

Prince Mohammad Bin Fahd University
(Under Registration)

✦ **PMU STUDENT SUPPORT SERVICES** ✦
Final Report

8 February 2005

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 **PREFACE**

This ***PMU Student Support Services Final Report*** is submitted in fulfillment of Item IV.K. of the Contract between the Texas International Education Consortium (TIEC) and the Prince Mohammad Bin Fahd University (PMU) Founding Committee to facilitate the establishment of the PMU. It was prepared by the TIEC Project Management Team and a team of experts from several TIEC-affiliated universities who are experienced in a broad range of student support services.

The ***PMU Student Support Services Final Report*** is both a project management document and an operational document. As a management document, it describes the vision, mission, goals and strategies for activities dealing with campus life, student health, academic advising, and career planning. Although, this report presents a complete academic advising function, it is recommended that academic advising be directed by Academic Affairs and coordinated closely with the Learning Enrichment Services described in the *PMU Learning Resources Center Design* report. The final versions of both reports include this material along with comments on how to achieve this recommendation.

As an operational document, the ***PMU Student Support Services*** report is intended to guide PMU leaders in organizing these activities and housing them in facilities on the PMU campus.

The student services presented in this report are all important aspects of a fulfilling university educational experience that prepares students for their future. As with any initial design document, this report will require continuous review and updating based on the evolving needs of the students and the actual experience of the university.

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President

Texas International Education Consortium

8 February 2005

Prince Mohammad Bin Fahd University
(Under Registration)
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PMU STUDENT SUPPORT SERVICES
FINAL REPORT

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PMU STUDENT SUPPORT SERVICES – FINAL REPORT

I. EXECUTIVE SUMMARY

This report PMU Student Support Services defines, describes, and develops a plan for student services at the Prince Mohammad Bin Fahd University (PMU). The plan for a Division of Student Affairs describes the administrative structure, goals, objectives, program activities, staffing requirements, and facilities needed for an organization with three principal components: Student Activities, Career Services, and Student Health and Counseling. The report further describes the structure and functions of Academic Advising Services, which will be organizationally located under the jurisdiction of the Learning Resources Center.

The Division of Student Affairs will provide extra-curricular activities and services to PMU students in order to assist them in their academic pursuits. It also will help students achieve leadership skills, encourage community involvement, foster enhanced socialization, promote teamwork and lifelong learning as attributes necessary to compete in the global community of the 21st century. At the same time the division will assist students with their choice for careers and will encourage participation in activities designed to promote mental, spiritual and physical well-being. In conjunction with classroom learning, the division will assist PMU graduates in becoming leaders in the Kingdom of Saudi Arabia (KSA).

The Division of Student Affairs may be physically located in several possible sites across the campus. A centralized location, possibly in a second floor addition to the student cafeteria, will be most appropriate, given the need for serving both male and female students in a gender separated environment. A centralized location will reduce the need to duplicate structures and positions. However, services also may be spread throughout the campus or located in surplus space that is anticipated in the College of Business buildings on each side of the campus.

The organizing principles of this report are to establish for the Division of Student Affairs:

- **Vision** — a statement of the strategic considerations underlying planning for the Division of Student Affairs that is consistent with the university's defining characteristics.
- **Mission** — a statement of the role of the Division of Student Affairs in support of the overall mission of the PMU.
- **Goals** — a statement of the services and resources the Division of Student Affairs will provide to ensure that the mission is accomplished
- **Strategies** — the methods the each of the departments will employ to implement the services and supply the resources to support the goals.

II. OVERVIEW OF THE DIVISION OF STUDENT AFFAIRS

A. VISION, MISSION, AND GOALS

1. Vision

The Division of Student Affairs will play a supportive role in assisting PMU to develop as a learning-centered university. It will develop co-curricular activities for students designed to assist in their mastery of the six distinctive PMU competencies. It will provide services in counseling, health care, and career services in order to promote student success. The division will also encourage students to play a major role in developing activities and organizations and will strive to engage students in other ways to enhance critical thinking, problem solving, and teamwork.

2. Mission

The mission of the Office of Student Affairs is to foster student learning and development by providing highest quality programs and services that enhance students' educational experiences and that prepare students to be contributing members of a global community.

3. Goals

Working in the first two to three years with limited staff in each department, the Division of Student Affairs will:

- Seek ways to engage students in university programs and activities.
- Develop programs and strategies that support classroom learning and foster students' attainment of the six core competencies: communication, technological competence, critical thinking and problem solving, professional competence, leadership and teamwork.
- Provide various venues that will help the PMU achieve its goal of transforming the student into a "whole person," with respect for the Saudi culture and values, as well as respect for himself/herself and others.
- Develop partnerships with Saudi Arabian businesses and agencies in order to provide mentoring to students as they enter the university, as well as to create internships, works/study positions and eventually professional positions for PMU graduates.
- Work diligently to assure that PMU students receive good minimal health care, and are encouraged to maintain mental and physical wellness, which are positive traits for professionals who will contribute greatly the KSA.

B. ORGANIZATIONAL STRUCTURE AND ADMINISTRATION

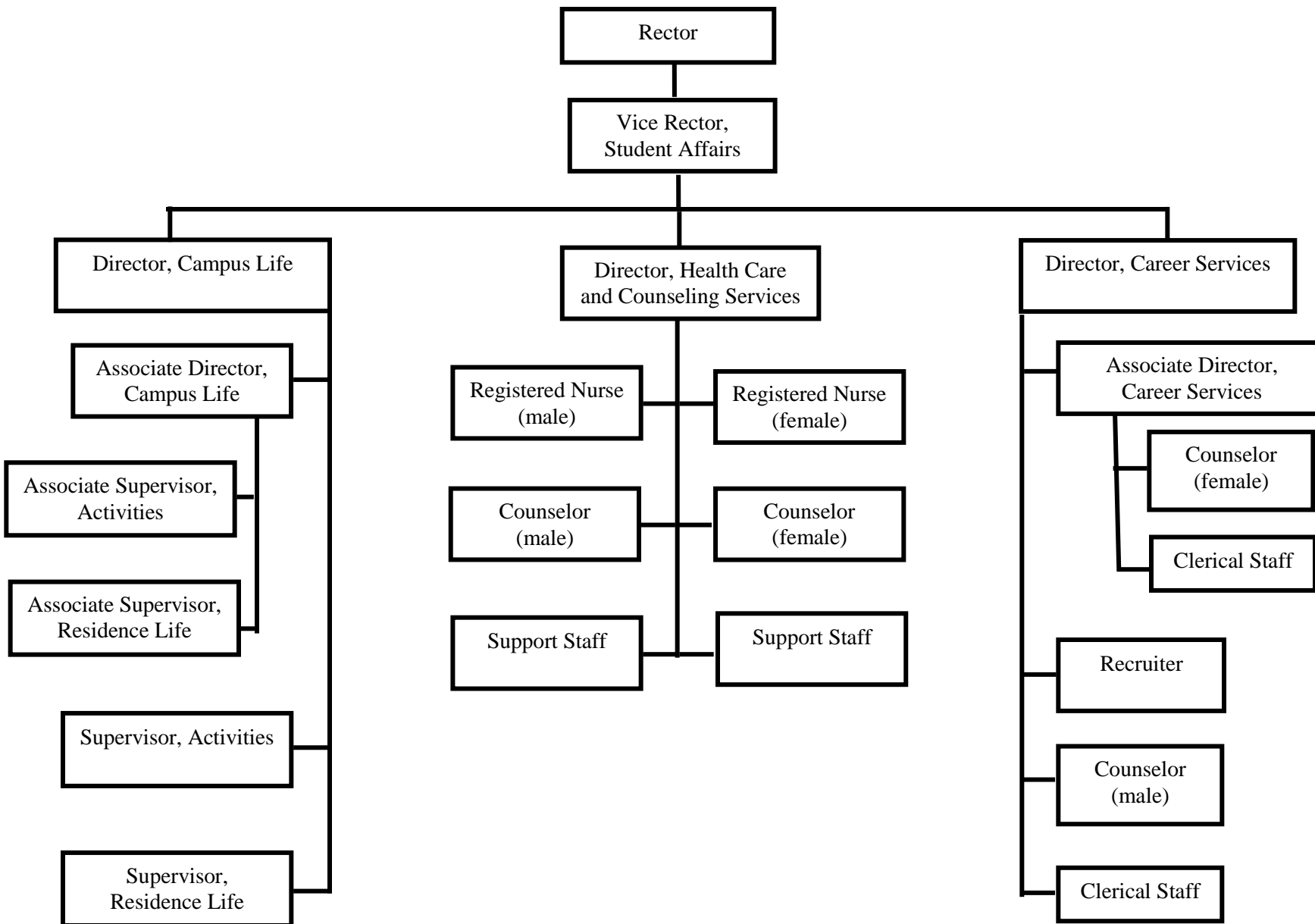
1. Three Departments Deliver Services

The Division of Student Affairs at the PMU will be under the jurisdiction of the Vice-Rector for Student Affairs who will report to the Rector of the university. The division will include three departments:

- Student Life will provide programs designed to complement and enhance the student's classroom learning experiences through on- and off-campus activities.
- Career Services will assist students with the transition from education to work and graduates who need assistance in job transitions.
- Health and Counseling Services will provide care and treatment in mental and physical health, respond to emergencies, and educate students toward wellness.

Each department will be led by a director who will report to the Vice-Rector for Student Affairs.

The structure of the Division of Student Affairs is represented by the organizational chart on the following page.



2. Student Advising Part of Academic Organizations

In some universities, student academic advising is associated with student services organizations. In addition, one of the goals of the PMU is to create a student-centered learning environment.

Consequently, student academic advising was assigned to be part of this report, *PMU Student Support Services*, to ensure that academic advising is aligned with programs that directly address the personal and developmental needs of students. However, as this report was developed, it became clear that the need to emphasize the academic character of student advising would receive the full importance it deserves only as a part of the academic structure of the university.

It is, therefore, the recommendation of this report that student academic advising be placed administratively under the jurisdiction of the Director of the Learning Resources Center (LRC) and operated in conjunction with the university's academic departments.

[Note: To meet the original plan for structuring reports, a full description of the operation of advising programs is included in this report in Section VII, Academic Advising Services. To make this information readily available during implementation of university programs, this section is repeated as an appendix to the final report *PMU Learning Resources Center Design*.]

The structure of this department is presented in an organizational chart in this report in Section VI.B.1, Place in the University Structure. It also is included as part of the LRC organizational chart in the final report *PMU Learning Resources Center Design*.

3. Fees for Student Services

PMU may fund its student services by including the cost of these services with its tuition fees, or it may choose to assess students for services separately. Whichever method is chosen, care must be taken to ensure that services are adequately funded in order to provide a wide range of services and to maintain a high level of quality. If the PMU elects to charge fees beyond university tuition, these fees should be assessed at the time students register for classes. Each should be a flat fee that is equally assessed to all registering students.

The PMU may elect to create a student committee that consults with the administration on the establishment of fees. Such a committee would have an advisory role only, but participation would help students build skills in problem solving, teamwork, and leadership, which are among the competencies that the university wishes to instill in its graduates. It also would provide students with an introduction to a business environment and to the structure and function of an organization.

III. STUDENT AFFAIRS FACILITIES AND OFFICES

The most recent plans for the PMU campus received by TIEC allocate minimal space for the Division of Student Affairs. Aside from the Vice Rector for Student Affairs, whose offices account for 54 square meters, the entire division is allocated only 170 square meters. The architects' program gives the Department of Campus Life 38 square meters, the Department of Career Services 32 square meters, and the Department of Health and Counseling Services 100 square meters. (See the Final Space Program Report, May 10, 2004).

By contrast, this report recommends a total of 846 square meters for the Division of Student Affairs. A complete description of the space recommended, allocated by department and gender, is presented in Appendix A, Space Requirements, Division of Student Affairs. The sizes of offices and other spaces are consistent with academic space requirements presented in the November 19, 2004 memo *PMU Academic Space Program*. The sizes of meeting rooms and other common space are consistent with best practices for student services facilities at U.S. universities. These facilities are proposed to meet the needs of the PMU at full enrollment of 5,500 students..

Furthermore, the architects' plans concentrate most functions in the Administration Building, a location that will be accessed with difficulty by female students and will not be convenient for male students as it is at one end of the campus. Male and female academic complexes contain small areas designated as "Student Center," but no other space outside the Administration Building appears to be specifically allocated for student services. (See the architectural plans: 30% Submittal, August 2004, Zuhair Fayez Architects).

By contrast, the goals of the division to provide outside-of-class activities that prepare students to work cooperatively and engage in activities that promote socialization and the development of healthy personal relationships are most effectively and easily achieved when students have common arenas in which to meet and socialize.

Such facilities would most appropriately be located at the center of the campus and designed in a manner similar to the Learning Resources Center (LRC) and the cafeteria, which provide separate access for male and female students from their respective sides of the university. It may be possible at a future date to accommodate such a shared Student Center in the area now designated as parking to the east of the LRC. It also may be possible to accommodate a shared facility in the vicinity of the university's athletic fields.

A. OPTIONS FOR STUDENT SERVICES SPACE

For the opening of the university and the first several years of operation, however, this report recommends that the PMU consider two options for providing Student Affairs programs and offices.

1. Locate Student Affairs programs and office in excess space that is anticipated in the College of Business buildings. In the male business building, 891 square meters are available. In the female business building, 666 square meters are available.

For an analysis of academic needs in these buildings and the resulting excess space in the current architectural plans, see Table 4, Business Space Analysis — Male Campus, and Table 5, Business Space Requirements Analysis — Female Campus, in the November 19, 2004 memo *PMU Academic Space Program*.

2. Build a second story on the single story cafeteria in order to accommodate those student services that benefit most from a central location, and provide other student services in the College of Business buildings. Approximately 900 square meters are available over the central food preparation, storage, and serving areas of this building.

A statement concerning the feasibility of this option by the chair of the TIEC Architectural Liaison Team is attached to this report as Appendix B.

B. ADVANTAGES AND DISADVANTAGES OF THE OPTIONS

Aside from space considerations, a number of other factors exist that can and should influence the location of the department. These include:

- **Advantages of Business Buildings Space**
 - Student services can be accommodated with no additional construction. Existing interior spaces need only be rearranged.
 - Gender separation is simplified, with male and female students served on their own sections of the campus.
 - Space available is more than adequate to include all Student Service offices and functions
- **Disadvantages of Business Buildings Space**
 - It may be difficult to bring all students together in a building designated for College of Business majors. Networking among students in the various disciplines will not occur spontaneously.
 - Duplication of functions between male and female offices will be more costly than a centrally-shared location.

- **Advantages of Combined Business and Cafeteria Space**
 - Functions can be provided in a centrally located building divided between the male and female sections.
 - A second story over the cafeteria can enable gender specific activities that all students can easily access, thereby increasing the likelihood of participation.
 - Networking of students will occur more easily, bringing together students of diverse majors and interest for club meetings and activities.
 - Though the space available above the cafeteria likely will be too small by itself for all Student Affairs functions, utilizing the business buildings will ensure more than adequate space.
 - The Division of Student Affairs will have the flexibility to locate services in the most appropriate location, either centrally over the cafeteria or in an academic building.
 - Certain functions, such as clerical, may be shared between male and female sections.
- **Disadvantages of Combined Business and Cafeteria Space**
 - Adding a second story to the cafeteria will incur additional construction costs and changes to the architects' plans.
 - Separating the division's offices between the cafeteria and the business buildings may not be desirable.

For either option, the male and female dining halls on the ground floor of the cafeteria can and should be used for meetings and other activities before and after meal service. These areas will, in fact, be available most of the day and all evening for meetings and special events.

IV. DEPARTMENT OF CAMPUS LIFE

A. OVERVIEW OF CAMPUS LIFE

The Department of Campus Life will offer a variety of programs and services that are intentionally designed to complement and enhance the student's educational experience at the PMU. While students sharpen their intellectual skills in the classroom, programs in campus life are design to complement classroom learning through experiences, group work, and activities. These programs also provide a variety of opportunities for PMU students to develop additional skills in their six core competencies.

The primary goals of the Department of Campus Life, therefore, include providing programs to orient new students to the university, providing opportunities for student involvement and leadership, developing programs to develop lifelong recreational skills, providing a safe, orderly and positive campus climate, and eventually developing a safe and supportive residential community.

1. Organizational Structure and Administration

The department will be run by the Director of Campus Life, who will report to the Vice Rector for Student Affairs. The director will manage a Supervisor of Activities, who will direct programs, clubs, and other activities for male students. Once the university builds residence halls, the director also will manage a Supervisor of Residence Life, who will be responsible for all aspects of life in residence halls for male students, from assigning rooms to students to supervising student residential advisors and other staff for the dormitories.

Also on the departmental staff and under the supervision of the director will be an Associate Director of Campus Life, who will run parallel programs for female students and who will manage an Associate Supervisor of Activities and an Associate Supervisor of Residential Life.

2. The Value of Campus Life

The value of providing opportunities for students to organize co-curricular and extracurricular groups cannot be overstated. The opportunity to lead a group, manage its activities, formulate a budget, work as a team, and resolve individual differences are exactly the experiences students need to develop the six core competencies distinctive of the PMU education. The experience of managing an event from concept through implementation provides an enormous sense of accomplishment and PMU students should be afforded these leadership opportunities. Appropriate scheduling, funding, and priority for Campus Life programs should be established from the inception of PMU.

3. Scheduling Activities

Campus Life programs will be challenging to schedule at the PMU with its predominantly daytime classes and absence at the outset of residence halls. However, because the array of Campus Life activities is important to students' success, a plan to provide times during the day for these activities is critical.

One alternative is to declare a specific time around the lunch hour as a break period when no classes are scheduled (for example: 11:30 a.m. to 1:00 p.m. or 12:00 p.m. to 1:30 p.m.) to allow for special programs. Scheduling such an activity period two days of the week allows for flexible scheduling and more student alternatives. For example, one activity period might be determined as a day for student organization meetings and the other activity period for special all-school programs and recreation or issues forums. Student groups could meet in alternating weeks so that students might participate in more than one organization, even though there is only one defined meeting day each week. Recreational activities can be factored into the activity period during certain timeframes, as well.

Scheduling time during the day for other types of special programs is important since students are unlikely to return to campus most nights. These scheduled activity periods will also allow faculty and staff to take part more readily in campus issues-related discussions and entertainment programs.

4. Funding Activities

Funding for Campus Life activities can be achieved through the assessment to all students of a special fee added to tuition at the time of enrollment. These funds can be apportioned using student or student/faculty committees that consider requests made by student organizations and clubs. These funds can also be used to subsidize field trips or occasional activities off campus.

B. GOALS AND SUPPORTING STRATEGIES

1. Orientation

Goal:

Provide a series of activities designed to aid the student's transition to university life, to increase student retention, and to enhance the student's overall experience.

Strategies:

- Acquaint PMU students with university rules (including sequence of studies, degree program options, and grade policies)

- Provide students information about important academic issues (including academic integrity, class attendance, and collaboration)
- Acquaint students with information about co-curricular and extracurricular activities (including academic and social organizations, and recreational opportunities)
- Provide students with information about support mechanisms available to students (including the Learning Resources Center and Career Services)
- Provide opportunities for students to be advised and to register for classes.

Advising and registering new PMU students is an important part of orientation. Advisors from the academic programs would aid faculty and staff from the Preparation Year Program in conducting these advising sessions.

The orientation program also can be an important tool in retaining PMU students because it prepares students to understand the policies of the university and the resources available to them. Ideally, the initial program would allow new students to become acquainted with each other. This would be followed by sessions conducted by faculty members and Campus Life staff that cover various aspects of university life.

Orientation process is the appropriate time for students to learn about the history and culture of the university, as well as the social expectations. As residence halls are built, orientation is the time for students coming from other regions in and around Saudi Arabia to be introduced to residence hall life and rules. All incoming students should go through an orientation process, without differentiation concerning their course of study. Students who are business majors will meet (and learn from and about) students who may be engineering majors.

The orientation program can be scheduled in one-day sessions before school starts or, as an alternative, it can be conducted for everyone in a day or two just prior to the beginning of classes. As the university matures, senior students might be engaged to conduct sessions about transition issues, family concerns, or other topics from their own experience.

Orientation is the end of the recruitment process and the beginning of the retention process. It is a time for helping students to learn how to be successful at PMU.

2. Student Organizations and Activities

Goal:

Provide activities and programs that complement the academic mission and provide leadership, social, cultural, and intellectual opportunities for student participants.

Strategies:

- Organize and develop student organizations that correspond directly with PMU academic programs and that provide speakers, workshops and other activities which further define the field of study.
- Organize and develop student organizations that represent special interests or hobbies among PMU students.
- Develop a student program board to design and implement programs that educate students about issues relevant to living and working in today's world and entertain students in music, art, drama, or other presentations.
- Provide opportunities for students to develop skills enabling them to be contributing world citizens.

Student organizations and activities will be the heart of campus life at PMU. Until a residence hall facility is established, commuting students especially need a way to connect to the institution and to each other. This is most easily accomplished by academic and special interest organizations and activities. Faculty support of these groups is critical. Rewarding faculty for involvement outside the classroom with students is essential.

Initiating student organizations linked to the academic programs will likely be the first step at the PMU, as students will recognize the value of hearing speakers, discussing issues, or hosting competitions related to their course of study. As students, faculty members and staff get to know each other, they will discover areas of common interest such as music, books, or travel, and groups can form around these special interests. Others students may be interested in hosting cultural or entertainment events, and a program board can be established to host, for example, an event each month during the activity period. If a student activity fund is established, this would be the most appropriate source of funds for such activities.

A PMU education includes the competency in critical thinking and problem solving. While students will develop these skills in the classroom, the opportunity to discuss issues and ideas is vitally important in the university environment. Each month a forum, discussion, or debate on an important issue to the school, the

region, the KSA, or the world should be held during the activity period. These exchanges might involve experts both on and off the campus, but they also should invite the opinions of students, faculty and staff. These forums should represent a broad diversity of viewpoints.

To extend further the PMU student's education, opportunities to volunteer will be developed. Individual or student groups might be involved in a volunteer program, which will help PMU students understand that as educated citizens, they have an obligation to contribute to society. Likewise, training will be available to those PMU students who want to develop leadership skills. By coupling their skills with opportunities in the Campus Life program to hold leadership positions, skilled PMU student leaders can become skilled citizens.

3. Recreational Sports

Goal:

Provide a variety of recreational activities and events to meet the physical fitness needs and desires of students and to develop a lifelong habit of fitness.

Strategies:

- Plan and implement opportunities for PMU students to participate with other students in friendly competitions in individual and team sports.
- Develop awareness and programs for physical fitness.
- In conjunction with the Health and Counseling Center and Campus Life, develop programs to increase PMU students' awareness of wellness as part of their lives physically, spiritually, emotionally, socially, and intellectually.

There are many reasons that an ambitious recreational program is important for PMU students. Such a program is especially important for female students, who have fewer opportunities than males to participate in competitive and even noncompetitive sports.

Foremost among the reasons for establishing a fitness program and classes is the need to develop a habit of physical fitness in the daily routine. This habit can be practiced in a variety of programs and settings, and the university should make this complete variety should be available. Examples include free weights, aerobic machines, group exercise classes, individual sports and team sports. As residence halls are developed, recreational space should be included in the planning for these facilities.

Students will also discover that participation in recreational programs is a wonderful way to reduce stress in their lives. PMU students will learn through the wellness initiatives how their physical well-being relates to their total well-being and ability to function effectively as a student.

Additionally, the camaraderie that results from team participation and competition strengthens relationships with other students and with the university. Because other Saudi universities host biannual athletic competitions, it will be important for PMU students to have opportunities to compete in these events.

4. Student Conduct

Goal:

Provide a just, orderly and positive campus climate through regulations and processes governing campus conduct.

Strategies:

- Develop a campus code of conduct for PMU students and establish processes to adjudicate violations of the code.
- Provide a system that allows students to express grievances concerning rules and decisions implemented at the PMU campus.
- Establish a PMU Council of Students to gather input on issues and concerns that impact students who attend the university.

Like other universities, PMU will be a community of scholars and as such, all members will have responsibility to each other to support the values and ideals of a learning community. As such, rules that govern behavior of PMU students in the community should be established along with processes that delineate steps to follow when a student is in violation of these rules. Appropriate sanctions for violations should be listed as part of the rules and distributed to students during orientation.

Further, a system should be established that provides opportunities for PMU students to register concerns or grievances about individual or collective decisions at the university. This systematic way of addressing student concerns provides students an orderly and appropriate mechanism for redress.

To further support the community, a Council of Students should be established to provide administrators and faculty a representative group of PMU students to consult on policy issues and other matters in that the student perspective would be valuable. This council might also bring matters of concern to the attention of faculty and administrators.

5. Residence Halls

Goal:

Provide safe, well-maintained facilities for students so they might live, study, learn, and grow in a community of learners committed to civility and respect.

Strategies:

- Design facilities that provide attractive and appropriate living quarters and study space for PMU students.
- Design facilities that provide community space for students to meet, socialize, and study in small and medium-sized groups.
- Develop recreational space for physical fitness and sports in conjunctions with residence halls.
- To the extent possible, allow PMU student residents to determine the policies that govern their living conditions
- Provide a senior student or young faculty member as a live-in mentor for PMU students living in residence halls, along with some peer mentors or advisors.

Developing a residence community will be an important step in the evolution of the PMU as a community of scholars. Students who live together more readily collaborate and support each other toward the goal of earning a degree. In fact, various academic support elements may be located from time to time in the residence halls for the convenience of students.

PMU residence halls will provide appropriate and safe living quarters convenient to the campus so students do not have to spend undue time and energy searching for housing and negotiating rental-related issues. Residence halls will be connected to the PMU's computing resources and will provide access to electronic mail and discussions. Including community space for social interaction or study groups is important along with rooms and equipment devoted to physical fitness. Programs and activities may be arranged more readily at night or on weekends when PMU students live in residence halls and have more discretionary time in the community. Senior live-in students can provide support and guidance on a variety of matters, as well as tutoring to newer students and can serve as positive examples of achievement.

6. Staffing Requirements

a. Administrator Responsibilities

The Director and Associate Director of Campus Life, the Supervisor and Associate Supervisor of Activities, and the Supervisor and Associate Supervisor of Residence Life each must have skills and experience to effectively oversee programs and activities that serve and involve students.

Among the important skills required in these positions include organizational skills, decision-making skills, facility and program management skills, excellent communication skills, and business management skills. Each position requires a person who can relate well to students and who knows how to resolve student differences. These administrators must be able to assess student needs and programs and develop and adapt activities to meet student need.

b. Administrator Degrees and Experience

The Director and Associate Director of Campus Life should hold a Master's degree in student affairs, counseling or related field. Supervisors and Associate Supervisors in Activities and Residence Life should hold a Bachelor's degree or, preferably, a Master's degree in student affairs, counseling, or related field.

These administrators should have records of service in progressively responsible positions and experience in student activities, residence life, or related student affairs programs. Each should have experience in managing human and budgetary resources and in working effectively with individual and student groups.

7. Space Needs

Regardless of where the Division of Student Affairs is located (for a discussion of options, see Section III. Student Affairs Facilities and Offices), the Department of Student Life will have certain space requirements if it is to meet its functional goals.

The Director and Associate Director of Campus Life along with the Supervisor and Associate Supervisor of Activities will each need office space on the main PMU campus. A reception area adequate for students to meet and socialize will be required along with space for a clerical staff member. A large workspace should be provided where the department can store general supplies for student groups and where student organizations can have desks and meeting space. Conference room space in the complex would be optimal, as well. These needs are detailed in Appendix A.

The Supervisor and Associate Supervisor of Residence Life would be housed in the PMU residence life complex, so office space for them and the appropriate support staff should be planned in that setting.

V. DEPARTMENT OF CAREER SERVICES

A. OVERVIEW OF CAREER SERVICES

The Department of Career Services exists primarily to assist students with the transition from education to work. Secondly, the department works with graduates who need assistance in job transitions.

1. Functions On and Off Campus

In order to create the optimal setting to provide contacts and networking opportunities, the Career Services staff will develop relationships on and off campus — with students, faculty and staff, along with employers and community resources. Through these relationships, Career Services staff will serve their constituents and establish the liaisons essential for effective service. Setting up Career Services as a distinct and separate function on campus will set PMU apart from the majority of other local university options.

2. Organizational Structure and Administration

The department will be run by the Director of Career Services, who will report to the Vice Rector for Student Affairs. The director will manage a counselor, who will meet with male students to advise them on career opportunities, and a Recruiter, who will work with businesses and industries in the region to locate career opportunities for both male and female students. The supervisor also will manage clerical staff who will handle the large amounts of paperwork and online information that the department will generate, and who will make appointments with counselors and serve the general informational needs of male students.

Also on the departmental staff and under the supervision of the director will be an Associate Director of Career Services, who will run parallel programs for female students and who will manage a counselor and clerical staff who will work with female students.

B. GOALS AND SUPPORTING STRATEGIES

1. Placement and Job Search Assistance

Goal:

This service provides students with any needed assistance in preparing to find work, whether in internships, part-time, or full-time positions.

This assistance will begin by collecting and providing electronic and hard copy examples of appropriate resumes, curriculum vitae, and portfolios. It will determine and publicize standards of interview behavior. It will make employers aware that job listings should be shared with the university.

Strategies:

In the department's daily interactions with students and graduates, the following placement functions are key:

- Resume Writing — Knowing that the first impression someone makes on an employer is often the resume, it is critical for Career Services staff to assist students and graduates in creating the most effective document possible. Factors to be considered when helping students and graduates include:
 - Knowing the appropriate resume style for the type of employer that will be receiving the resume.
 - Understanding the impact of wording and presentation.
 - Providing information on minute details such as fonts, spacing, layout, and choice of paper.
- Interviewing Preparation — The best resume will not help students or graduates find a job if he or she is not well prepared for the job interview. Whether interviewing with a known family friend or with an unknown employer, preparation is the key to a smooth, organized interview. Career Services staff will coach students and graduates in:
 - The proper methods of responding to interview questions.
 - Proper etiquette during the interview.
 - Proper interview attire (when there are varying standards of dress).
 - Proper follow-up methods after an interview.

Any different standards for each gender will be incorporated in the coaching.

“Mock interviews” should be offered for students and graduates to practice their interview skills. These interviews may be conducted by Career Services staff, by employed graduates, or by employers who want to help the job seekers improve their skills. When provided by Career Services staff, mock interviews may also be audio- or video-taped and reviewed with the student or graduate.

When mock interviews are conducted by graduates and employers, location will make a difference in whether the interviews might be taped. Graduates and employers who come to campus to conduct mock interviews may be more willing to allow the interviews to be taped and then reviewed with the “interviewee” than they would if the interviews are conducted at the graduate's or employer's work locations. Specific permission for taping a mock interview must be granted by the parties involved before any such taping occurs.

Issues involving gender separation for conducting mock interviews may be solved by holding the mock interviews in the appropriate part of the campus for each gender, or by utilizing closed circuit television.

- Job Listings — One of the main features of a Career Services office is the job list that the staff cultivates for its students and graduates. Maintaining job listings may be handled in many ways. However, in every case, the staff must differentiate listings by types (such as full-time, part-time, or internship and by business, such as IT, engineering, or interior design); set standards for the types of listings that will be publicized; establish a system for review so that outdated job listings are removed; create a job listing form; and appoint someone to oversee the process.
 - *In differentiating listings* the types of notices most frequently received may ultimately help decide which categories to use. In the beginning, a breakdown of job listings by school may be most efficient. As students advance through the university, it may be most efficient to add the subcategories of intern, part-time, and then full-time.
 - *Setting standards for job listings* becomes necessary when listings are received that students would not be interested in filling or that are from questionable employers. The job listings that Career Services decides to make available impact student expectations for the office. The department's standards should include rules governing whether or not employers will be given access to any online job listing service. This is important because such services typically include direct access to students' and graduates' resumes. Because the resumes are a valuable resource, and because part of the staff's responsibility is to share resumes with legitimate employers, creating basic standards to exclude questionable employers is necessary. Standards should also include the amount of time the Career Services office will hold old job listings. A possible standard is one year from the date of receipt of the listing. In all areas, standards established at the opening of the university can and should be modified as the Career Services staff gains more experience with job listings and the employer community.
 - *Weeding job listings* can be handled easily by computerized systems that can be set to stop publicizing a listing on a given date. While some job listings contain a deadline date for receiving applications to the job, it is not unusual for a Career Services office to receive job listings that give no indication of a deadline. Even these listings, however, must be removed at some point, and Career Services should set

up a timeframe for removal. In the U.S. a typical removal date for a job without a deadline is four to six weeks following the date the job is listed. If hard copies of job listings are maintained, someone must regularly review the listings and remove outdated positions.

- *Creating a job listing form* is helpful for those employers who do not have access to the Career Services online job listing services. A form should collect all the pertinent information that will enable students and graduates to pursue the employment opportunity. A sample form that can be used for collecting this information is attached to this report as Appendix C.

Ideally, the form should follow a layout that will make it easy for Career Services staff to enter the information into the department's online system. Employers who enter their own data into the online system might benefit from a printed form as a means to organize the information they want to include in their listings.

- *Appointing a staff person* (ideally, the Recruiting Coordinator) to oversee job listings helps keep the system manageable. According to the standards set, the staff person can ensure that hard copies and online information are organized in a fashion that students and graduates can recognize and access easily. This staff person can also serve as the authority governing the online database, offering access to legitimate employers and referring questionable employers and jobs to the Director for decisions on access and posting.
- *Hard copy and online listings* both have advantages and disadvantages, and the department must decide which system to use. Hard copy, for example, requires duplication so that listings will be available to both male and female job seekers. However, hard copy can be more reliable than online services, which sometimes fail. Online listings have the advantage that any student or graduate with password permission can access job listings from any Internet-accessible computer, whether on campus or at home. Such systems are available from a number of vendors, including Experience (www.experience.com) and Monster (www.monstertrak.monster.com).

It is recommended that the PMU Department of Career Services use both hard copy and online systems at the beginning, then review how essential the hard copies are for student use.

- *Maintaining old job listings* also will be an issue. The value to old listings is in the marketing potential — an employer who has sent a job listing in the past is a good contact for job listings in the future. Also, when coaching students concerning which employers offer particular types of jobs, old job listings help identify companies that have hired graduates for that position previously. Because hard copies take a lot of space, maintaining them beyond a year serves little purpose if the same listing is also available in the online system. The online systems offer archiving capabilities that make maintenance an easy option. As with any computer system, these job listings must be backed up periodically. The possibility always exists that the vendor’s server might go down for a brief period or that a change in vendors might lose data during migration.
- *Programs and Workshops* are effective methods of sharing information with large number of students and graduates is via programs and workshops. These may be led by Career Services staff, may feature guest speakers on job search topics, or may be hosted by graduates.

The department should offer workshops covering resume writing, interview techniques, and networking in which students have the opportunity to practice the skills they learn during the workshop. The content of workshops should reflect the cultural and employment norms of KSA, while educating students on the finer points of each topic.

Programs should be offered as available or as needed. They should include presentations by employers on their companies and the types of positions available for students and graduates.

2. Employer Relations

Goal:

While students and graduates are a primary focus for Career Services, employers are another major group of customers for the department.

Strategies:

- Staff must maintain a balance of service between the on-campus customer (students and faculty) and the off-campus customer (employer) that seeks to simultaneously meet the needs of both groups. If conflicts between the two groups arise, however, the office will always lean slightly more toward the student.

- Active outreach to employers is essential in building networks for student to use, in developing job opportunities, and in establishing the Career Services office's reputation as a reliable source of applicants for jobs.

Career Services hosts events and programs such as job fairs and on-campus interviews that give students and graduates broad access to employers. Given the on-going nature of employer interactions, it also makes sense that the university's co-operative and internship programs incorporate contacts and resources cultivated by the Department of Career Services. Each of these areas is discussed in detail below.

3. Marketing and Job Development

Goal:

The Department of Career Services can establish contacts with the employer community via one-on-one interaction, marketing campaigns, and involvement in professional organizations.

Strategies:

Because employer relations can be time-consuming, it would be best to divide responsibility for outreach among all Career Services staff, with the director assuming the most significant role in the professional organizations and one-on-one interactions with the most influential employers.

- Meeting with Employers — One-on-one interactions consist of visits to employer sites as well as employer visits to the university. They also include telephone conversations and electronic communications during which one Career Services staff person takes the lead in interacting with an employer representative. Such personal level of involvement often yields the best leads for employment opportunities.
- Marketing PMU Services —Marketing campaigns give the department a way to target as well as to communicate information to broad groups of employers (for example: inviting employers to a job fair or other campus event). A new Career Services office must immediately create marketing pieces including brochures and fliers, note cards, and Web pages containing information on the students and majors offered at the university along with services available to employers. These marketing pieces can be used in one-on-one contacts and can be mailed to specific employment sectors in order to generate and increase awareness of students as potential employees. Identifying target employers and establishing contact with them will be a high priority for the new Department of Career Services.

- Professional Networking — Involvement in related professional organizations can be immensely helpful to Career Services staff as an efficient way to inform many potential employers about the university and its students. Industry-specific groups, chambers of commerce, governmental advisory groups, and human resources or employment groups are all good sources of employment leads for students and graduates. In planning its professional involvement, however, the department must be careful to balance the need for its staff to interact with employers with the need to make its staff available to students.

4. Job Fairs

Goal:

Whether the job fair is specific to a school or major or it is intended to be of value to the entire campus community, gathering employers in one place to interact with students increases awareness for both student and employer constituents.

Strategies:

- Job Fairs for Male and Female Students — In order to maintain gender separation, determining locations and dates for job fairs will be a major consideration. Job fairs may need to run for two days in different locations each day if there is no central location that is accessible to both genders, in order for both male and female students to have access to employers. Finding a central location that can be opened to male students one day and to female students the other day would be the best solution. Otherwise, some employers will need to tear down a display and move it to another campus location from one day to the next. An open space in the middle of a student affairs center with access from both sides of campus, or some central space in the cafeteria that can be blocked differently from one day to the next would be the most ideal solutions that would be easy for employers. If that type of central space is unavailable, an open area in each side of campus would be the alternative. Open spaces work well in facilitating the circulation of students among employers.
- Targeting Special Needs — Specialized fairs may also be offered. Examples might include fairs that showcase internship and cooperative employment opportunities or events in which employers and employed PMU graduates share information on career options and career paths.

5. On-Campus Interviews

Goal:

One of the most visible services offered by Career Services is the on-campus interview. While the number of employment offers made to students and graduates through other sources is usually higher than through on-campus interviews, the impact of employers visiting the campus to interview prospective employees is considerable.

Strategies:

Space for the interviews must be dedicated during the period of highest interview activity and it will be necessary for the Director of Career Services to determine the most likely months for campus interviews at the PMU campus. In the U.S., most on-campus interviews tend to be during the months of September to November and February to April. Employers who utilize on-campus interviews tend to fall into two categories, those hiring in advance and those hiring as needed. The process is much the same for both, though one group has more time for publicity than the other.

- Fall Interview Schedule —Employers who recruit several months prior to the starting employment date typically comprise most of the fall interview schedule. They produce employment offers by early spring and employment start dates in the May-September timeframe. In the U.S., these employers usually include accounting and consulting firms, internationally based businesses, and other large businesses that can project future hiring needs. On-campus interviews for this group are generally scheduled several weeks or months prior to the interview date.
- As Needed Interviewing —Employers who recruit on an as-needed basis typically have a very short time-frame for scheduling their interviews. Their schedule compresses the process and typically results in immediate job offers.
- Managing the Interview Process — The process for managing the on-campus interviews can be handled electronically by the same database that manages job listings and student resumes. Employers may have open interview schedules in which any interested student who meets qualifications can immediately sign up for an interview time. Alternatively, employers might opt to have a “pre-select” interview schedule in which they review the resumes of all interested applicants and select the job seekers they wish to interview. Using an electronic program, applicants can select interview times online.

Experience and *Monster* both offer an on-campus interview module and the ability to allow for open interview schedules and pre-select interview schedules. The advantages of utilizing one of the electronic models far outweigh the licensing cost, as it relieves the office of managing the interview process by

hand. Electronic management ensures fair access to open schedules and eliminates the need for a lottery or other process that may be required when the staff manages the interview process.

6. Co-Operative and Internship Programs

Goal:

As a method of gaining professional experience and exploring career options, internships and cooperative programs serve both students and employers.

Strategies:

- Required Programs — All undergraduate programs at the PMU either require internships, provide them as electives, or strongly urge students to undertake summer employment related to the major. The College of Business Administration requires all students to engage in an internship as part of its capstone series (as described in the report Undergraduate Business Curriculum Designs). The Department of Interior Design requires an internship during Senior year or the summer between Junior and Senior years (as described in the report Undergraduate Interior Design Curriculum). The College of Information Technology provides an elective titled Practical Training (as described in the report Undergraduate Information Technology and Computer Science Programs.) The College of Engineering recommends but does not require two summer internships for its students and may offer an extensive co-operative program once the college is at full operation (as described in the report Undergraduate Engineering Curriculum Designs).
- Coordinating Efforts — Offering these programs, however, requires a number of parties to work together. Faculty establish the courses, oversee the academic process, and provide a grade. Employers provide the experience, on-site supervision of the student, and feedback on how the student fared in the work environment. Students must produce reports as part of the course to receive a final grade.
- Creating Job Leads— Career Services provides most of the leads to cooperative and intern positions and serves as the clearinghouse for the extensive paperwork involved in the process. Many such programs are created through written contracts from employers. Students must also contract with the university to participate in the program. Copies of all documentation must be stored for a period of time (five years recommended).

7. Career Counseling and Advising

Goal:

In addition to assisting job seekers in finding work, Career Services assists students and sometimes graduates who are uncertain they have selected an appropriate career path or major.

Strategies:

- Help with Majors —Due to family expectations many students declare majors or start careers in areas that may or may not suit their capabilities or personalities. Career counseling helps them either find a career or major that is more appropriate, or it assists students and graduates in managing difficulties when the career or major cannot be changed.
- Personal Life — Issues relating to balancing work and personal life also are appropriate topics for career counselors.
- Student Meetings — Career counseling will be offered individually to students and possibly in group settings as needed.
- Fees — Career counseling is a time-intensive process as compared to job search assistance. However, it is an important step in the university's mission to both develop the whole person and to produce graduates who will contribute to the advancement of the Eastern Province and the KSA. The PMU should aim, therefore, to provide these services to both its undergraduates and its graduates at no additional cost.

8. Assessment

Goal:

Because many students and graduates often identify issues as problems with little knowledge of the underlying causes of concern, it is essential that some staff be trained to provide assessment.

Strategies:

Various tools are available to assess the career needs of students and graduates. Finding the tools that are most applicable to the cultural norms of KSA will be important. The book, *A Counselor's Guide to Career Assessment Instruments* (Jerome T. Kapes and Edwin A. Whitfield, editors, ISBN 1-885333-07-2) available from the National Career Development Association (www.ncda.org), reviews a variety of the assessment tools and incorporates information on norming and usage that might be helpful in evaluating the usefulness of the tools. The Myers-Briggs Type Indicator seems to hold up for multicultural use, making it one of the recommended assessment tools. Other commonly used assessments in the U.S. are the Strong Interest Inventory and the Self-Directed Search. One important point about assessments is that a student should never receive an assessment without a

counselor interpreting the results for the student. Students tend to focus on one aspect of the results without balancing that information with the remainder of what the assessment says.

- One-on-One and Group Interactions — While many career counseling sessions will be conducted one-on-one, there are times when a group session might prove valuable. Group sessions will almost always be focused on assessments and group interpretation of the assessment, thus providing a time-efficient manner of evaluation a number of job seekers.
- Online Program — When Career Services staff need an online system to help students with career discovery and planning, one of the available self-directed career guidance systems is DISCOVER. One drawback to the system is that it is oriented toward U.S. employers and options. If the staff deems this appropriate for students and employment in the KSA, however, this system would allow job seekers to research career information online. DISCOVER is a product of ACT, and further details may be found at www.act.org/discover.

An online program dedicated to the job market in the KSA is the Career Oasis program being developed at King Fahd University of Petroleum and Minerals (KFUPM). The PMU Department of Career Services should inquire of their counterparts at KFUPM to determine whether this program might be available for purchase or sharing.

- Personal Counseling versus Career Counseling — Due to the overlapping nature of student concerns, questions will arise concerning whether a student should meet with a personal counselor rather than a career counselor. Determining which office will offer which services is crucial to maintaining a good working relationship between the two divisions of the Division of Student Affairs. From a career counseling perspective, offering career testing and interpretation along with assistance with balancing work and personal life is primarily a Career Services function, as long as staff members are trained to offer these services. When the concerns are more personal, students should be referred to the Health Care and Counseling Center for assistance. At times, both the Career Services and the Health Care and Counseling Center will work together as the student addresses both career issues and any underlying concerns that might be blocking career development.

9. On-Campus Student Employment

Goal:

Even before students begin to utilize Career Services in their Junior and Senior years for seeking off-campus employment such as internships or permanent employment after graduation, the office should work collaboratively with the Department of Human Resources to list part-time on-campus positions that students might fill. These would include work-study positions on campus that would be arranged with the Office of Financial Aid.

Strategies:

University employment is a valuable tool in student retention, as it offers students the opportunity to meet financial demands while remaining on campus. It also can be valuable in the development of PMU competencies. All on campus positions should be created with the PMU competencies in mind.

- Work on Campus — On-campus part-time or work-study jobs might be of interest, particularly to those students needing additional income beyond any scholarship or stipend they receive. Career Services can handle these positions in the same manner as it handles off-campus job listings. However, the office might want to create a form especially for students to use in applying for campus positions. These forms can be copied and shared with university departments seeking student employees. Typical student positions on U.S. campuses are office and clerical work, library assistants, laboratory aides, cafeteria aides, teaching assistants and instructional aides, and research assistants. Additional options might be available in the residence halls, such as resident assistant or program director, once the residences open. Some of these positions may not be appealing to students because of the menial nature of the work, although some have fairly high levels of responsibility.

Separating work locations so that male and female students can work within their own campus areas is essential. However, the office should strive to create equity in the availability of similar types of opportunities for both genders.

- Eligibility — Requirements / stipulations for employment must be established in order to ensure that no student who needs financial assistance is abandoned, or that a student sacrifices academic quality for financial gain. The levels of positions on campus may determine which students are eligible to apply for them. Again, equity in the availability of upper level positions for both male and female students is desirable. Some of the more basic positions might be available to lower level students, who then can move up into higher positions as they progress through the university.

For instance, a position as a teaching assistant or a research assistant would be reserved for a senior level student. Even within the office and clerical areas, some positions may be more managerial and may require an upper level student.

Ideally, no students would seek employment prior to completing the first semester of the freshman year. However, this suggestion may need to be modified, based on the actual experience of the financial concerns of students. The number of hours to be worked each week should be limited to a maximum of 20. The ideal would be 10 to 12 hours per week for each student position. Because students must maintain their academic records, the suggested maximum may need to be reduced after the impact of work on the students' academic progress is evaluated.

10. Library of Career Resources

Goal:

While many career resources might be made available to all students online, there may be an advantage to setting up a career library or resource room to offer information and resources for in-depth research.

Strategies:

Due to the needs for gender separation, duplicate facilities would need to be maintained. However, certain expensive resources might be kept in the PMU Learning Resources Center to be accessible by both genders as needed.

- Selecting Materials — Books, videos, online resources including information on specific companies are all usually included in career libraries or resource rooms. The books cover information on careers available to the majors offered at the PMU as well as general job search information. Publications covering the types of careers available in different industries may serve the students well. If possible, the staff should acquire publications that explore industries and jobs in the KSA. If such publications are not available, the PMU might consider the VGM “Great Jobs” series of career information books published by McGraw Hill. These materials should be evaluated for usefulness in the KSA before they are acquired.
- Additional Tools — Handouts about networking and interviewing along with samples of resumes, cover letters, thank-you letters, and follow-up letters need to be made available to students, both electronically and as hard copies.

11. Miscellaneous

Additional challenges of the Career Services office will include:

- Mentors — Building a career network of graduates to serve as mentors and information sources to students. Because this will not be possible until the university has graduated a number of classes, the university also should create an Advisory Board composed of business and government representatives and based on the PMU Founding Committee. This board can provide input and feedback to the Career Services office about employment and can serve as networking contacts as needed.
- Faculty — Reaching out to faculty to inform them about the services available to both students and faculty. This step must be taken immediately, with the creation of a small handbook or brochure to distribute to faculty as a helpful first project. The services that Career Services can offer to faculty include guest lecturing when the faculty member must miss a class, providing a lecture on any job search topic, providing a career assessment and interpretation to a class, and providing major-specific career information and job leads as available. The Career Services staff must know which faculty will provide cooperative or intern grades so it can help smooth the process. Drawing upon faculty contacts with potential employers will also be an important part of finding work for students, as will reminding faculty to consider student employees for campus positions.
- Reaching Students — Marketing services to students is a never-ending responsibility because new students arrive on campus each year. Students tend to seek out services when they need them rather than thinking about them in advance, so Career Services offices face the challenge of repeating the same message in a variety of ways to get students' attention. Being creative about where and how the messages about services are delivered is essential. The office must establish a budget for this task, and consider providing small give-away items to remind students about the service. The office also should periodically locate services or information booths in highly visible locations. For example, it may offer on-the-spot resume critiques in the middle of a busy traffic area such as the Learning Resources Center.
- Coordination and Cooperation — Other university departments overlap with some of the responsibilities in Career Services, particularly the office of alumni affairs and the development functions of the Vice Rector of Institutional Affairs, due to the interactions each office has with the same constituents. Career Services should work together with these other university functions to ensure that each office is productive. Career Services and the alumni office can work together to offer graduates a variety of ways to be involved with the university.

Career Services and the development office can coordinate marketing to employers to offer a number of ways to support the university.

- Alumni Office — Establishing an Office of Alumni Affairs will be premature in the early years of the PMU, but within five years such a function will be essential. Such an office will be responsible for maintaining contact with graduates of the university and for supporting an active Alumni Association, which will be governed by former students. Both the Office of Alumni Affairs and the Alumni Association may be used to assist with fund-raising; utilizing alumni networks in the corporate world; identifying former students who may be able to assist current students with internships and summer work programs; and working with Career Services to assist graduating students with job placement.
- Tracking — Maintaining statistics and tracking graduates is an ongoing function that is critical to the success of Career Services. Correlating the use of services to the success of students can be difficult, but it is a worthwhile venture in justifying the value of the service and in helping adjust services as needed. Statistical information may be gathered in a number of ways. The office can track students who use the service (whether in person or online); ask students to complete evaluation forms after using services, and survey students at commencement to determine where they are going to work or what kind of work they are seeking. The office can ask employers for feedback on the on-campus interview process, about job fairs, and about any other events in which they participate. Career Services should tabulate the results and share them with all relevant departments on campus.

Cultural needs within the KSA will impact many of the services offered. Specific issues include:

- Opportunities for Women — While the educational opportunity exists for women at the university, the opportunities for employment may ultimately impact the recruiting and retention of female students. It is therefore imperative to identify professional opportunities that already exist and to establish ties with those employers. It also is important to help female students get experience while still in school in order to increase their marketability after graduation. Career Services should work with the Community Design Resource Center (as described in the report Undergraduate Interior Design Curriculum) and the Community Technology Resource Center (as described in the report Undergraduate Information Technology and Computer Science Programs) to build employment networks that can assist female graduates. Another possible solution is to set up programs and workshops for women on establishing their own businesses.

- Issues Affecting Expatriates — Although the majority of PMU students are expected to be Saudi nationals, a fair number of expatriates also will attend the university. Anticipating the issues and concerns of these students, particularly when they seek assistance in finding employment, will be important. These students will need modified career coaching on how to approach the local job market that addresses the points relevant to expatriates. The impact of Saudization policies will also need to be considered for this group.

12. Space Needs

Regardless of where the Division of Student Affairs is located (for a discussion of options, see Section III. Student Affairs Facilities and Offices) the Department of Career Services will have certain space requirements if it is to meet its functional goals. Specific space needs are presented in Appendix A.

If a central location is unavailable, the director will be located in the male portion of campus and the associate director will be located in the female portion of the campus. Each should have an office, and each office complex should have a reception where students can wait for their appointments with counselors and receive general information about careers and employment. The male and female career counselors will have offices near the director and associate director.

The recruiter will be located with the director. Because of the need to interact heavily with employers, this will be a male position.

Both the male and female office areas will require clerical staff. The typical Career Center receives a large volume of telephone calls due to the variety of groups with whom the office interacts. The clerical staff also will schedule appointments for the directors and counselors.

Both male and female office areas also will require a resource library where the department can store books, brochures, videos and other materials that provide employment information and assistance to students.

The department will require four to six interview rooms for use during the on-campus interview season. They may be located either in a central facility (such as a second story of the cafeteria), the LRC, or the college.

A space for job fairs would also be needed. If in a central facility, it should be accessible by both male and female students at different times or different days. Space for job fairs also may be provided in college buildings on the male and female sides of the campus. Accommodating 40 employers at a job fair, each of whom uses a two meter long table, could easily fill a space that is 18 meters by 12 meters, since circulation space also must be provided.

VI. DEPARTMENT OF HEALTH CARE AND COUNSELING SERVICES

A. OVERVIEW OF SERVICES

The Department of Health Care and Counseling Services will provide compassionate care, promotes each student's ability to seek appropriate care and treatment in both mental and physical health, respond to emergencies, and educates students toward balanced physical and mental health and wellness.

The department will maintain a Health Care and Counseling Center that will provide an environment designed to help students reach their potential as persons, by encouraging their spiritual, academic, social growth.

Space needs for the department are presented in Appendix A.

1. Functions of the Department

The Health Care and Counseling Center will:

- Respond to health care need efficiently and effectively.
- Provide care and treatment for acute and minor illnesses, with limited prescription medication available, and referrals to off-campus clinics, when appropriate.
- Offer counseling services to students in need.
- Offer its services in a respectful, caring and confidential manner.
- Promote healthful lifestyles for students and the wider university community.
- Provide educational materials dealing with physical and mental health topics, both in printed versions, as well as electronically through links with other agencies and programs.
- Collaborate with other university staff and faculty to develop community-wide partnerships.

2. Organizational Structure and Administration

As described above, the Department of Health Care and Counseling Services will fulfill distinct but related functions. This will be especially true for the department's health education functions. It is possible, therefore, to structure the department as a single unit or as two units. For simplicity of operation and cost savings, however, it is the recommendation of this report that the department be structured as a single unit. Within this unit, it will be entirely possible to clearly distinguish between the functions of the health care staff and the counseling staff.

If the university wishes, it may choose to divide the Department of Health Care and Counseling services into two units at some future date. This may become desirable when the university establishes residential housing for students. However, due to the PMU's anticipated large population of commuter students who likely will receive health services off campus, the department is never envisioned as large. Even at the full operating size of the university, the department is expected to be approximately the same size as the Division of Campus Life and the Division of Career Services. For a graphical comparison of the three departments and their administrative structures, see the organization chart in Section II.B.1, Three Departments Deliver Services, of this report.

It is therefore recommended that the department be administered by a director who will supervise both health care and counseling functions. Hiring two director-level professionals to oversee separate and small health and counseling functions is considered to be an unnecessary expense.

The Student Health Clinic staff will consist of two registered nurses, one of whom will provide care for male students, the other of whom will care for female students. Both nurses will report to the Director of Student Health and Counseling. In addition, student assistants may be employed to provide rudimentary health services under the supervision of the director and registered nurses.

The Counseling Center staff will consist of two counselors, one for male students and the other for female students. Both counselors will report to the Director of Student Health and Counseling. The Counseling Center may also employ student assistants or interns to assist in the office.

A clerical staff position will provide support for both a Student Health Clinic and a Counseling Center.

B. GOALS AND SUPPORTING STRATEGIES

1. Counseling and Health Care Services

Goal:

Enhance student health and academic success through increased visibility of Counseling and Health Care services offered to PMU students.

Strategies:

- Work with faculty to identify students who may be having difficulty coping academically as a possible sign of mental stress or other issues in the student's life.

- Develop an outreach program for introducing services to students. Venues will include the orientation program for new students and presentations on campus.
- Collaborate with faculty and staff to offer programs about services offered in the center. Student clubs would be targeted for such programs. Faculty who might have to miss a class because of illness or other professional responsibilities, may be encouraged to allow a representative from the center to offer a program during the class.
- Conduct special topics campaigns designed for specific purposes. Topics might include: “Quit Smoking,” “Good Nutrition and Weight Management,” “Eating Disorders,” and others designed to encourage students toward a more healthful lifestyle and promote the services provided by Counseling and Health Care services.

Goal:

Promote good health and healthful lifestyles for students, recognizing that they will benefit as students, as well as in their future roles as leaders.

Strategies:

- Collaborate with the Director of Campus Life to develop of student activities, sports, exercises, and recreation that promote a healthful lifestyle.
- Provide a promotional and educational campaign to encourage students to become engaged and involved in wellness activities.
- Offer free physical check-ups to students who have chosen to participate in a wellness program and provide on-going group counseling designed to reinforce the healthful lifestyle.
- Enlist selected faculty and staff to serve as mentors in the campus wellness program.
- Promote good physical and mental health as a lifetime choice with a library of books and brochures dealing with health issues and healthful living.
- Develop a Web site provides electronic access for PMU students to wellness-related links that may be appropriate and available in Saudi Arabia. A list of such links typically provided by U.S. universities is listed in Appendix D.

Goal:

Develop a program of response to student emergencies and crises that may occur on the PMU campus.

Strategies:

- Work collaboratively with local health officials to develop appropriate emergency responses.
- Consider purchase of an emergency health care vehicle for transport of patients facing emergencies.
- Collaborate with the Director of Campus Life to provide emergency personnel during sports and recreation activities.
- When residence halls are constructed and occupied, develop an emergency response system for resident students.
- Create a university-wide crisis response team, including physical plant staff, administrators, counseling center staff, and local and campus health care providers

Goal:

Recognizing that the Saudi Ministry of Education fosters Saudi culture and Islamic values as part of the education program, the Department of Health Care and Counseling Services will promote a campus climate that encourages a spiritual commitment and enhances mental wellness.

Strategies:

- Provide individual and group counseling to students on topics such as “Dealing with Depression,” “How to recognize Depression,” “Panic Attacks and How to Cope,” “Healthy Relationships,” “Perfectionism and Its Accompanying Issues,” and “Sleep Disorders.”
- Offer training to staff and faculty on how to recognize and assist students in distress.
- When appropriate, provide program to parents that detail the types of issues their sons and daughters may encounter as university students.
- In collaboration with the university’s academic program, develop and require attendance at a series of programs for new students that will assist in their transition to university life and studies. Sample topics may include “Time Management,” “Testing Taking Techniques,” “Developing Effective Study Habits,” “Recognizing and Dealing with Test Anxiety,” and others.
- In cooperation with the faculty of Islamic Studies, the counselors will plan co-curricular programs that support the Islamic courses required in the Core Curriculum.

- Collaborating with the Department of Campus Life and the faculty of Islamic Studies, the counselors will develop a student organization (or identify individual students) to assist in mentoring new students in Islamic culture and religion.

Goal:

Recognizing PMU's commitment to developing leaders, collaborate with selected academic areas and the Department of Campus Life to promote leadership attributes and provide skills training to students.

Strategies:

- In collaboration with the academic colleges, the Learning Resources Center and the Department of Campus Life, develop a program of student mentors and peer educators who will work with their fellow students to promote academic and social success. Training may be customized so that these mentors and peer educators can be taught to recognize behaviors that can result in academic failure such as class absences, withdrawal from friends, or excessive mood swings.
- Customize training programs for student leaders such as resident assistants, club officers, and potential leaders on topics such as assertiveness training, leadership traits, building better self esteem, meeting people and developing personal ease in social settings, dealing with divergent opinions and views, and conflict resolution.
- Collaborating with the Director of Campus Life, develop partnerships with off-campus groups and business leaders who may serve as mentors for PMU student.