to articulate the role they play within institutions to those unfamiliar with the concept. It might be explained that faculty members are responsible for educating students and for creating new knowledge through research, while administrators are responsible for the bureaucratic aspect of the organisation and providing leadership and administrative support to the institution. Student affairs professionals may be involved in all of these activities yet, because they may not be attached to an academic department nor directly reporting to senior administrators, their work may be misunderstood or overlooked (Gansemer-Topf, 2013).

Student affairs and services professionals, along with teaching faculty, bring to the institution a particular expertise regarding students, their development, and the impact of their learning environments. They are closely associated with the academic mission and serve as important links between students and the institution (Ludeman & Strange, 2009; Ludvik, Gardner & Hickmott, 2012). The World Higher Education Declaration (1998), a creation of the International Association of Student Affairs Services (IASAS), and annual conferences of the South African Association of Senior Student Affairs Professionals (SAASSAP) and the African Student Affairs Conference, suggest an interest by student affairs professionals in becoming more recognised and valued within African higher education. In addition to these organisational activities, student affairs professionals can also elevate the importance of the profession through their work on different campuses.

Gansemer-Topf (2013) states that Student Affairs Departments can develop a common language of assessment in enhancing the importance of and respect for the student affairs profession. The title 'student affairs professional' implies that student affairs is a profession. Greenwood (1957) listed five characteristics of a profession, which include: grounding in systematic theory; authority recognised by clientele; broader community sanction and approval of that authority; an ethical code regulating relations with clients and colleagues; and a professional culture sustained by professional associations. In addition, Klegon (1978) examined the evolution of professions from a sociological perspective and suggested that there are two dynamics at play in the development of a profession. The internal dynamic is the efforts of practitioners to raise their status, define services which they perceive only they can perform properly, and achieve and maintain autonomy and influence. The external dynamic relates to the larger social and institutional forces that either contribute to or reduce the conceptualisation of the work as a practice or true profession. These characteristics provide insights into the evolution of student affairs from practice to profession.

In reflecting on the current context of higher education abroad, Ludeman, Osfield, Hidalgo, Oste, and Wang (2009) stated that there is increasing evidence that higher education must address the basic personal needs of students by providing a comprehensive set of out-of-classroom student services and programmes commonly referred to as student affairs and services. Given the various definitions of a profession, it is evident that student affairs in Africa, with its development of professional organisations, legitimacy by internal and external stakeholders, and the larger societal recognition of the need to improve college student access and success, is becoming more pronounced (Gansemer-Topf, 2013). This requires student affairs professionals to become more confident in their personal ability to learn and grow, and promote that process among students.

There has been a great deal of effort by student affairs practitioners and researchers to promote the benefits of professionalising Student Affairs Departments through the establishment of standards. Evans and Ranero (2009) highlight the following as some of the tangible benefits of professionalisation:
- creation of a platform for sharing common interests and goals;
- professional development of members;
- professional enhancement of the field;

- establishment of ethical and professional standards for guidance; and
- creation of a networking forum for dialogue, lobbying and advocacy.

A great deal has been written about the traditional role of Student Affairs Departments in academia. Traditionally, personnel dealing with students' affairs have been regarded as people handling student issues outside the classroom or what others termed being 'in-loco parentis' (someone to perform a parental role in the absence of biological parents). Student Affairs Departments had no academic relevance, and there was little communication with other academic structures. This was further supported by low enrolments and fewer social issues. Student Affairs staff had no defined job profiles or any expectations towards students' learning. Recent years have seen a significant growth in expectations of these practitioners to a point that the majority feel overwhelmed by roles that are now both academic and social in nature.

The broad recruitment/enrolment-to-graduation role of Student Affairs Departments now includes marketing, internationalisation, registration, orientation, academic advising, scheduling, counselling, catering, discipline, leadership development, multi-culturalism, wellness, collaboration, and partnerships with other key stakeholders such as ministries, sponsors, and parents. Such expectations are emanating from academics, industry, national, international levels, and students themselves. The understanding is that students spend more than 70% of their time outside the classroom and thus the opportunity for learning outside the classroom to augment what happens in class should be promoted, particularly for positive behavioural change. More than 50% of life skills and general learning occurs in this manner. Similarly, the Student Affairs Department is seen as a living laboratory for student development and is being called upon to provide structures for students' development in the 21st century (Hiscock, 2012; Keeling, 2006; Major & Mangope, 2014).

Benefits of Professionalised Student Affairs Departments in the USA

In the USA, the roots of the student affairs profession date back to the colonial era and the earliest years of American higher education. The profession developed rules and regulations that governed students' behaviour and conduct, and college rules and expectations even when students were not on the college premises (Arminio, 2009; Evans & Ranero, 2009). Over the years the profession grew as it attracted more research attention (Arminio, 2009; Evans & Ranero, 2009; Keeling, 2006; Magolda & Magolda, 2011). The initial exploration of the growing out-of-class curricula by the American Council on Education (ACE) finally resulted in various ways leading to the establishment (Keeling, 2006), of the Council for the Advancement of Standards in Higher Education (CAS) in 1979 with the following aims:

- Formalising assessment of programmes;
- Justifying the impact of Student Affairs work;
- Justifying structural adjustments;
- Justifying organisational support for growing diverse needs including those related to gender, minority groups, sexual orientation, disability, mental health, faith, and values; and
- Intensifying research.

The USA thus has the largest number of Student Affairs professional associations highly regulated by agreed-upon standards.

Student Affairs in Southern Africa

There is growing interest in professionalising student affairs in Africa. For instance, in the last decade, academic programmes with a focus on student affairs have sprung up in a number of African universities. At Eduardo Mondlane University (EMU) in Maputo, Makerere University (MAK) in Kampala, and the University of the Western Cape (UWC) in Cape Town, programmes have been developed and are being delivered (Long, 2012). Further, development of programmes in higher education studies and student affairs, and the demand that has been shown by both students and prospective employers reflect training needs that clearly go beyond the on-the-job training model that is otherwise so prevalent. This indicates the requirement of specialised and high-level skills for those entering the profession. This is supported by research conducted in new and existing centres, in research programmes focused on African higher education, and in growing literature on higher education and student affairs in Africa (Long, 2012).

It is also essential that higher education should be fully developed and understood in order to create an enabling environment for student affairs to thrive. However, it appears that there is still a need to develop an African identity and vision for higher education (Makgoba & Seepe, 2004). This contributes to the slow growth of the tradition of student affairs in Africa. South Africa is an example of developed higher education policies. Concurrently, professional associations in student affairs are developing. Long (2012) states that among them are: the International Association of Student Affairs and Services (IASAS), founded in 2010; the Association for College and University Housing Officers International, Southern Africa chapter (ACUHO-I-SAC); the Southern African Association for Counselling and Development in Higher Education (SAACHDHE); National Associations such as the South African Association of Senior Student Affairs Professionals (SAASSAP), and the National Association of Student Development Practitioners (NASDEV), in South Africa. Many of these associations hold annual conferences, which include insightful presentations, professional reflections on good practices, and research relevant to the profession (Long, 2012).

The History of Student Affairs at the University of Botswana (UB)

In understanding the history of student affairs in Botswana there has to be an appreciation of the overall Student Affairs Departments in the country. However, there is limited published research and documentation on this matter. Anecdotal data suggest that Student Affairs Departments in the majority of tertiary schools was mostly subsumed under other administrative departments and where this was not the case there was a relevance to the academia. For example, academic staff members used to be responsible for sports, wellness, and career guidance programmes. Currently, this situation still pertains in most tertiary education centres. Such a scenario relegates student affairs' key functions to the periphery and compromises a holistic approach to student development. The Human Resource

Development Council (HRDC; 2014) concept paper observes the dire marginal presence of student affairs structures in the country that address the social aspect of students and absence of national guiding frameworks.

Transformation of the Student Affairs Department at the University of Botswana became more pronounced in the 1990s due to high student enrolments and diverse student population. There was an identified need to restructure the administrative functions. A fully established Division of Student Affairs was finally created in 1999 under the Deputy Vice Chancellor, Student Affairs with five Departments and three Units. Their core mandate was generally to support the student life outside the classroom and, more specifically, to follow up on the university objective of "improving students' experience". The expectation was for each department or unit to develop programmes and services meant to empower students' learning and to address their needs. Ensuring quality in established programmes and services was to be done through service-level standards, accreditation, and partnerships (University of Botswana, 2016).

Successes

Student Affairs at the university led to various services and programmes in support of students' learning such as: peer support, counselling, wellness programmes, equity programmes, interest in and focus on first-year students, cultural and sports events, living and learning community programmes, health care, leadership development programmes, and more active engagement with students outside the classroom. The understanding was that the experiences that students were exposed to would ultimately determine their life success.

Challenges

The above successes were not without challenges. As much as structural adjustments were successfully accomplished and there was recognition of the value added by student affairs infrastructure, there was no anecdotal evidence that the envisaged success and intended soft skills were attained. The University continued to be a predominantly academic institution evidenced by budget priorities and decisions skewed to support this aspect of the institution. Anything else that occurred outside the classroom was perceived as a waste of time and resources.

In addition, the level of staff competencies in student affairs issues remained very low with no predetermined qualifications required for the job. Job vacancies in some of the departments indicated a degree qualification in any field. Few staff members had an appreciation of the need for a qualification in student affairs. Support for partnerships and associations were minimal with no clear procedures for such engagement. Participation of student affairs staff in international events were met with uncertainty. As the flagship university in the country, this approach meant that most institutions in the country had even more limited student affairs structures. Absence of a national guiding framework for student affairs did not improve the situation, a factor observed by the HRDC as worrisome (HRDC, 2014).

The University did not have any visible standards to be attained in student affairs and the value it was adding was constantly challenged. Absence of professional associations in the country to measure and monitor the work of student affairs practitioners meant that the profession was relegated to the periphery. Surprisingly, students' behavioural and engagement issues outside the classroom continued to be a centre of debate across the institutions of learning. High failure rates, disengagement, HIV and AIDS prevalence, alcohol and substance abuse, and moral decadence continued to frustrate efforts towards student retention, success, and graduation, including their readiness for the employment market.

Therefore, a conclusion can be made that while the university had objectives, vision and mission, and structures for a student affairs academic component, the impact and value of work on the ground remained invisible and of scant significance. This presents a challenge for future growth in the area.

Literature Validation

Research has shown the significant impact that Student Affairs Departments can have on student, retention and success through quality services and programmes (Astin, 1993; Davenport & Pasque, 2014; Long, 2014; Tinto, 1993). A clear demonstration of this is a study of 2,685 freshmen in 23 colleges and 16 states in the USA, that established that students at Community Colleges (less selective in admissions) had similar scores to their counterparts at most four-year colleges which are highly selective in this regard (Hankin & Gardner, 1996). The difference was attributed to the experiences that students were exposed to through thoughtful, quality interventions (often provided by student affairs and services). Wenger's (1998) model of communities of practice depicts value that can be added through well defined, articulated, and personally guided experiences. Professional associations are about enabling quality. Therefore, Student Affairs Departments must adopt professional approaches if they are to create a lasting impression.

The literature further confirms that greater numbers of students are attending universities and colleges with complex personal and health issues that profoundly challenge their capacity to thrive (Yakaboski & Birnbaum, 2013). A professional approach will shape the way the students interact with each other and with the university, as well as transforming how student affairs professionals communicate with each other (Yakaboski & Birnbaum, 2013). There are various challenges to those professionals across institutions and a common ground pursued through shared standards will present an opportunity to customise and address the many emerging issues. Additionally, the student affairs literature suggests several successful initiatives emanating from collaboration between student and academic affairs professionals (Ely, 2009; Fried, 2000; Pascarella & Terenzini, 2005). These include first-year enrichment programmes, residential-based education and the living learning communities (Astin, 1996). The value derived from well-focused, researched, quality connections guided by appropriate standards and expectations would result in a coherent, seamless, and integrated learning experience.

Considerations for Establishing Standards at UB

The changing demographics of students in African tertiary institutions; environmental impact; emerging issues in higher education; the threat and survival of Student Affairs Departments; changes in the ICT industry; the impact of globalisation; the competition from world campuses; Africa's transformation agenda for socio-economic issues, and constrained resources, all elicit the need to refocus attention on quality and value-adding initiatives through student affairs and services. Student Affairs Departments need new solutions for the current dynamic and volatile environment. How to add value may be located in professional bodies with established, and tried and tested standards. The presence of national frameworks will not only provide guidance but also the development of norms and standards in student affairs. This is in cognisance of the fact that in developing countries, where student affairs is fully established, the determining factors have been policies at national levels and a supportive environment for such a focus which is a challenge in Botswana.

The following are areas where professionalising student affairs will add value:

- Aligning and focusing programmes to institutional missions and thus creating support from significant stakeholders;
- Developing cutting-edge competencies with clear learning outcomes for both social and academic skills;
- Establishing and maintaining collaborative partnerships;
- Career definition for champions of the change including defining relevant qualifications for Student Affairs;
- Establishing student-focused environments;
- Developing an African Student Affairs identity through establishing common grounds;
- Ethical practice and accountability;
- Understanding of and intervention for higher education landscape and trends;
- Commitment of resources and innovations for sustainable impact;
- Staying current in the field and eliminating comfort zones;
- Self-regulation by student affairs and taking control of its own destiny; and
- Maximising opportunities such as research, professional writing, and presentations.

Way Forward

Departments of Student Affairs will need to understand what they do and why they do it, by taking stock of desired goals and focusing on creating impact. In so doing they will need to establish a well-articulated and integrated student affairs philosophy linked to their mission. Due to absence of similar contexts they may consider joining existing professional associations and learning from others' positive experience. Establishment of uniform structures for coherence at local, national, and regional levels will be essential. Role divisions might be necessary to further reinforce the team spirit and ensure that those with capabilities in certain areas are supported. Professional associations thrive on a

spirit of voluntarism and members will need to commit to going beyond the normal call of duty. This would necessitate a change from the norm by intensifying research to inform new ideas and innovations and engagement in continuous evidence-based evaluations and improvements. As much as this sounds like a tedious process, benefits will ultimately outweigh the costs as professionalisation is both a responsibility and an opportunity.

According to a report by the United Nations Educational, Scientific, and Cultural Organization (UNESCO; 2002) on the role of student affairs and services in higher education, the profession should develop and adhere to high standards of practice and behaviour including educational training and preparation, assessment of student outcomes, codes of ethics, and management practices. All are necessary in order to deliver the best services and programmes and to be accountable to students and other stakeholders. In addition, staff members in student affairs and services are required to be, or at least become (along with their faculty partners), the campus experts on knowledge and understanding of students and their development. Through careful analysis of existing data, the staff members need to develop a comprehensive and accurate socio-cultural picture of their student population. This is done through identifying inadequate or missing information so that they can initiate appropriate action and inform campus administrators, faculty, student leaders, and government officials on the nature of the student body. Although work in this area readily gives staff an awareness of students' needs and wants, a phenomenological understanding that scientific instruments and methods be used to supplement this view and provide a wider perspective of the student body is crucial.

Conclusion

There is no doubt on the importance of standards in the maturity of a profession that seeks to add value to existing structures like student affairs. We profess that standards have multiple benefits, especially to growing economies. An exploration of experiences in the USA, where such standards have been adopted, has demonstrated a possibility and a solution for Africa in the 21st century to drive desired change in terms of student retention and success. It augurs well for the African transformation agenda which has placed emphasis on various units that should come into play to graduate a market-ready student. When education goes beyond the status of elites to being a basic necessity for all, then the diverse environment calls for more innovations of value.

The University of Botswana does recognise the need to create value through student-focused interventions and beyond classroom curricula. A number of processes were put in place to respond to the call but more are needed as most programmes lack the depth and breadth of effective intervention with key visible competencies. Literature reviews in student affairs support interventions which are evidence-based, and context-specific interventions are the ideal. Such common ground can be established through standards. Interrogation of student affairs knowledge, gaps, and desired impact will provide a platform for relevant conversations and attitudes needed for change.

References

Arminio, J. (2009). Applying professional standards. In: G.S. McClellan, J. Stringer & Associates (Eds.). *The Handbook of student affairs administration* (3rd ed.). San Francisco: Jossey-Bass.

Astin, A. (1993). *What matters in College? Four critical years revisited*. San Franscisco: Jossey-Bass.

Astin, A.W. (1985). *Achieving educational excellence*. San Francisco: Jossey-Bass.

Astin, A.W. (1996). Involvement in learning revisited: Lessons we have learned. *Journal of College Student Development*, 37(2), 123–134.

Astin, A.W. (1999). Involvement in learning revisited: Lessons we have learned. *Journal of College Student Development*, 40(5), 587–598.

Barber, J.P. (2011). If curbing alcohol abuse on college campuses is an 'impossible dream,' why bother with interventions aimed at curbing abuse? Navigating the drinking culture to become a productive citizen. In: P.M. Magolda & M.B.B. Magolda, (2011). *Contested issues in Student Affairs: Diverse perspectives & respectful dialogue*. Virginia: Stylus Publishing.

Barr, M.J. & Desler, M.K. (2000). *The handbook of student affairs administration*. San Francisco: Jossey-Bass.

CAS (Council for the Advancement of Standards in Higher Education). (2006). *CAS Professional Standards for Higher Education* (6th ed.). Washington, D.C.: CAS Professional Standards for Higher Education.

Davenport, A.M. & Pasque, P.A. (2014). Adding breadth and depth to college and university residential communities: A phenomenological study of faculty-in-residence. *The Journal of College and University Student Housing*, 40(2), 46–65.

Ely, K.E. (2009). *An assessment of student affairs preparation*. Rochester, N.Y.: University of Rochester.

Evans N.J. & Ranero, J.J. (2009). Professional associations in student affairs. In: G.S. McClellan, J. Stringer & Associates (Eds.). *The handbook of student affairs administration* (3rd ed.). San Francisco: Jossey-Bass.

Fried, J. (2000). *Steps to creative campus collaboration*. Washington, D.C.: NASPA.

Gansemer-Topf, A.M. (2013). Enhancing the professionalisation of student affairs through assessment. *Journal of Student Affairs in Africa*, 1(1–2), 23–32.

Gillepsie, J., Braskamp, L. & Dwyer, M. (2009). *Holistic student learning and development abroad: The IES 3-D program model*. New York: Routledge.

Greenwood, E. (1957). Attributes of a profession. *Social Work*, 2(3), 45–55.

Hiscock, J. (2012). Building leaders: Purposeful student staff training makes the RA's of today the true campus leaders of tomorrow. *Talking Stick Magazine*, 29(5).

HRDC (Human Resource Development Council). (2014). Concept paper on student support services: Advocacy towards student persistence, retention and successes. Gaborone: Unpublished.

IASAS (International Association of Student Affairs and Services). (n.d.). *History*. Retrieved from http://www.iasasonline.org/history

Keeling, R.P. (2006). *Learning reconsidered 2: Implementing a campus wide focus on the student experience*. Washington, D.C.: American College Personnel Association (ACPA).

Klegon, D. (1978). The sociology of professions an emerging perspective. *Work and Occupations*, 5(3), 259–283. https://doi.org/10.1177/073088847800500301

Long, L.D. (2014). Does it matter where college students live? Differences in satisfaction and outcomes as a function of students' living arrangement and gender. *The Journal of College and University Student Housing*, 40(2), 66–83.

Long, D. (2012). The foundations of student affairs: A guide to the profession. *Environments for student growth and development*: *Librarians and student affairs in collaboration*. Chicago: Association of College & Research Libraries.

Ludeman, R.B., Osfield, K.J., Hidalgo, E.I., Oste, D. & Wang, H.S. (2009). *Student affairs and services in higher education: Global foundations, issues and best practices.* Paris: UNESCO.

Ludeman, R.B. & Strange, C.C. (2009). Basic principles, values and beliefs that support an effective student affairs and services programme in higher education. In: R.B. Ludeman, K.J. Osfield, E.I. Hidalgo, D. Oste & H.S. Wang (Eds.). *Student affairs and services in higher education: Global foundations, issues and best practices* (pp. 5–10). Paris: UNESCO.

Ludvik, M.J.B., Gardner, M.M. & Hickmott, J. (2012). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs.* Virginia: Stylus Publishing.

Magolda, P.M. & Magolda, M.B.B. (2011). *Contested issues in student affairs: Diverse perspectives & respectful dialogue. V*irginia: Stylus Publishing.

Major, T.E. & Mangope, B. (2014). Multicultural competence in student affairs: The case of the University of Botswana. *Journal of Student Affairs in Africa*, 2(1), 23–34. https://doi.org/10.14426/jsaa.v2i1.58

Makgoba, M. & Seepe, S.P. (2004). Knowledge and identity: An African vision of higher education transformation. In: S.P. Seepe, (Ed.). *Towards an African identity of higher education*. Pretoria: Vista University & Skotaville Media.

Mohamedbhai, G. (2008). *The effects of massification on higher education in Africa.* Accra: Association of African Universities.

Pascarella, E.T. & Terenzini, P.T. (1991). *How college affects students: Findings from twenty years of research.* San Francisco: Jossey-Bass.

Pascarella, E.T. & Terenzini, P.T. (2005). *How college affects students: A third decade of research* (Vol. 2). San Francisco: Jossey-Bass.

Rose, R. (2014). Council for the Advancement of Standards in Higher Education [Presentation with audio]. *Assessment & Accountability in Student Affairs & Higher Education (CNS 610).* Paper 40. Retrieved from http://digitalcommons.wku.edu/cns_assmt/40/

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: The University of Chicago Press.

UNESCO (United Nations Educational, Scientific and Cultural Organisation). (2002). *The role of student affairs and services in higher education: A practical manual for developing, implementing and assessing student affairs programmes and services.* Paris: UNESCO.

University of Botswana. (2007). *Student affairs concept paper.* Gaborone: Deputy Vice Chancellor, Student Affairs. Unpublished.

University of Botswana. (2008). *A strategy for excellence: The University of Botswana strategic plan for 2016 and beyond, to be a leading center for academic excellence.* Gaborone: Vice Chancellor, Student Affairs. Unpublished.

University of Botswana. (2016). *Submission of the Student Affairs Division on the restructuring of the division.* Gaborone: Unpublished.

Upcraft, M.L. & Gardner, J.N. (1987). The Freshman Year Experience. In: J.N. Hankin (Ed.). *The community college: Opportunity and access for America's first year students monograph series.* S.C.: South Carolina National Resource Centre.

Wenger, E. (1998). Communities of practice: Learning as a social system. *Systems Thinker*, 9(5), 2–3. https://doi.org/10.1017/cbo9780511803932

World Declaration on Higher Education. (1998). World declaration on higher education for the 21st century: Vision and action. Retrieved from http://www.unesco.org/education/educprog/wche/declaration_eng.htm

Yakaboski, T. & Birnbaum, M. (2013). The challenges of student affairs at Kenyan public universities. *Journal of Student Affairs in Africa*, 1(1–2), 33–48.