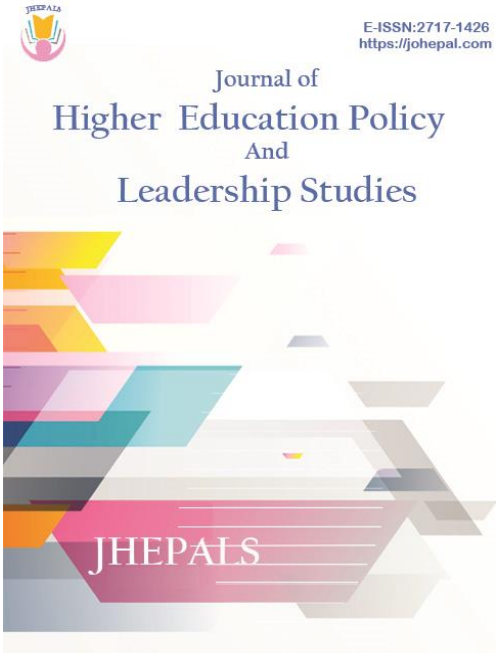
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Student Affairs and Services in Higher Education: Emerging from the 19th and 20th Centuries to the Present

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"Colloquium"

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Highlights

- Student Affairs and Services (SAS) in tertiary education.
- Changes in the purpose of higher education from education of the elite to education of all who are qualified, regardless of one's lot in life.
- This article follows that progression and gives the reader an idea of what the SAS field does and how it is essential to student learning and success both as students and as graduates.
- By providing essential services to students, they are enabled to progress through the maize of higher education.
- By offering personal development programs that complement the more traditional classroom learning experiences, students are encouraged to grow and develop as human beings ready to assume roles as citizens in their ever changing communities and in settings around the world.

Roger B. Ludeman *

Keywords: Student Affairs & Services (SAS); Higher Education; Students as Citizens; Changing Communities

No matter where you are located around the world, in one way or another, you will find that higher education is providing services for its students, services that go beyond direct classroom instruction and are often not readily available to students in their home communities. These services are carried out in a variety of ways depending on the country

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and culture in which they are provided. They include such functions as admissions, student records, student finance, accommodations, food services, child care, career services, health and counselling, testing, new student orientation, and other services that directly support students in the higher education environment.

The development of these services began when students found themselves away from home for the first time and discovered that their behavior was expected to follow the conduct code of the institution as well as society. Tutors, proctors, and dons became the keepers of the student conduct code at their institution. Thus, in many respects, they were among the first student services workers.

Other services began emerging as access to higher education expanded to include a more diverse student population. Students were offered supports such as learning assistance and tutoring, multi and cross-cultural education, student advocacy, leadership education, civic and community/service and learning, arts and culture, social activities, sport and recreation, clubs and organizations, employment services, internships, and services for students with special needs (students of color, students with disabilities, adult students, etc.).

These services and programmes, both those that met basic needs and those more directly related to the learning experience itself, assisted students in navigating their journey through the increasingly complex tertiary education landscape. They also added to their development as human beings as they participated in a variety of additional educational and psychosocial learning situations. It became clear that the higher education experience was becoming more than that which was provided through traditional classroom instruction.

Research related to student learning also grew and illustrated that learning happens throughout a student's higher education experience and occurs in many settings that go beyond the four walls of the physical classroom. As a result, teaching faculty began to seize on the opportunity to "educate" in a variety of settings including student living areas, sport and recreation activities, social and cultural events, employment, internships, clubs and organizations, etc. These and other experiences afforded students opportunities to develop new skills that would serve them well as members of society. Student development and learning was expanded to include the overall collegiate experience, both in and outside of the traditional classroom.

Eventually, this expanded view of what student learning outcomes should and could be meant that the teaching faculty could no longer find time to carry out these additional and valued activities along with their teaching and research duties. As a result, tertiary institutions began to create newly defined positions to carry out these new programmes and services. As early as the late 19th century a new field of practitioners and scholars was emerging around the world. These early practitioners were called by several names along the way including wardens, house mothers, deans of women/men. These titles then expanded to include college student personnel workers, social welfare staff, student development staff, student services workers, student life staff, and, eventually became referred to, generically, as student affairs and services staff.

While Student Affairs Services (SAS) are found in countries around the world, each country has followed its own path in developing its higher education system. It does so according to national traditions, culture, politics, social mores, and the like. The field of SAS

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is highly influenced by this history and set of values. Therefore, what SAS looks like in Iceland may not resemble that which exists in South Africa or China or Iran or New Zealand. How the student is viewed also has impact upon the set of services and programmes that are designed to meet their needs. Western nations view their students as emerging adults with much to learn about their lives as well as their chosen field of study. African, Asian and European countries focus more on the academic needs of their students with many personnel services provided in the local community. This view of students and the political-economic-cultural conditions necessarily dictate a unique approach to higher education in a particular country.

That said, there do exist a certain sets of values and beliefs that transcend geographic boundaries and have become universally accepted by tertiary education in most countries. These beliefs form a nucleus that underpin the work of SAS practitioners and scholars. In *Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices* (Ludeman & Schreiber, 2020) the authors lay out a template for these values and beliefs in Section II entitled, Basic principles, values, and beliefs that support an effective student affairs and services programme in higher education (Ludeman, et al., 2020).

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Dr. Roger Ludeman has spent his entire career working with students at all levels of U.S. public education with the last 35 years being in higher education student affairs and services. He received his Ph.D. (1973) in counselor education and educational psychology from The University of Pittsburgh. Roger entered student affairs work in 1967 serving in senior level student affairs positions in Pennsylvania, Ohio, Minnesota and Wisconsin. His writing and research have focused on international education. Dr. Roger is founder and President Emeritus of the International Association of Student Affairs and Services (IASAS). He is editor-in-chief of the IASAS - Deutsches Studentenwerk (DSW) 2020 book on higher education student affairs and services. Roger has served as a consultant/speaker for tertiary education institutions and organizations all over the world, the latest being in Turkey, Philippines, and South Africa. He was recipient of 3 Fulbright grants (Germany, Japan and South Africa). In addition to volunteering at homeless shelters in Eugene, Oregon, he also has been active in supporting LGBTQIA+ rights and serving on boards of several community organizations. He currently sings in both the Eugene Concert Choir and Symphony Chorus. He and his wife, Sandy, together have 6 children and 4 grandchildren. They reside in Eugene, Oregon, USA.

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