

## RATE OF STUDENTS' UTILIZATION OF UNIVERSITY COUNSELLING SERVICES

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### Abstract

*Counselling is an important area that belongs to the standard activities provided by universities. The counselling services provided cover several thematic areas. Usually, it is study, psychological, social, special-pedagogical and career counselling. These services primarily targeted to students helps not only them, but also help the teachers, employees, applicants and graduates. Problems are not avoided by anyone, and it is not possible to allow so that a person, even though having the skills and prerequisites for successful study, has to resign from studies because they did not find quality support at the right time. The aim of the paper is to acquaint with the partial results of the analysis of the demand for counselling services among students of all three levels of the selected public university in the Czech Republic, which also includes Counselling Centre. The results are focused specifically on the utilization rate of use or non-use of these counselling services, the reasons for their use or non-use by students, or other circumstances of the implementation of this activity. A questionnaire of our own design was used for data collection, which was distributed in electronic form. This survey was carried out as part of evaluation activities related to quality management processes at the university.*

**Keywords:** counselling centre, counselling services, students with specific needs, university

### 1. INTRODUCTION

Most educational institutions are well aware of the importance and especially of the benefits of quality counselling services. These services not only help the students themselves, whom they primarily target to, but also their teachers and the entire institution. The offer of counselling activities at universities and colleges is already their standard part. The counselling services offered focus on several thematic areas; mainly on psychological, study and professional counselling. In the Czech Republic, the Association of University Counsellors operates as a professional organization in this area. It associates academics and other employees who work at universities and provide the counselling services. Its goals include, for example, the presentation of counselling, promoting the support of university counselling at the central level, monitoring school legislation, ensuring compliance with ethical principles in counselling, deepening the professional erudition of the counsellors (including further education), cooperation with similar entities abroad, working on projects and sharing experience (Association, 2020).

University counselling has begun to develop in the Czech Republic since 1990. Its origin was influenced by foreign patterns. Undoubtedly, the massification of university studies and the effort to expand the possibilities of access to it, e.g. through the development projects, contributed to its further development. The legal support was provided by the Act on Higher Education Institutions No. 111/1998 Coll., which requires public universities to "provide applicants, students and other persons with information and advisory services relating to studies as well as to professional opportunities for graduates of degree programmes" (Act, 1998). This does not apply to private universities; it is assumed that such advisory and information services will be provided in their own interest. The law does not prescribe organizational forms or the methods and scope of services provided. These issues are in the competence of each university, which adapts them to its needs and possibilities and target groups (Nováček, 2009).

It has already been said that counselling activities carried out by individual higher education institutions are an indicator of the quality of a given institution and also become a basis or source of information in evaluation processes. For the university, the goal is not only to educate in terms of professional point of view, but it is also beneficial and important to offer students the development of their personality components. In this context, we can mention, for example, the ability of teamwork, the ability to manage

and organize the work of others and the like (cf. Krhutová, 2013; Chvál, 2018). The field of counselling also focuses on gifted students. The development of gifted individuals involves significant potential that must be exploited. Of course, it is also possible to talk about the support of the gifted individuals in connection with students with so-called specific needs. While this may seem mutually exclusive, it is actually not so. We meet students who have certain disabilities, but that does not mean they cannot be gifted. The concurrence of specific needs and talents is theoretically developed more for primary and secondary school pupils, but the interest has recently shifted also to universities. This phenomenon is generally referred to as "double exceptionality" (cf. Portešová, 2011; Portešová, Poledňová, Macek, Růžicka, Straka, & Urmanová, 2017).

## **2. COUNSELLING AS A THEORETICAL CONCEPT**

According to Schneiderová (2008), the term "counselling" is used in several meanings, such as: activity, profession, institutional system, science (theory) and others. The broadest concept of counselling is counselling as a human activity. On the opposite side is professional counselling - a special activity or a set of activities with clearly defined rules and functions, aimed at helping people with their short-term and long-term problems (Schneiderová, 2008; Slavík & Zounková, 2014). The second meaning is counselling as a part of the so-called helping professions. The essence of work in helping professions is the interaction between the helping counsellor and the client, who is helped in this interaction to solve their problems and in their personal growth (Sator, Graf, & Spranz-Fogasy, 2014). Helping professions are, for example, teachers, health professionals, psychologists, therapists and social workers. (Géringová, 2011).

Counselling can also refer to the institutional system, which means the fulfilment of special social tasks in the field of counselling, both through state and non-state institutions. In the field of career guidance, these are mainly institutions under the Ministry of Education, Youth and Sports and the Ministry of Labour and Social Affairs (Euroguidance, 2016). The fourth and last meaning understands counselling as a theory or science. As a scientific field, counselling is defined as a system of interdisciplinary theoretical knowledge or an applied theoretical discipline exploring the possibilities of helping people (e.g. Slavík & Zounková, 2014).

Finally, several possible definitions of counselling are provided by Peavy (2013), according to whom counselling is: a process that shows interest, gives hope, adds courage, offers clarification and enables activation; individualized method of practical problem solving; general method of life planning; an activity that provides maps for orientation in social life; an activity that emphasizes opportunities rather than regulations and compliance with them; a shelter that offers hope, offers help, allows a person to think clearly and take active action; an alliance that is formed in order to solve specific life problems.

In practice, it is also necessary to distinguish between the terms "guidance", "counselling", or "advice". The specific use of the terms differs according to how the interaction between the counsellor and the client takes place and what its output is. Even in this case, however, there is no 100% agreement in the definitions of individual terms. According to Svobodová (2015), guidance represents the client's leading, it has an educational character using forms of lecture, briefing or answering questions. Counselling is then more of a consultation between the counsellor and the client. The nature of this style of counselling is experiential and interactive and presupposes mutual communication between the two subjects, individual diagnostics and counselling intervention. Singh (2009) views the difference between "guidance" and "counselling" in a similar way. According to him, guidance represents a more directive approach to the client based on giving advice, while in the counselling process, advice is not given under any circumstances and all responsibility for decisions lies with the client.

## **3. COUNSELLING AS A SUBJECT OF RESEARCH**

It is interesting to get acquainted with the results of surveys that have been carried out at various levels of schools. There are various ways to determine and assess whether the counselling is effective or not. An indicator can be, for example, a reduction in mental distress, an increase in mental resilience or

positive effects on academic success, manifested in remaining in the study. Survey results confirm that school counsellors can help students in primary school to increase their knowledge of the profession, increase their desire to pursue university education (eg Cholewa, Burkhardt & Hull, 2015; Mariani, Berger, Koerner & Sandlin, 2016). E.g. The results of research by Parzych, Donohue, Gaesser & Chiu (2019) showed that a higher number of school counsellors correlates with lower student absenteeism, better grades, higher numbers of successful graduates and higher numbers of university entrants. According to research, there are also differences between the results of individual and group counselling. According to Whiston & Quinby (2009), group counselling intervention is more effective.

The scholar literature also provides information that counselling has an impact on the socio-emotional characteristics and development of students' social skills. Overall, it has been confirmed that school counsellors represent a positive factor that is able to reduce the incidence of behavioural disorders, help students and thus improve their current and especially future careers and employment. The presence of comprehensive school counsellors is associated with a number of positive student outcomes - from better attendance to a stronger sense of connection with school and a tendency towards further education, improved learning outcomes, behaviour and mental health (Watkinson & Hersi, 2014).

In general, in connection with the above, it can be stated that students who have access to comprehensive school counselling programmes are more likely to have academic and behavioural success in school. A valid example are the studies that found out how students use counselling services in high school and then look for them in college (e.g. Lapan, Poynton, Balkin, Jones, 2019). The topic of university counselling is also the subject of many studies. E.g. McKenzie, Murray & Richelieu (2015) examined the effectiveness of university counselling for students with academic problems. They were led to find out that the lives of university students are associated with significant stressors. The survey found that 92% of students face academic problems to some extent, and counselling services lead to reliable positive changes in 67% of them.

#### **4. UNIVERSITY COUNSELLING - A GOOD PRACTICE EXAMPLE**

The main source of information for those interested in studying at universities and the provider of study support to students are the study departments of universities. Study matters are handled at the school level by the Rector's Office (Vice-Rector for Study Affairs) and at the faculty level by the Dean's Office (Vice-Dean for Study Affairs) and the study departments are their organizational unit. In addition, some universities have their own academic counselling centres. The legal basis for their existence was provided only by the Act on Higher Education Institutions (No. 111/1998 Coll.), adopted in 1998, which obliges public higher education institutions to provide study applicants, students and other persons with information and counselling services related to studies and the possibility of graduates. They provide both study and psychological or professional / career counselling, or legal, social and spiritual advice. The focus of counselling centres is based on the specialization of the staff working in the counselling centre, and especially on the position of the counselling centre in the structure of the university (Eurydice, 2021).

The Counselling Centre of Mendel University in Brno (hereinafter CC MENDELU), which was established in January 2008, provides support for applicants and students with specific needs and services of psychological, study and career counselling to students, employees of all faculties and universities of Mendel University in Brno and the general public, in the form of individual counselling and group activities. Services are provided free of charge to students, applicants and graduates in the first year after graduation. Their main goal is to reduce academic failure, support the employability of students and graduates in the labour market, the development of students in the field of soft skills, as well as individual assistance to individuals in difficult life situations.

##### *4.1 Study, psychological and career counselling*

Study counselling focuses primarily on helping students to orientate themselves in the study from the beginning to its completion, in solving new situations and problems associated with the study, which were also affected by the covid pandemic and the associated online teaching. In the area of study

counselling, focused mainly on reducing study failure, 51 hours of individual counselling and 9 webinars / seminars were held, which were attended by a total of 130 students. These activities also include study support for students with specific needs.

Psychological counselling was implemented in 2020 in the form of individual counselling, group webinars / seminars. Individual psychological counselling was aimed at students who needed help to overcome their personal, family or partner difficulties, which make study difficult and which were significantly related to the current situation with the Covid pandemic and measures that significantly affected the lives of both students and employees. In 2020, CC MENDELU provided a total of 409.15 hours of individual psychological counselling, 15 hours of counselling in English to foreign students and 9 hours of online counselling. As part of group activities, 14 webinars / seminars were held in the field of mental health protection (psychohygiene) and in the field of personal development and soft skills, which were attended by a total of 202 students or MENDELU employees. To a lesser extent, social and legal counselling was provided. 22 hours of individual counselling and 4 webinars were held, which were attended by 46 students or employees. Furthermore, nutritional advice in the amount of 32 hours was also provided.

Career counselling serves also as assistance in choosing a profession, career planning and management, solving obstacles in making a choice of profession and counselling in finding a job, preparation for a job or job interview, consultation of CVs, cover letters, etc. Within the career counselling, 40.45 hours of individual career counselling and 221 hours of individual coaching were provided. Among other things, 5 group activities in the field of career counselling were implemented, which were attended by a total of 107 students or employees. 113 hours of personal professional diagnostics of students or employees of MENDELU were carried out.

One of the activities offered by the CC MENDELU is diagnostic services. They focus on the assessment of mental abilities, personal prerequisites and professional orientation. Standardized diagnostic tools are used. Part of the diagnostics is a subsequent consultation, where the results are interpreted with regard to the individual situation of the student (Annual Report, 2020).

#### *4.2 Students with specific needs*

In case of students with specific needs, they are mainly people with specific learning disabilities, including ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyperactivity Disorder), with physical disabilities, with visual impairments, with hearing impairments, with autism spectrum disorders, with mental illness, with chronic somatic illness, including impaired communication skills. Support for students with specific needs is a current trend in the university environment in the Czech Republic. This trend is also followed by Mendel University in Brno. This is a direction that is generally accepted not only in our country, but also in other developed countries. The structure of specific needs specifically in the past two academic years (2018/2019 and 2019/2020) consisted of the following groups (according to the methodology of the Ministry of Education, Youth and Sports of the Czech Republic). The number of students in each category according to Part 2 of this Annex (categories of students with specific needs) is shown in the Table 1 below.

| <b>Category</b>                                      | <b>2018/2019</b> | <b>2019/2020</b> |
|------------------------------------------------------|------------------|------------------|
| <b>A1 sight user</b>                                 | 3                | 2                |
| <b>A2 touch / voice user</b>                         | 0                | 0                |
| <b>B1 spoken language user</b>                       | 4                | 3                |
| <b>B2 sign language user</b>                         | 0                | 0                |
| <b>C1 with lower limb disability</b>                 | 0                | 0                |
| <b>C2 with upper limb disability</b>                 | 3                | 3                |
| <b>D student with specific learning disabilities</b> | 33               | 52               |

|                                                                                           |    |    |
|-------------------------------------------------------------------------------------------|----|----|
| <b>E student with autism spectrum disorder</b>                                            | 0  | 2  |
| <b>F student with other difficulties, e.g. mental disorder or chronic somatic disease</b> | 21 | 14 |
| <b>Total</b>                                                                              | 64 | 76 |

**Table 1.** Number of students in individual categories at MENDELU in the academic year of 2018/2019 and 2019/2020

Source: own calculations – MENDELU Annual Reports, 2019, 2020.

The support system for students with specific needs (hereinafter referred to as students with SN) at MENDELU provides each student and applicant with the maximum possible service or adjustment of study and environment that will compensate for the consequences of disadvantage manifested during their studies. However, the services and adjustments provided do not reduce the study requirements, which means that each MENDELU student must demonstrate the same interim and output results to achieve the required qualification. As shown in Table 2, in 2020, CC registered 76 students with specific needs

|             | AF | LDF | PEF | ZF | FRRMS | ICV | MENDELU |
|-------------|----|-----|-----|----|-------|-----|---------|
| <b>2014</b> | 3  | 1   | 10  | 9  | 2     | 0   | 25      |
| <b>2015</b> | 9  | 10  | 18  | 11 | 0     | 0   | 48      |
| <b>2016</b> | 9  | 16  | 20  | 16 | 1     | 0   | 62      |
| <b>2017</b> | 5  | 19  | 11  | 8  | 5     | 1   | 49      |
| <b>2018</b> | 7  | 10  | 19  | 11 | 7     | 4   | 58      |
| <b>2019</b> | 12 | 21  | 15  | 7  | 6     | 3   | 64      |
| <b>2020</b> | 11 | 24  | 22  | 4  | 12    | 3   | 76      |

**Table 2.** An overview of the number of students with special needs at individual parts of the university in 2014-2020

Source: own calculations – MENDELU Annual Reports

There are about 8,900 students currently enrolled for studies at MENDELU. The university consists of five faculties (AF – Faculty of AgriSciences, LDF – Faculty of Forestry and Wood Technology, PEF – Faculty of Business and Economy, ZF – Faculty of Horticulture, FRRMS – Faculty of Regional Development and International Studies) and of one university institute (ICV – Institute of Lifelong Learning).

#### *4.3. The importance of counselling during a coronavirus pandemic*

Over the last year, CC MENDELU staff have made a significant contribution to solving students' psychological and learning difficulties, which have increased significantly in connection with the covid pandemic. In 2020, they provided a third more psychological counselling consultations than in the previous year, and with current developments this year they expect a 100% increase in individual consultations compared to 2019. In the Covid pandemic, CC MENDELU flexibly adapted to providing online consultations and webinars. During individual online consultations, they were discussing with students mainly the topics such as social contacts, obstacles with distance learning, greater fatigue (digital fatigue), ignorance of the environment, classmates, fear of graduation and the future, loss of motivation or crisis management. They also solved students' problems with depression, anxiety,

relationship problems, self-management and the organization of life. The psychologists and other experts conducted webinars adapted to the current situation on the topics of Time management in coronavirus crisis, Self-coaching, Stress management, How to manage the crisis, How to learn effectively and many others. CC MENDELU also contributed to the development of psychological counselling with a new venture, by opening a support group for students. The group was opened in autumn 2020 as a regular online group called "Let's talk" inspired by classic encounter (self-experience) groups, and which was one of the first in a university environment. The motivation for the formation of such a group was the effort to support university students in coping with difficult situations associated with a pandemic, with a lack of contact, loss of motivation and an increasing number of people interested in counselling.

One of the goals of CC MENDELU is the applicability of graduates, which is supported by the implementation of activities through which students have the opportunity to meet employers and develop their competences needed to successfully enter the labour market. Since 2017, support for the employability of graduates has been developed through the JobChallenge job fair for students and university graduates. The job fair is organized in cooperation with two other Brno universities - Masaryk University and Brno University of Technology. This year's MENDELU Career Day took place in March completely online via the MS Teams platform. Support for gifted students is provided on the basis of the Scholarship Regulations of Mendel University in Brno. To activate the entrepreneurial potential of gifted students, the "Do the business!" course has been conducted since 2016 and since 2019 the "StartUp" project has been held in cooperation with the South Moravian Innovation Centre.

## 5. SURVEY METHODOLOGY AND RESULTS

One of the core issues that every counselling centre at a university necessarily deals with is the demand for its services on one hand and the limited capacity to provide these services on the other hand. The aim of this paper is, among other things, to communicate partial results from a survey conducted last year that focused on the demand for counselling services. The aim of this survey was, among other things, to improve the focus of counselling services of a particular university counselling centre according to the current students' needs. The survey was conducted through an online questionnaire and was distributed to the email addresses of students at a public university in the Czech Republic. The questionnaire contained 10 questions, but a total of 70 survey features. In this paper, we focus on only a few selected questions that aimed to determine the extent to which counselling services are used by students and, if so, why they are not used. A total of 197 completed questionnaires were processed. In addition to the results of the questionnaire survey, an analysis of data from the annual reports of the university since 2014 was also conducted. The following text the results are presented in the form of tables, the relative frequencies of individual variants of answers (%) are commented here. The structure of the respondents is shown in the Table 3 below.

| Indicator           | Characteristics | Absolute frequency | Relative frequency |
|---------------------|-----------------|--------------------|--------------------|
| <b>Sex</b>          | Male            | 60                 | 30.5%              |
|                     | Female          | 137                | 69.5%              |
| <b>Study Degree</b> | Bachelor's      | 161                | 81.7%              |
|                     | Masters'        | 28                 | 14.2%              |
|                     | Doctor's        | 8                  | 4.1%               |
| <b>Study Form</b>   | Full-time       | 176                | 89.3%              |
|                     | Combined        | 21                 | 10.7%              |

**Table 3.** The respondents' structure (source: own calculations)

The aim of the survey was, among other things, to find answers to the following questions:

- To what extent do the students utilize study, psychological and career counselling?
- Why are the counselling services not used by some students?

#### 5.1 To what extend do the students utilize the counselling services?

First of all, the respondents were at the beginning of the survey asked whether they use or have used any of the CC MENDELU services offered. The answers to this question showed that the utilization rate of the CC services offered is low. In the past, only less than a fifth of respondents (18.8%) used any of the CC services offered. Subsequently, the rate of utilization of the offered CC services was compared in relation to selected indicators and the results are shown in the Table 4. The results show that the rate of utilization of CC services offered increases with the degree of study, while at the bachelor's degree the CC services were used by one fifth of respondents (19.3%), at doctoral studies it was almost two fifths of respondents (37.5%).

| Have you ever used any of the CC services offered? |            | Yes   | No    |
|----------------------------------------------------|------------|-------|-------|
| Sex                                                | Male       | 22.0% | 78.0% |
|                                                    | Female     | 21.8% | 78.2% |
| Study Degree                                       | Bachelor's | 19.3% | 80.7% |
|                                                    | Masters'   | 30.8% | 69.2% |
|                                                    | Doctor's   | 37.5% | 62.5% |
| Study Form                                         | Full-time  | 22.1% | 77.9% |
|                                                    | Combined   | 20.0% | 80.0% |

**Table 4.** Utilization rate of CC Services in relation to selected indicators (source: own calculations)

In order to find more specific answers to this question, the Table 5 below has been developed, which contains information on what type of counselling service and to what extent it has been utilized over the past five years. This data shows that the need for individual psychological counselling decreased in the years 2016 - 2019, and in 2020 there was a sharp increase in the need for this type of counselling. This was mainly due to the coronavirus pandemic. On the other hand, there is a growing need for development seminars focused on psychohygiene. Within career counselling, it can be stated that while there is less and less interest in individual career counselling, there is more and more interest in individual counselling or coaching. The interest in seminars, courses or lectures in the field of counselling has stabilized. Within study counselling, it is evident that there is basically a stable interest in individual counselling, but the growing interest in group courses and seminars focused on study counselling was significantly paralyzed by the coronavirus pandemic. This also applies to the number of users of counselling services.

| Type of counselling               |                                      | 2016  | 2017  | 2018  | 2019 | 2020   |
|-----------------------------------|--------------------------------------|-------|-------|-------|------|--------|
| Psychological counselling (hours) | Individual psychological counselling | 388.5 | 396   | 373.5 | 346  | 433.15 |
|                                   | Development Seminars / Psychohygiene | 52    | 148   | 88    | 130  | 134    |
|                                   | Individual career consultations      | 54.5  | 62.75 | 73.75 | 47   | 40.45  |

|                                             |                               |       |        |      |      |        |
|---------------------------------------------|-------------------------------|-------|--------|------|------|--------|
| <b>Career counselling (hours)</b>           | Individual coaching           | 30.5  | 63     | 51.5 | 155  | 221.15 |
|                                             | Diagnostics                   | 74    | 114    | 149  | 227  | 112.5  |
|                                             | Courses / seminars / lectures | 105.5 | 41     | 74   | 53   | 67     |
| <b>Study counselling (hours)</b>            | Individual counselling        | 68.5  | 100.75 | 44.5 | 50.5 | 51.5   |
|                                             | Group courses and seminars    | 77    | 68     | 129  | 121  | 30     |
| <b>Number of participants (individuals)</b> |                               | 1087  | 835    | 933  | 1097 | 750    |

**Table 5.** Performance of CC MENDELU in the years of 2016-2020

Source: own calculations – MENDELU Annual Reports

### 5.2 The reasons why the students do not utilize the counselling services

The respondents who stated in the previous question that they had not yet used any of the CC services on offer should have stated the reason for this. In total, respondents could indicate a maximum of three out of ten reasons offered for not utilizing the services, one of the options was to state their own reasons. 71.1% of the total number of respondents answered the question. Almost two-fifths of these respondents (39.1%) stated that they did not utilize any of the CC services offered because they solve their own problems by themselves or with their loved ones, and an almost equal group (37.0%) think that their problems were not so serious. Other reasons and relative frequencies are documented in the Table 6 below.

| <b>Reasons for not utilizing CC counselling services</b>                                | <b>Absolute frequency</b> | <b>Relative frequency</b> |
|-----------------------------------------------------------------------------------------|---------------------------|---------------------------|
| I solve my problems by myself or with someone else.                                     | 75                        | 39.1%                     |
| I do not think that my problems are that serious.                                       | 36                        | 37 %                      |
| I do not want to deal with my problems on campus.                                       | 26                        | 13.5%                     |
| These services are not available to me (schedule, location etc.)                        | 18                        | 9.4%                      |
| I wanted to but I could not convince myself to seek help.                               | 16                        | 8.3%                      |
| I am not sure about the quality of the services provided.                               | 16                        | 8.3%                      |
| I did not know who to contact and how.                                                  | 15                        | 7.8%                      |
| I was afraid that these services would be too expensive for me.                         | 6                         | 3.1%                      |
| I was afraid that I would be stigmatized (I get the label that I visit a psychologist). | 4                         | 2.1%                      |

**Table 6.** The reasons for not utilizing the CC counselling services (source: own calculations)

The biggest differences among the monitored characteristics (gender, form of study, degree of study) in connection with the non-use of counselling services were found within gender. The results of the analyses showed that women, more often than men, do not want to deal with personal matters at the university (24.2% vs. 10.5%).

## SUMMARY AND CONCLUSIONS

The rate of utilization of the services offered by the Counselling Centre (CC) at the university is relatively low. In the past, only less than a fifth of respondents (18.8%) used any of the CC services offered. The level of utilization of the offered CC services was compared in relation to selected indicators. The results of the analyses show that the level of utilization of the offered CC services increases with the degree of study, while at the bachelor's degree the CC services were used by one fifth of the respondents, at the doctoral study it was almost two fifths of the respondents. Those respondents who stated that they had not used any of the CC services offered in the past should have stated the reason for this. In total, respondents could indicate a maximum of three out of ten reasons offered for not utilizing the services, one of the options was to state their own reasons. 71.1% of the total number of respondents answered the question. More than half of the respondents (39.1%) stated that they did not use any of the CC services offered, because they solve their own problems by themselves or with their loved ones, and almost the same group (37%) think that their problems were not so serious. Subsequently, the reasons for not utilizing the counselling services were compared in relation to gender. The results of the analyses showed that women, more often than men, do not want to deal with personal matters at the university. The aim of all the above mentioned counselling activities is not only to support students to overcome difficult life situations and mental and study difficulties, but also to support their self-development, the use of their own potential and self-knowledge, which also affects their later application in practice. This fulfils the third role of the university.

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