

Modern trends for the development of the Deanship in the management of students' affairs in Saudi universities in light of the booming global experiences: A comparative analytical study

Hasna Balaj Alotaibi¹, Hessah saad ALarifi²

¹Lecturer in Educational Administration, Prince Satam University, Saudi Arabia

²Assistant Professor in Educational Administration, Specialization in the Management of Higher Education, King Saud University, Saudi Arabia

Email: ¹hb.alotaibi@psau.edu.sa, ²Arifi-hs@ksu.edu.sa

Abstract- *The study aims to identify the trends in the modern development of the administration of the Deanship of Student Affairs in some advanced universities, such as in 'Harvard and Manchester Universities' and the reality of the administration of student's affairs at the King Saud University on the local level. And identify the benefits of these global experiences plan to apply in the development of the Deanship of Students Affairs in the Kingdom of Saudi Arabia. To achieve the objectives of the study, the researchers used the comparative analytical descriptive method of the available literature and references. In the light findings of the study, several recommendations and proposals were suggested. Such as the need to involve graduates with their experiences in helping with the academic and vocational affairs of currently enrolled students, as well as opening opportunities for students to participate in volunteer campaigns around the world, and forming of a specialized unit to provide trips, visits and family meetings; thus achieving the 2030 Vision of the participation of parents in university programmes and activities, and hence strengthening the link between the University and society.*

Keywords- *Students organizations; Student services and activities; Students Unions*

1. INTRODUCTION

Institutions in higher education face many issues and challenges; where their role is no longer restricted to classroom education but is also carried out outside of the classroom. The essential duty is to create an appropriate environment for teaching and learning that provide the skills and expertise in all aspects for enhancing students' capacity of success in any tasks assigned during their study, as well as in their future careers.

Higher education is currently living in a crucial stage of its tangible development in the Kingdom of Saudi Arabia following the announcement of the 2030 Vision of the Kingdom, with its most important obligations: (education that contributes to advancing the economy). The goal of the committee is to bridge the gap between higher education outputs and labour

market requirements. The ultimate objective is to establish at least five Saudi universities in the top high-ranking 200 international universities by 2030. Besides, the empowerment of students attain the outstanding results in competition with international influences, and to achieve the high-ranking among the global indicators of scientific advancements (Vision 2030, 2016).

Achieving the goals of the previous vision requires a qualitative and quantitative shift in the higher education sector through an integrated development system that touches upon the infrastructure, human and administrative staff, programmes, initiatives, general policies and strategic plans.

To achieve these ambitions, it requires a competitive university environment, in which students live a university life like that of his peers in the world's most prestigious international universities, which occupy advanced ranks in the world-class rankings. It is recognized that the University organizational structure – whatever its place in the classification, or its location on the map – a department of student affairs which is concerned with the university life of students, support, development and guidance that is provided to them. Students affairs are defined as: "everything related to the student's life affairs from activities outside the classroom; which has an impact on the student's growth: physical, mental, psychological and emotional."

Due to the rapid changes taking place in the world and changes in the youth's thinking today, their concerns and their causes, this requires the development of Deanships to address these changes. Global classifications showed that some international universities are more advanced than their counterpart; necessity the study of the reality of global universities, and to benefit from their experiences in the development of the current situation (Omari, 2008).

This paper will present the latest trends and local experiences in King Saud University as well as global, in the field of student affairs represented in supportive programmes that help students peruse their academic achievement and personal growth, improving student life skills and services for students with special needs.

The Shortcomings of the Study

Students' personality development has now become a global priority for many higher education institutions, because of the worldwide economy, and because of the concern for the large-scale graduation of citizens and from awareness, respect, dignity and responsibility. The reality of the situation in Saudi education underlines the shortcomings of programmes and activities, as well as student services provided, especially in light of the increasing numbers of students in universities and the lack of cadres specialized in the management of student affairs. The study undertaken by (Alhqhani, 2015) recommended the improvement of student services, by taking care to create a university environment with all its facilities to serve female students.

Giroux & Giroux (2008) described that it's the responsibility of colleges and universities to make sure for rehabilitation to develop personal skills of students into adults so that they can contribute their part in creating the world by their skills and knowledge. Therefore, student affairs staff should be creative in implementing programmes that support these talents and abilities. Those specialized in students affairs should adopt new methods and tools to facilitate students' learning; to help them acquire the skills needed to achieve future success and build the future.

Learning environment ranges from experiential learning opportunities to online learning through the internet and interdepartmental collaboration to provide individualized human education. Further to the Kingdom's aim to achieve the 2030 Vision that will enable it to become a workable and productive society, attention should be given to recent development trends in student affairs. King Saud University experience as a local university can be provided and explore the experiences of student management and knowledge in the leading developed countries. And make a comparison with the most critical aspects between the three universities.

2. OBJECTIVES OF THE STUDY

1. To identify the latest trends in the world in the management of student affairs.
2. To identify the reality of the administration of the Deanship of Student Affairs at the Kingdom of Saudi Arabia "King Saud University Model."
3. To learn about the world experience of Harvard and Manchester Universities in the management of student affairs.
4. To compare some aspects of student affairs management at the universities of King Saud, Harvard, and Manchester.

1. The importance of the study:

The study is vital in many aspects:

In theory: the lack of Arab and local studies - according to the researchers - which dealt with the trends of modern development in the field of student affairs, and compare the experience of the Department of Student Affairs at King Saud University with that of Harvard and Manchester universities.

In practice: this study may help officials and decision-makers to identify new trends of development, and the reality of experiences that may help to develop, improve and upgrade locally; to reach global competitiveness.

2. The Study Questions:

- i. What are the recent trends in the management of Student Affairs?
- ii. What is the experience of the administration of the Deanship in Student Affairs at King Saud University?
- iii. What is the reality of the experience of managing Student Affairs at Harvard and Manchester Universities?
- iv. What is the comparison between the experiences of the departments of Student Affairs in the three universities?

3. The terminology of the study

3.1. Deanship of Student Affairs:

A unit of administration that is operating in universities, headed by a university president administratively affiliated to the Dean. It consists of several administrative departments providing services and activities in all aspects of the student's personality and development of care (Abunamah, 2011).

3.2. Modern trends in student affairs:

These can be defined administratively as innovative methods and ways in planning, designing and organizing programmes, and develop students for the performance of students' affairs, to serve students and improve their efficiency.

3.3. Students Union:

A student organization at a university or college that organizes recreational activities provides social welfare services and represents the welfare and political interests of students (Collins Dictionary).

3. STUDY APPROACH

The study adopted a comparative analytical descriptive approach, focusing on the analysis of foreign sites and literature, as well as visits to the Student Affairs Agency at King Saud University and Manchester University; to obtain some reports and information not available on the site.

a. Community Study and Example:

Community study and example included previous reviews and articles of the recent trends in the Department of Student Affairs and the Deanship of Student Affairs at King Saud University; for classification at the local and Arab level. And the American Harvard University referred to as the first leading University for obtaining a high level in the management of student's affairs as well as, the British Manchester University is acquiring a high level of excellence in student affairs and the experience of its former researches. This University also contained the largest student union in Britain. These universities have been chosen intentionally.

b. The limitations of the study:

Objective Limits: Recent Trends and experiences of Student Affairs at King Saud, Harvard and Manchester Universities.

Time Limits: This research was prepared during the first term of the academic year 2018/2019.

4. ANALYSIS

c. Answer to the first question:

“What are the recent trends in the Deanship of Students Affairs?”

Cook & Martha (2017) suggest the trends that are seen in the management of Student's Affairs Deanship from 2017-2019, as follows:

1. Expanding the involvement of graduates: By benefiting from their expertise and relationships; to help guide students and then employ them, and support them on the road from admission to graduation. The New York University alumni organization has adopted this kind of thinking and has forged closer collaboration between professional technical staff throughout the institution and alumni. When graduates participate throughout the student life cycle, a rich experience can be offered to both students and graduates. It is a "virtuous cycle": Today's students, who are guided by today's graduates, become

tomorrow's graduates and are asked to participate and engage with the next generation of students.

2. To adopt the "life cycle of choice" model through university marketing and communications. For example, forge a relationship with a 12-year-old who attends a summer programme organized by the University for pre-university stages, and thus can be lured to study at the University and then help him get a job. This model helps to interact and build relationships with people who may be students or financiers in the future.

Jones (2014) proposes the expansion of out-of-campus mobility, partnering with social service agencies, healthcare for students and their families, childcare, recreation, and the private sectors.

According to Hamrick and Klein (2015), student affairs contribute to professionalization, through specialized postgraduate programmes, and identify competencies for professionals working in the experiences. Discussions continue to add credits and certificates to student affairs. The profession of student affairs department is a continuous process, and this kind of development is essential to keep pace with competitive advancement in these developments. Many of these development and networking opportunities are available at various platforms, for example, online educational seminars and training workshops. The dire need for the development of student affairs professionally has evolved in terms of learning, creativity and adaptability more than ever before.

Habli (2018) adds some of the recent trends in Student Affairs as follows: An Integrated Learning for Graduate Students Graduation Project was developed; where faculty and administrators collaborated to design a programme to provide university students with supportive and technological skills. With these skills, university students can move seamlessly into the workforce. It is in addition to the mental health attention of students.

It seems clear that the student's success is directly related to his/her mental and physical health and health in general. The role of psychologists, medical social psychologists and mental health nurses on the campus should therefore be expanded. Universities must provide a variety of resources to support the welfare of their students. Also, the profession of student affairs is vital in helping students in different fields, such as professional, psychological and financial issues.

Brown et al., (2015) notes that the most crucial issue to be addressed by the Department of Student Affairs in the next five years is the physical and mental well-being (health) of students, by expanding programmes and activities that help students engage in university activities and eliminate tension.

Some studies have shown that students may become frustrated, anxious and depressed when they enrol in higher education (Lee, 2011; Floyd et al., 2010). Therefore, involved activities of making friends or community service that may reduce the stress of education. They may feel psychologically satisfied in the work they are involved in, and when students graduate, it will be aware of their skills because they were mixed with different cultures and environments that facilitate their choice of the right position for them at work (Gregory, 2017).

Habli (2018) revealed proposes cooperation between faculty lecturers and staff, as well as the globalization of the profession of student affairs' skills and services, and the internationalization of its programmes. These are summarized in: The first strategy: deliberate cooperation on the personal and institutional level. This cooperation requires an understanding of who is doing the affairs of students and their services, finding a common

goal, and agreeing on the competencies needed to do this work. It also involves the creation of more graduate programmes for students of higher education, which allow flexible design from a fixed framework, and then extend it to a diverse and global perspective

This future perspective on student affairs professionals is essential. The model based on the United States and other similar countries with vital student affairs programmes can be used to help other countries understand the importance of student affairs and service skills in their higher education institutions, integrating individual beliefs and attitudes.

To this end, specialists in Student Affairs must be equipped with a global perspective. To achieve this goal, professionals must think about opportunities through the university or government agencies to engage in partnerships with other international institutions. The partnership reinforces critical of students' affairs and services as a profession in various regions of the world, with a focus on the structure adopted by each country or concerning the work. It is necessary to integrate the cultures and values of specific countries for students' affairs and services, as well as internationalization of the curriculum; it is an effective strategy to provide professionals with multi-cultural awareness.

Global participation in research and student development must be shared, and a global learning opportunity is available from different countries. For example, many strategies can be integrated into international development and the progress of the student affairs profession. Not all designs may fit specific regions of the world or operate globally, but they provide excellent examples of the best practices. Strategies highlighted that communicating with others as finding a professor from another part of the world to collaborate on a research project.

Evaluation of user-centred student affairs by faculty teaching members, such as the use of evaluation models in the assessment of student work products, and the use of evaluation results to respond to criticism of higher education; to respond to student calls, and improve programmes and services. The development of student assessment has also been seen over the past decade. Part of this growth is the establishment of pioneers in special exhibitions for students SAAL, the evaluation of new graduate students and the creation of an environment in which leaders can share with the public their views on development, project evaluation and promotion (Busby, 2017).

d. Answer to question two:

“The reality of the Deanship of Student Affairs in Saudi Arabia "King Saud University as a model"?”

i. Deanship of the Student Affairs, King Saud University:

The Deanship of Student Affairs is one of the pillars of a supporting university. It began its work in 1965 as a student affairs department. In 1972, the Supreme Council of the University issued a decree establishing a Deanship and an Agency for Student Affairs. It was an awareness of the needs of the student affairs sector at the University that would apply more focus and attention that would serve the university students and look after their welfare, which has been increased year after year. The Deanship provides a range of planned activities and services aimed towards the care of students (new student guide, 2011).

ii. The vision of the King Saud University, its mission and objectives (Deanship of Student Affairs at King Saud University):

Vision: excellence and global leadership in student activities and services.

Mission: Providing outstanding student activities and services, to deliver high calibre cadres of students able to compete locally and internationally through affording high-quality infrastructure and equipment following the best latest international standards.

iii. Strategic Objectives of the Deanship (Deanship of Student Affairs at King Saud University):

- To achieve quality in all services and activities of the Deanship.
- To form a partnership between the Deanship and students to enable them to plan and implement the activities that are popular with them, to increase the demand for the actions of the Deanship and the interaction between male students and female students.
- To develop students' media through the publication of student publications and internet sites, which are purely for students' participation and to promote their literary and scientific productions.
- To form a partnership with the private sector that can; develop students skills and provide them with additional knowledge and capabilities that match the needs of the labour market, and endeavour to increase the employment of graduates.
- To Support the formation of student leaders responsible for participating in decision-making at the University and assisting the university administration in carrying out its tasks.
- To assert the concepts of student rights and duties; so that this help to achieve a harmonious university community, in which the spirit of cooperation and mutual respect among all its occupants: both male and female students, faculty teaching members and employees.
- To upgrade the activities and services of special needs for both male and female students, and support the Center with all material and human needs.
- To organize quality activities and services for scholarship students, and form closer links between the university and scholarship graduates.
- To provide excellent nutrition services through opening the field of competition between nutrition companies that can operate at the University, and upgrade the supervision services of nutrition companies.
- To provide an integrated excellent student housing that meets the diverse needs of students that are afforded with all amenities and services.
- To establish sports facilities and entertainment provided with the latest international specifications.
- To conduct studies and research that help develop student services and activities.
- To diversify in sources for funding the Deanship's programmes, through the establishment of a partnership with the private sector; to sponsor the activities of various events.

iv. Deanship Agencies:

The Deanship's agencies are divided into three sections:

1. Deanship of Quality and Development Agency.
2. Deanship Agency for Student Services.
3. Student Activities and Partnership Agency.
4. Deanship of Administrative Affairs.

5. Deanship Agency (Support Services, Public Relations Department, Department of Student Rights Protection).
6. Deanship of female Students' Affairs Agency (Annual Student Affairs Report, 2017);
 - v. *Student Services offered by the Deanship of Students Affairs, for Female Students Affairs at King Saud University (Deanship of Student Affairs at King Saud University):*

Guidance and Counselling Centre: Provide psychological, social and professional counselling for female students.

Skills Development Centre: Provide training courses and workshops for female students.

Skills Record: Issue an official document that includes all training courses that female students obtained during their studies at the University.

Student Publications: Issue what the student needs ranging from reduced airline tickets to train tickets. Also, it issues letters of identification, certificates of good conduct to the female graduate student.

Students Activities: Provide activities and social programmes, as well as cultural competitions.

Students Clubs: Specialized and diverse general clubs to promote female students interests in all fields.

Student Partnership: Empower female students to communicate their evolved voice as an active partner in the University.

Finance Affairs: Supervise the bookstore and investment sites, as well as the accounting department by communicating with the Students Fund Management.

Students Grants: Offer scholarships and sponsorship and looks after international students.

Sports Club: Provide gymnasiums equipped with the state-of-the-art technology with the highest standards in sports, leisure and fitness.

Female Students accommodation: Provide housing services for expatriate female students.

Nutrition: Health cadres, specialists in food science, nutrition and environmental health; to supervise restaurants, cafeterias and self-service facilities at the University.

vi. *Special Needs Centre:*

Mission: The Centre provides integrated services for all female students with special needs, and employs all human and material resources to meet their needs in university education.

Student programmes: They offer voluntary student programmes, distinguished research programmes, ideal and exemplary female and male student programmes, student employment programmes at university faculties and units, special needs student care programmes, university mobility programmes, foreign courses programmes, Sharia and Arabic courses, health and food courses, computer courses and self-development courses (new student guide 2011).

vii. *Scientific Club for Female post- Graduate Students:*

The message: 1) To provide suitable conditions for postgraduate male and female students; 2) to help them discover themselves and their abilities and to develop their skills and translate

them into reality, by participating in the scientific and cultural, social and artistic events organized by the scientific club.

Activities: Combien of Cultural and scientific.

The scientific club offers several courses and training workshops aiming at the development of female graduate skills in scientific research and academic writing. These courses include:

- The effectiveness of the challenges faced by postgraduate students, on 18/1/1439 (A.H.).
- Academic writing course and researcher scientific ethics, on 25/1/1439 (A.H.).
- Visit the Patent Office (King Abdulaziz City for Science and Technology) on 28/1/1439 (A.H.).

The Hadlaq – Dean of Post Graduate Studies, praised the achievements made by the postgraduate student's scientific club for achieving the first place at the level of the general student clubs at King Saud University. He also emphasized that this excellence reflects the University's conditions for postgraduate students to discover their abilities and develop their skills through the various activities offered by the scientific club (King Saud University).

e. Global experiences in student affairs management?

i. American Harvard University:

The University has eleven colleges in various disciplines: the College of Arts and Sciences, the College of Business Administration, the Design College, the Religious College, the College of Dentistry, the College of Education, John F. Kennedy College, the Faculty of Law, the Faculty of Medicine, the School of Public Health, College of the stage. Each of them has a registration section, private student affairs, and several sub-sections. There is no central Deanship for student affairs; however, some colleges have departments specializing in students' affair, whose task is to coordinate between the study and service units in a manner that facilitates students' access to the services and the information they need (Omari, 2008).

1. Students Affairs at Harvard Graduate: the school of education:

Their message: It is clear what the Office of Student Affairs is doing at Harvard Graduate School and what is our role with the students. Our goal from the first day is to be aware of the many programmes, events and services we offer to support students in their personal, academic and professional lives, and to benefit from them. Our centre of the action is students; we provide an environment where students can feel the community. We believe that your experience outside the classroom is as necessary as your classroom experience. Both are interlinked, as they are an integral part of your learning. Therefore, we hope you participate in many curriculum-related events and experiences, including the celebration of cultures and identities, the Student Research Conference, the Carnival, the Social Justice Workshops, the Equity and Inclusion Programme, and Student Councils. We also finance and sponsor activities led by our student's organizations, such as Dia de Los Muertos, Black Month History, Chinese Education Seminar, Women Empowerment Series and many more. Participating in these organizations and activities will enhance your career development, and will allow you to build skills, or enhance the skills that are important for you to be successful in all sectors of work and education (Student Affairs at Harvard Graduate School).

2. *Services and units offered in students affairs.*

The Harvard Graduate School of Education published the Students' handbook.

3. *Tasks, Courses, and Workshops (Events and Workshops):*

Courses and workshops offered in ranges of life, which open to those interested and available on the site for registration.

4. *Services offered for people with special needs (Access and Disability Services):*

The service has duty towards students with special needs by providing them with facilities and has a social responsibility in which all the university community, students and members, participate to help students, no matter how disabled, access their place of learning. The service allows them to integrate into university life and needs to facilitate equal access for all HGSE students using individual support, and the provision of federally-supported services, as well as direct support services for students with special needs, including modified materials, test locations, translation, annotations, reminders, and document conversion.

5. *Counselling and Mental Health Services:*

HUHS provides mental health counselling and services (CAMHS) to assist students throughout the year. Counselling is available for a variety of welfares, including:

- Calamities
- Transitional issues and adaptation difficulties
- Depression
- Anxiety, or stress
- Concerns about interference in work or relationships
- Sexual concerns

Students have been facing High-risk behaviours about food, alcohol and or other substances, including individual psychotherapy options, medication management and group therapy. All visits are kept in confidential and healthy records, separate from the rest of the medical records; except for information on medicines and hospitals.

6. *Harvard International Office:*

The Harvard International Office (HIO) provides services to international students, graduate students from Harvard University and vocational schools aimed at reducing the difficulties they may encounter, either on arrival or later during their stay at Harvard. HIO provides information on a wide range of topics, including migration issues (work and travel permits), financial issues, social and cultural differences, and resources at Harvard University and society. HIO is also the contact between international students, scientists, and government agencies in the United States for those who have a lawsuit during their stay.

7. *Office of the Work and Life:*

The Office provides information on work programmes, family, services and policies at Harvard University and serves as a centre for information exchange on family resources in Cambridge, Boston and surrounding areas. It also provides information and referrals for child care, schools, elder care, adoption, educational programmes and seminars. It supports conversation groups and offers individual assistance on work and family concerns, as well as consultations on issues concerning options on work and family. The Harvard Labour and Family Office and its subsidiaries distribute Family Resource Guide and coordinate childcare

on campus. The Office has information on six independently managed child care centres located under the University's ownership.

8. Academic Writing Services HGSE:

Academic writing services are designed with the support of the Research and Instruction Department at the Gutman Library to help students acquire clear and persuasive writing skills. These groups provide students with the tools to work effectively, organize short papers and lengthy research projects, and draft work as a publishable product.

9. Student Organizations (Harvard Chaplains):

Student organizations are one of the most critical aspects of student life in HGSE. Each year there are more than (30) officially recognized student organizations. Student organizations vary in their activities on international issues from offering a programme to empower women, as well as many other problems. Some of the events organized by student institutions last year include research conferences, panel discussions, film series, community service projects, prominent speakers and much more.

10. Students Research Conference:

The Student Research Conference is a permanent component of the HGSE calendar, which is a unique student-led conference allowing graduate students at different levels (masters, doctorate) to discuss their research findings. To fine-tune the critical presentation skills, to collect the suggestions and feedback on their presented work, and to keep aware of their peers' research progress. In recent years, the conference attracted a large number of participants from other schools.

11. Student Council:

The student council represents HGSE students in all degree programmes and serves four essential functions:

- 1) Improves the quality of academic; 2) professional; 3) social and 4) personal development of students in HGSE.
- Works as a liaison between students and faculty/management.
- It advocates the integration of students' views and opinions into the formulation of policies and procedures governing HGSE and Harvard University.
- The council promotes academic, professional, development programmes and student-generated social programmes and fund them.

12. Students Alumni Services:

Student affairs provide many services for graduates, such as helping them find work, joining sports clubs, benefiting from libraries and publications, attending training courses and volunteer campaigns. Also, the existence of a site for graduates and obligate each graduate to update her/his Curriculum Vitae.

ii. *The experience of students' affairs at the British Manchester University:*

The Student Charter was jointly established by the University and the Student Union, which works on how to establish and maintain clear common expectations for all undergraduate and postgraduate students and define what is expected of them as partners in the learning community based on several goals, principles, values and rights that require allies commitment to them. (Global Development Institute Programme Handbook, 2018).

Services and units provided in students affairs: Visits to students' services and affairs at Manchester University).

1. *Student Development Study Skills:*

Each department at the Faculty of Environment, Education and Development provides training in research/study skills as part of the postgraduate programme, either in designated modules or in additional workshops. Additional writing workshops are available for all international students at the beginning of the school year.

2. *Research Training:*

Students encouraged to participate in several types of community research, seminars within and outside the Faculty of Environment. The education department offers various workshop courses focusing on essential learning and delivers a range of skills sessions throughout the academic year to enhance the relevant skills of the participants. The terms cover study strategies, writing and auditing, research in literature, databases, citation and reference, avoiding plagiarism, and a series of workshops on specialized resources and research information skills.

3. *Jobs:*

There is a customer-focused professional service, which is offered to all the students at the very moment they arrive at the University. There are plenty of opportunities available to help students gain experience and find the right job. The vocational service is not only for undergraduate students, but also to support Diploma, Master and Doctoral students.

The career service for students is not only about life after graduation; it is also available to help them navigate and explore a variety of opportunities through studies to enhance their experience and build their current CV.

4. *Volunteering Hub:*

The University has an online volunteer centre offering all opportunities to participate in a range of activities that support other students, improve the university community, and collect educational and environmental contributions for cultural projects by engaging in charities; non-profits organizations exist on the broader community off-campus.

5. *The University Language Centre:*

The University Language Centre offers language learning courses and resources for students, offering many approaches to international students with a non-native English background. It

also aimed to enhance their academic writing skills, which is invigorated by consulting the individual writing counsellors. Annually 500 individual sessions approx. Are held, which are free of charge. It is in addition to international time courses for international students, covering areas of academic writing, academic conversation, pronunciation and grammar, and is also available at no cost to students.

6. Students Union:

The Student Union organizes many different students' activities, including set up gatherings, and volunteering opportunities.

7. International Society:

The International Society organizes a programme of events, excursions and social activities for international students at the University. Diverse courses for students include English and foreign languages, family and women programmes, a hospitality system and international students' engagement with local families. It also runs several varieties of interesting cultural programmes.

8. Campus Sports:

It is a crucial way to maintain good health and well-being throughout the course by encouraging students to engage in sports both individually or as part of a team.

9. Student Support and Guidance Team:

In addition to the academic advisor, colleges also have a small team of staff that can help students in times of difficulty and is available to meet students for advice on various types of support available at the University, including support students with disabilities, discuss options such as: stop or ease conditions. Those wishing to arrange a meeting should send an email to the support team.

10. Stress and ill-health:

The student has to register with a local G.P. when he/she arrives at the University, to get an NHS treatment; the University does not have its medical services. When international students register with a G.P., they can have access to free medical care, as well as their children and wives, while they are in the United Kingdom for a period of six months or more.

11. Counselling Service:

This service is available to all students free of cost, where counsellors give confidential advice to the seeker in a one-on-one meeting, seeking help for their problems affecting their studies. The counselling service also offers a range of group support workshops on issues such as anxiety management, exams, stress, self-esteem, group speaking, and a comprehensive range of self-help methods.

12. Student Union Advice Centre:

The Union has independent counsellors who can advise on a range of issues, including academic matters (appeals, complaints, and disciplinary matters), health and welfare, housing, finance and hardship.

13. Disability Counselling and Support Service DASS:

The term disability is used to cover a wide range of physical and sensory senses, disabilities, medical conditions, specific learning difficulties, and mental health. This service helps deserving students by providing them additional needs and supporting them throughout their academic stay. Besides officers arrange the needs assessment, help students obtain funding support, organize and discuss dyslexia, and provide appropriate study assistance.

14. Legal Support:

This free service provides confidential advice on any legal issue for each seeker, and this service is working under the Faculty of Law by Legal Advisory Centre.

15. Mediation Service:

It provides an alternative and informal way to resolve disputes for students who are in conflict, or who feel that they are subject to harassment, discrimination, or intimidation.

16. Students Accommodation and Residence:

You can get information about university accommodation from the residence office, and instead of that, you can find information on private housing in Manchester.

17. Parent Students:

The University provides an online resource with guidance and information for parent students in the areas of child care, schools, finance, residence, accommodation, support groups, university policies and procedures that may directly affect them.

18. Student Representation:

They are students appointed by their counterparts for their programmes or colleges to communicate their voice and defend their rights. The university policy and decision-makers are obliged to listen to students' opinion, to improve quality and to develop learning and education.

19. Complaints from students:

The University General Regulations (Student Complaints Procedures) listen and procedures for dealing with complaints from students. The complaint is defined as: "expressing dissatisfaction that deserves a response". The complaints programme concerns the provision of programmes or parts of programmes, services, facilities provided by the University, procedures or non-action by university staff. However, complaints procedures do not cover issues related to evaluation and progress.

20. Manchester Alumni Services:

The University is proud to have the world's largest graduate community of over 300,000 graduates in contact with the University, including graduates in senior positions in every imaginable field. The University of Manchester's Development Department assists, maintaining lifelong communication, sharing experiences and expertise, and enjoying exclusive offers for graduates, events and volunteer opportunities.

f. Answer to question four

“What is the comparison between students' affairs in the three universities?”

Answer to the last question is formulated in the form of a comparison table presented in Table 2.

5. RESULTS*a. Benefits from the Deanship of student affairs in Saudi Arabia through the recent trends in the development of international students' affairs, through:*

1. The provision of Postgraduate programmes in the field of students affairs.
2. The expansion is forming a partnership and deals with the private sector in the financing of students affairs programmers.
3. The adoption of initiating is a comprehensive education for the integration of vocational training for graduate students to bridge the gap between higher education and labour market outcomes.
4. The expansion in benefiting from graduates in the academic guide for current students, and participate in training and voluntary work in University, and the creation of their forum, by offering them incentives, such as a reduction in subscription fees in a sports club, certificates of thanks and appreciation and scientific research facilities.
5. The development of programmes for summer meetings include all family members; to strengthen the link between the services, students and attract them for future studies or in funding and support programmes.
6. The internationalization of offered programmes and activities are benefits from leading universities by forming partnership and twinning.
7. Aim for research cooperation in students' affair at the global level between specialists and professors.
8. We are forming a committee to evaluate students' affairs programmes.
9. They are making credits for student affairs certificates.
10. Not to call it Deanship but call it management of student affairs, to give it an administrative nature than the academic one.

b. The benefits from the experience of student affairs at Harvard University, through:

1. Interest in scientific publishing, and in holding annual conferences sponsored by the University, as well as encouraging students to participate with their scientific papers.
2. Universities are training students on the writings of academic scientific papers and helping them to transform their business into templates for publishing.

3. Open the opportunities for students to participate in volunteer campaigns around the world, which expand students' awareness and knowledge, and encourage their interaction with other civilizations and cultures.

c. The benefits from student affairs experience at the University of Manchester, through:

1. Benefiting from the specialities of students and their studies, such as the participation of law students in providing advice and legal consultation to those who need them under professional supervision.
2. The forming of a specialized unit in the student union, which includes students from different departments, programmes and background knowledge and cultures that have the mission to guide and assist students, organize and advertise events. The unit can be open throughout the day and week and includes computers, cameras, classrooms, laborites, a coffee shop, a restaurant and a cinema.
3. The creation of unit specialized in the provision of trips, visits and family meetings; thus achieving the vision of 2030 in participating parents in the university programmes and activities, and thus strengthens the link between the University and society.

6. CONCLUSION AND THE PROPOSALS

Students' affairs in Saudi universities need more guidance and development, so that they can make a qualitative shift and shape the independent student's personality for Vision 2030, through its programmes and services. The researchers propose a number of studies that can contribute to the development of student affairs that include:

1. Presenting a strategic vision for the management of students' experiences in Saudi universities, following the example of the leading universities.
2. Forming a proposed model for the internationalization of students' affairs programmes in the Saudi government universities.

7. REFERENCES:

- [1]. Abunamah, B .(2011), The role of Deanship in Students' Affairs at Jordanian Universities in the Development of Leadership Skills of Undergraduate Students from their Point of View. *A published Master Thesis*, East University, Jordan
- [2]. Alahqbani, F. A. (2015). The level of Student Services provided by the Deanship of Student Affairs, The view from Female Students at King Saud University. *Educational Magazine Kuwait*, vol. 31, p. 121, pp. 59-116.
- [3]. Annual Report of the Deanship of Student Affairs. (2017). King Saud University, Riyadh, Kingdom of Saudi Arabia.
- [4]. Browne, J., Speed, D., & Walker, L. (2015). Student Affairs in Canada in 2013: Perceptions, Trends, and an Outlook toward the Future. *The Canadian Journal of Higher Education*, 45 (4), pp.343-360.
- [5]. Busby, A.K. (2017). Assessing Student Affairs Programs and Services: Trends and Strategies. *Assessment Update*, 29 (6), 6-7. doi: 10.1002 / au.30115.
- [6]. Cook, L., & Marthers (2017). Student Affairs: Trends to Watch, in 2017-19. *Academic Impression*.

- [7]. Deanship Website of Student Affairs at King Saud University. Kingdom of Saudi Arabia. Retrieved on 27 Dec 2018 from the following web:
- [8]. <http://sa.ksu.edu.sa/ar>
- [9]. Floyd, P., Mimms, S., & Yelding, C. (2010). *Personal Health: Perspectives and Lifestyles*: Belmont, CA: Wadsworth.
- [10]. Belmont, CA: Wadsworth.
- [11]. Giroux, H.A., & Giroux, S.S (2008). *Take Back Higher Education: Race, Youth, and the Crisis of Democracy in the post-civil rights era*, New York, NY: Macmillan.
- [12]. *Global Development Institute Programme Handbook*. (2018). School of Environment, Education and Development.
- [13]. Gregory, A. (2017). *Theory as the Language of Student Affairs Professionals, College Student Development: Applying Theory to Practice on the Diverse Campus*, 223.
- [14]. Habli, F. (2018) Chapter 15: the Future of International Student Affairs and Services . Retrieved in 3 Oct 2018 from the following web:
- [15]. <https://www.naspa.org/constituent-groups/posts/reflections-on-chapter-15-the-future-of-international-student-affairs-and-s>
- [16]. Hamrick, F. A., & Klein, K. (2015). Trends and Milestones Affecting Student Affairs Practice. *New Directions for Student Services*, 2015 (151), 15-25. doi: 10.1002 / ss.20134.
- [17]. Jones, D. (2014). *Current Trends in Student Affairs*. Retrieved in 3 Oct 2018 from the following web:
- [18]. https://prezi.com/dff2ja_tuewn/current-trends-in-student-affairs
- [19]. Lee, p. (2011). The Curious Life of in Loco Parentis at American Universities. *Higher Education in Review*, 8,65-90.
- [20]. *New Student Guide for Regulations, Policies, Activities and Services*. (2011). Department of Statistics and Information, King Saud University.
- [21]. Omari, N. A. S. (2008). *Deanship of Student Affairs in Saudi Universities: A Study For its Reality and a Proposed Model for its Development in Light of Some Arab and Foreign Experiences*. Unpublished PhD, Imam Muhammad bin Saud Islamic University.
- [22]. *Students Handbook*. (2018/19). Harvard Graduate School of Education. Retrieved in 3 Oct 2018 from the following web:
- [23]. https://osa.gse.harvard.edu/files/gse-osa/files/hgse_student_handbook_2018_2019.pdf
- [24]. *Vision of the Saudi Arabia 2030* (2016). Kingdom of Saudi Arabia.

. Tables

Table 1: The number of female employees in the Deanship of Student Affairs during 2016/2017 (King Saud University Annual Report, 2017).

Ph.D.	M.A.	BA	diploma	Without it	Total
-	29	163	22	40	254

Table 2. Comparison of students' affairs deanships between the King Saud University and other international world leading universities.

Comparative aspects for	King Saud University	Harvard University	Manchester university
-------------------------	----------------------	--------------------	-----------------------

students 'affairs?			
Organizational Structure	There is no new structure on the site	There are no management or Deanship on the two universities that look after all the non-academic university students' affairs, as that in Saudi Arabia and Arab universities. However, there are different offices, many of which offer activities and services needed by the students, each of which is associated with a different organization. For example, the Student Union is linked to the University Council. While, the employment office is associated with the graduate affairs and so on. This shows the moving away from centralization in the administration of the University.	
Students Affairs	There is a building for an independent comprehensive Deanship of all the departments at the University.	Each section of a department or a programme has its own separate and independent administration of students' affairs.	There is no separate building on behalf of the Deanship or the Department of Student Affairs, where services and departments in college buildings branch, it includes all departments and educational programmes.
The ideal Student Programme	At the end of each academic year the ideal male and female students are honoured at each college level, then at a university level. This is done through a Committee according to a criterion, which includes outstanding academic performance, general culture, fluency in foreign languages, general culture, appearance, general behaviour, and contribution to the community services, effective participation in student work and extracurricular	At Harvard there is no ideal student, because every student is a unique person on her or his own right and a special case at the University. All students at the University represent different religions and their own political opinions, came from different states in America and more than (100) countries. Students are subject to regular students and graduates programmes and continuing education, as well as summer schools. One - third of university students came from	There is no programme for ideal students (as all students are perfect as long as they got a chance to study in this University and its programmes, they are perfect. The University believes in the principle of individual differences and multiple intelligences)

	activities. Students are nominated for this award by their colleges.	government schools and received financial aid.	
Student Activities:	Each of the three universities offer a wide range of student activities that meet the students' needs and orientations, through well planned organizations and clubs. Universities also organize a system of university meetings, open days, and programmes and various sports, cultural and social activities.		
Scheduling of activities	There are no actual declared or clear activities and events planned on the Dean's electronic site during the length of the academic term. However, any activities are announced weekly through emails to students.	There is a clear plan and declared plan scheduled on the electronic site.	
Student Advisory Council	It is headed by the Rector, and includes the Dean of Student Affairs as a Deputy President, the Secretary of the Council, as well as representative from a number of male and female students from various colleges and categories, such as special needs, foreign students and postgraduate students. University students can communicate through representatives from their colleges to discuss the topics they wish to put forward in the Council sessions.	The Advisory Board is formed and represents all programmes, student councils, student unions and student organizations.	The Advisory Council represents all structures, programmes, departments and groups at University. It is associated with colleges' Deans, student union and student council. Its mission is to operate as a link between students and decision makers. Also, it contributes in leadership, decision making and influence.
Guidance and Student direction:	It Provides psychological, social and professional guidance for female students.	The two universities focus on guidance and direction services of various types and fields. In the field of vocational guidance, there are special offices and departments that advise students and coordinate interviews with	

		employers. Also, it organizes exhibitions and facilitates communication with companies and institutions via the means of a modern Internet communication. It also provides professional vocational guidance to all students, even graduates who wish to change their careers.	
Care for people with special needs:	When students are admitted there is an existence for some facilities to serve them. They are also given disability allowance. There are two categories for disability allowance: severe disability and intermediate. There is a special centre to take care of them under the name of (Special Needs Centre).	The two universities accept this category if their condition is proven through a specialized committee. These students have talents and abilities that can benefit the University. The necessary facilities can be provided to them such as sites to navigate and walk easily. Also, they are given medical and academic support. The universities arrange the way tests are taken and what is invoked. Students are also given affordable loans. The universities concentrate on the provision of modern technologies. Furthermore, the two universities provide specialized human cadres to help this category. The care the two universities are given to students with special needs is shown through the clarity of regulations and guidelines that affect them within the country regulations and law.	
Human resources (officials in leadership positions working in student affairs)	The cadres hold a Master's degree or less, except the agents and Deans, are PhD holders.	All cadres have a PhD.	Cadres hold a Doctorate and at least a Master.
Alumni Unit	The Alumni Unit is available in each faculty for students of Bachelor degree and graduate students holding Master and Doctoral degrees. The unit monitors the graduates' situation and helps them to get jobs, or follows them in the workplace. The department also organizes regular meetings with them.	The Alumni Unit is located at the university level. Student affairs offer many services to graduates, such as finding a job or joining sports clubs and benefit from libraries and publications, attend training courses, and volunteer campaigns, in addition to a unique site for graduates where they can update their C.V.	Alumni Unit is situated in the University's student affairs. The University is proud that it has the largest global community of graduates (more than 300,000) graduate who are in contact with the University, some of them occupy senior positions in all fields. There is a section for graduate's development where the University benefit from them in volunteer programmes.