

Global Perspectives on Student Affairs and Services

A HANDBOOK

Birgit Schreiber
Roger B. Ludeman
Chris R. Glass
Gerardo Blanco



BOSTON COLLEGE

Lynch School of Education and Human Development

CENTER FOR INTERNATIONAL HIGHER EDUCATION

Global Perspectives on Student Affairs and Services: A Handbook is a comprehensive resource for professionals, practitioners, and scholars in the field of student affairs and services across the globe. Focusing on evidence-based research and best practices from around the world, this handbook provides an overview of diverse foundations, issues, responses, and programming in student affairs and services within a variety of higher education contexts. The handbook covers numerous topics under the international scope of student affairs, from global citizenship education to disability services, and is a must-read for anyone seeking to improve student outcomes and advance social justice in higher education. With an emphasis on professionalization, global sustainable development goals, student well-being, and institutional success, *Global Perspectives on Student Affairs and Services: A Handbook* offers guidance for developing impactful interventions and promoting equity in higher education across the globe.

Copyright © 2023 by Center for International Higher Education (CIHE) at Boston College

All rights reserved.

No portion of this book may be reproduced in any form without written permission from the publisher or author, except as permitted by U.S. copyright law.

— • —

PRAISE FOR GLOBAL PERSPECTIVES ON STUDENT GLOBAL PERSPECTIVES ON STUDENT AFFAIRS AND SERVICES

“This unique and important book provides both theoretical perspectives and practical examples of good practice in student affairs. The book has been designed to support practitioners, scholars, and policymakers in higher education across the globe to learn from and with each other. The 42 chapters highlight the diverse functions of those who do the important work of supporting diverse students’ learning and development in different national and institutional contexts. This book will be useful in many different contexts, as a reference and a guide.” –

Betty Leask

"This work situates Student Affairs as a critical aspect of the diverse ecologies of intellectual practices that constitute transformative academic life globally, in a context where market cultures continue to marginalize the quality of student services. The scope of the book will resonate to diverse stakeholders interested in rejuvenating the very idea of a university by rescuing the institution from the imperatives of the market and centering students as critical levers of this process. The book is rich in terms of its geographical coverage and thematic and theoretical perspectives. It is an important resource for academics interested in deepening their research around student affairs, as well as institutional managers in search of what frameworks work in

organizing students' affairs as a critical part of the academic life of institutions." – ***Ibrahim Oanda Ogachi, Council for the Development of Social Science Research In Africa***

"Over the past two decades, the importance of Student Affairs and Services has grown rapidly, due to increasing internationalisation, diversity, and continued inequity in Higher Education across the globe. The COVID-19 pandemic elevated student affairs' role, especially as impactful solutions around student support were globally demanded. So this book comes at the right time, providing answers to global challenges which practitioners in SAS are faced with. It also offers the chance to deepen global collaboration and find global solutions. This book is an asset for teachers, faculty, policymakers, and students of student affairs across the globe." – ***Achim Meyer auf der Heyde, Senatsdirektor (ret.), Deutsches Studentenwerk, DSW***

"The objectives and functions of the Asia-Pacific Student Services Association (APSSA) are very much the same as other student affairs associations and services, namely, to enhance liaison and cooperation between its practitioners and professionals in the development of student affairs work and services, promote the welfare of students in tertiary education and enhance inter-cultural understanding and communication skills. *Global Perspectives on Student Affairs and Services: A Handbook* is a comprehensive resource for practitioners, professionals, and scholars working in student affairs and services to inform everything from global citizenship education to improving student outcomes and social justice. This handbook features evidence-based research and best practices from around the globe and reminds us of the importance of considering local and global contexts when designing and providing student affairs and support services and I commend it to you." – ***Jonathan Munro, President Asia-Pacific Student Services Association***

CONTENTS

Foreword	X
Introduction	XVI
Prologue	XXV
1. The Global Context of SAS	1
2. Dimensions of SAS	10
3. Functions	30
Academic advising and educational counseling	32
Adult, mature, returning, non-traditional, and commuter students	34
Alumni relations in student affairs	37
Campus activities and student organizations	39
Campus safety and security	41
Chaplaincy and multifaith services	43
Career services and employment	45
Child and family services	49
Communication and social media	51

Community service and service learning	53
Counseling services	55
Dining and catering services	57
Disability services	59
Financial aid	62
First-year experience	64
Gender equity	66
Health and wellness services	68
HIV and AIDS services	69
Information centers	71
International student services	72
Leadership and education	74
LGBTQI work in student affairs	76
Research and scholarship	78
Senior Student Affairs Executive	80
Student affairs assessment and evaluation	85
Student conduct standards	86
Student registration and records	88
Student engagement	90
Student governance	93
Student parent program	96

Student welcome and orientation	98
Sports and recreation	100
University unions, university centers, and student centers	103
Women's centers	105
Acronyms	106
Glossary	107
List of Associations by Region	112
References	119

FOREWORD

Higher education is central to significant global challenges, and student affairs and services (SAS) is vital in the current global context. Higher education institutions welcome a wider range of students from diverse backgrounds and prepare these students for an ever more complex world. There is broad recognition of the roles of SAS in advancing student learning, internationalization, and higher education success.

Against this backdrop, SAS professionals increasingly need guidance to help navigate the complexities of a transnational world. *Global Perspectives on Student Affairs and Services: A Handbook* is one such resource intended to promote global citizenship education at all levels: institutional, national, regional, and global. It supports international linkages, helps SAS staff grapple with the complexities of today's world, and contributes to local and regional social development by facilitating international students' integration into domestic communities.

This handbook is designed as a tool for collaboration, featuring international perspectives in the fast-growing SAS field. It is a compilation of evidence-based research and practice and serves as a reminder to consider local and global contexts when designing and providing student support services. This handbook presents an overview of diverse functions, local and global issues, and good practices in SAS in higher education settings worldwide.

This handbook aims to provide individuals and organizations with a clear understanding of SAS from an international standpoint. It details contemporary issues and promising practices in SAS at multiple levels of engagement. This handbook introduces SAS professionals to the growing body of evidence-based research and practices that strengthen this field by addressing the many sociocultural factors affecting students' global higher education experiences. It can be used as a reference for research, advocacy, and analysis. This handbook also discusses how SAS personnel can support students through transitions and promote students' growth. Additionally, the handbook offers a global view of the roles of SAS and raises awareness of the connection between this field and the UN Sustainable Development Goals (SDGs).

Student affairs and the SDGs

SAS plays a key role, in both developing and developed countries, in helping students become impactful global citizens. SAS also supports improved retention and graduation rates by leveling the playing field for the wide range of students who arrive at higher education institutions (HEIs) with diverse readiness levels, unique capacities and competencies, and varying degrees of social and cultural capital to support their higher education goals. SAS further impacts living and learning contexts; assists institutions in engaging students; and provides programs and services that address myriad issues, including learning difficulties, social adjustment challenges, personal and financial wellness, mental and physical health, and career and research interests.

With reference to the UN SDGs, this handbook aims to assist HEIs in aligning their student support and success services with the overarching goals of social justice. It presents an aspirational role

for SAS in higher education, striving to embody and engage with UN SDGs' principles and objectives. This handbook offers a global perspective and describes an approach to SAS as a core function for supporting students in realizing their educational goals. It focuses on fostering awareness, increasing understanding, and sharing ways SAS can serve as a lever for social justice, socioeconomic equality, and a better life for all.

To fully comprehend how SAS can contribute to the attainment of the UN SDGs, this field can be examined through two lenses. The first lens concerns the strategic design of SAS at specific institutions, whereas the second assumes a global view of exploring the impact of SAS on a larger scale. This layered approach recognizes that SAS may differ between countries, universities, and HEIs, and those unique institutional characteristics may further inform the design, roles, and functions of SAS.

This handbook encourages global collaboration to promote social advancement in support of SDG4: Quality Education. It guides UN Member State governments and institutions across borders as educators, service providers, and leaders in an integrative vision of international education. This effort emboldens us to celebrate diversity and better understand students' needs, inspiring a new image of international higher education through locally relevant programs and services that are globally shared and sustainable.

SAS as a strategic function of universities

SAS is a component of higher education that is critical to students' growth and success. It encompasses a diverse set of programs and services focused on student learning, achievement, and adjustment to help students navigate all stages of their educational journeys.

SAS exists at numerous levels within organizational hierarchies, and its multifaceted nature is reflected in its various titles and departmental affiliations. At the university level, it may have titles such as Vice President for Student Life and Development or Dean for Students and Postgraduate Affairs. However, SAS transcends the bounds of a single department and operates in multiple domains, including vice presidents of international affairs and external relations, institutional boards, and national government. It also provides functional interfaces for students through support programs and services.

To fully harness its potential, SAS must be acknowledged as a strategic function in higher education policies and management. SAS is crucial in creating a positive university experience for all students by actively engaging them in their development and success and providing relevant and appropriate support.

How to use this handbook

In the Global Perspectives on Student Affairs course at Boston College, students delve into the student affairs field at an international level using *Global Perspectives on Student Affairs and Services: A Handbook*. Throughout the course, students use the handbook to examine functional areas, explore case studies from different countries, and develop a comprehensive sense of theoretical frameworks and promising practices in SAS. They also discover the role of student affairs in social justice and socioeconomic advancement and how SAS professionals can facilitate equity at both individual and global levels.

By studying this handbook, students gain insight into how SAS can be strategically designed at an institution to support student learning and provide a well-rounded educational experience. They are also exposed to theories and concepts that inform SAS practice in global and local settings and learn about recent

advances in theory, research, and practice. The course provides a holistic view of the multifaceted nature of student affairs and how SAS personnel are essential for fostering student growth and success at the international level.

The *Global Perspectives on Student Affairs and Services: A Handbook* is a go-to resource for professionals and scholars in the field, offering a comprehensive look at the diverse foundations, global and local issues, and good practices of SAS in higher education worldwide.

This handbook begins by examining the macro context of the global higher education landscape in which SAS operates. It then explores educational and student affairs theories, perspectives, and concepts that inform SAS practices in global and local settings. It describes recent advances in SAS theory, research, and practice, focusing on how these efforts can support institutional education, international student development, and lifelong learning. Finally, it considers opportunities for SAS to contribute to research, advocacy, analysis, and implementation of policies and programs that have a national or regional impact on socioeconomic advancement and social justice.

Designed to increase awareness and knowledge of international student affairs practices, this handbook also aims to promote countries' socioeconomic advancement and social justice through international student support initiatives. It should be noted that the educational institutions, systems, and countries profiled herein are not representative of all HEIs or approaches to SAS organizations. A complimentary handbook featuring case study examples from SAS leaders in hundreds of countries will be published next year. This forthcoming volume will include perspectives from contributors worldwide on the global state of SAS and future directions in the field.

Acknowledgments

Many researchers, authors, and practitioners have laid the groundwork for this publication. We would like to thank the authors, editors, and contributors to the third edition of *Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices* (Ludeman & Schreiber, 2020). More than 200 authors from nearly 100 countries contributed to that book and provided a rich and textured account of SAS across the globe, from which this handbook draws its inspiration and much of its material.

Sincere gratitude also goes to the International Association of Student Affairs and Services, especially Lisa Bardill Moscaritolo and Achim Meyer auf der Heyde, for supporting this project.

Birgit Schreiber and Roger B. Ludeman

May 2023



INTRODUCTION

Global Perspectives on Student Affairs and Services: A Handbook is being published immediately following the COVID-19 pandemic. It comes at a time when higher education has moved into the spotlight of the national and global development agenda and is framed as a critical avenue for achieving the UN Sustainable Development Goals (SDGs) set out in the global framework for advancing environmental sustainability and social justice.

This handbook overviews foundations, local and global issues, and best practices in student affairs and services (SAS) in higher education contexts worldwide. It is an essential resource for higher education institutions (HEIs) seeking to offer students equitable access, enhance students' learning, and help students find success in their educational journeys; and as responsible and responsive citizens of the world. The handbook also presents pathways for higher education professionals and students to meaningfully contribute to the attainment of local, regional, national, and international social justice and SDGs.

This publication is based on a more extensive work, *Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices (3rd edition)*, published by the International Association of Student Affairs and Services (IASAS) and *Deutsches Studentenwerk* (DSW) in 2020. This handbook contributes significantly to the global higher education sector by illuminating

SAS's essential contribution to student, institutional, national, and regional success.

Objectives

Global Perspectives on Student Affairs and Services: A Handbook aims to support higher education globally to advance student and institutional success. It offers a global perspective to conceptualize, establish, and implement SAS, the term commonly used to describe student support and development programs and services. SAS is often clustered into one institutional division within an HEI or affiliated with the higher education sector and institutions. The names of relevant services and programs vary depending on an institution's history as well as sociopolitical and contextual factors; titles include "student affairs," "student services," "student welfare," "student life," "student development," and "social welfare support."

Supporting, encouraging, empowering, and developing students through the SAS framework is crucial to enhancing students' learning, development, and success. SAS is integral to accomplishing specified higher education outcomes by providing appropriate services and relevant programs for students.

Students' success as global citizens has far-reaching implications and is pivotal to the advancement of institutions, research, and innovation; the higher education sector; and communities, nations, and greater society. The objectives of this handbook include mapping the design, structure, and programs of SAS to advance social justice through education across the globe.

Scope and goals

Global Perspectives on Student Affairs and Services: A Handbook offers countries and HEIs models for the purposeful conceptualization,

establishment, management, assessment, and quality assurance of SAS interventions as an essential part of institutions' overall learning and success strategies. It seeks to raise awareness of the importance of SAS in higher education—specific to each national environment, student, and academic context—by drawing on evidence-based practices from a range of countries and organizations.

This handbook focuses on helping HEIs fortify their efforts to support and develop students via impactful, intentional SAS interventions that place student success at the center of all initiatives.

In brief, the handbook is meant to assist higher education professionals in the following:

- Conceptualizing and bringing to life programs and services that boost student learning and achievement;
- Crafting a dynamic and holistic higher education experience for students from the moment they enroll until graduation and beyond;
- Expanding access to higher education with emphases on inclusion, fairness, and diversity;
- Improving student retention, graduation rates, and academic progress; and
- Empowering graduates to make a positive impact as responsible and responsive global citizens towards the attainment of the SDGs.

Target audience

Global Perspectives on Student Affairs and Services: A Handbook aims to assist higher education stakeholders, public and private students and staff, and non- or quasi-governmental organizations in implementing and strengthening effective and contextually appropriate SAS programs to support higher education goals. It provides guidance for higher education personnel and their affiliates to devise interventions that increase equitable access to higher education, enhance student learning, improve retention and throughput rates, develop global citizenship competencies, and provide society with new human capital with the potential to help improve the lives of all citizens.

This handbook guides policymakers, institutional leaders, and national entities in their efforts to devise and implement policies and financial support that address the changing needs of increasingly diverse student bodies, including by advancing academic endeavors as well as supporting students' personal, social, cultural, and cognitive development.

The handbook's audience may include public and private universities; Ministries and Departments of Education; institutional departments such as the international student services office, accommodations, student housing and residence life, financial aid, and career advising; student recreation and sports; student health and wellness; international student boards; student associations, organizations, councils, and governance; statutory and quasi-government bodies; private for-profit or non-profit higher education providers; university networks; and other entities focused on advancing higher education goals by emphasizing student access, learning, and success.

Guide to using this handbook

Drawing on good and suitable practices in countries with a long-standing history of professional SAS, along with prevailing trends in emerging countries and regions aiming to tailor models and frameworks to their unique local/national/regional settings, this handbook offers a concise overview of SAS. It is ideally read in conjunction with the third edition of *Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices*, edited by Ludeman and Schreiber (2020), which provides an extensive and more detailed account of SAS around the world.

The first section of this handbook presents the foundations and assumptions of the SAS framework as a fundamental component of higher education worldwide. This introduction is followed by brief yet rich descriptions, narratives, and selected examples of SAS functions and services from across the globe: their purposes, conceptualization, activities, and other features. While these practices vary considerably, their core principles remain consistent. The final section of this handbook contains resources, including student and SAS associations, and a glossary of higher education and SAS terms.

Student affairs, services, support, and development

SAS takes on different shapes and sizes across the globe depending on the context, history, and conceptual orientation of higher education. Economic, sociocultural, political, and myriad other factors are each influential. The scope of SAS-related services and programs also varies according to students' developmental stages (e.g., for adolescents, emerging adults, and mature adults).

SAS administrative divisions are given assorted titles such as Student Affairs and Student Services, Student Support and Development, Student Welfare or Social Welfare, Student Personnel Services, and Student Life and Inclusion. These divisions include but are not limited to academic and career counseling, personal and psychosocial counseling and therapy, health and wellness services, residential life (accommodations), catering/food services, student governance and unions, student activities, student leadership, and volunteering or community service, orientation and first-year programs, services for students with disabilities, women's centers, HIV/AIDS services, inclusion and equity centers, financial aid and bursary offices, international student affairs, sports and recreation, LGBTQI services, diversity offices, advocacy offices focusing on harassment and discrimination, crisis services, student discipline, and legal aid services, student affairs research offices that assess programs/services and the student experience, multifaith centers, and other services and interventions geared towards students.

These services and programs are usually in non-academic/co-curricular settings. They are centrally managed, decentralized into faculty or college spaces, or scattered across institutions. Services may also be offered by quasi-governmental or non-governmental offices outside universities, such as those in France and Germany (*Centre national des œuvres universitaires et scolaires* [CNOUS] and DSW, respectively).

The scope of SAS is on a continuum from academic support to personal-social development, pure service provision to academic enhancement, crisis support to developmental life skills, and financial support to residential life or accommodation; it spans the entire student experience. Associated programs can be

individual or contextual, from intra-psycho to systemic, focusing on students or the institutional fabric.

SAS staff may be non-SAS professionals who enter SAS from other disciplinary backgrounds, such as teaching, psychology, nursing, international studies, religious studies, law, and politics. Others may have completed SAS professional degrees at the master's and/or doctoral level.

In essence, SAS services, programs, and interventions mediate the student experience, reduce barriers to learning, promote student learning and development, are aligned with higher education outcomes, and should be articulated based on local realities.

SAS principles

SAS is grounded in a set of values premised on local and global social and sustainable justice principles. These tenets are intended to transform people's lives by enhancing the overall quality of life, building and sustaining peace, eradicating poverty, and driving sustainable development (UNESCO's mission). Sound SAS practices help establish supportive, inclusive communities, locally and globally.

SAS primarily focuses on the following:

- Students and their higher education experiences;
- The learning and development contexts within which students are embedded; and
- The factors that advance or impede students' and institutions' success.

SAS is student-centered and operates in partnership with students, institutions, and stakeholders. Building on previous editions of *Student Affairs and Services in Higher Education: Global*

*Foundations, Issues, and Best Practices*¹, this handbook profiles SAS programs and services that have accelerated students' success in tertiary education. Although specific principles, values, theories, and frameworks may differ within and across regions, countries, cultures, and societies, the following precepts are universal to the establishment and assessment of SAS worldwide:

1. Students are self-directed, motivated, and capable of learning; are key stakeholders in the educational project; are partners in shaping relevant support and development interventions; and are the focus of a student-centered pedagogy that informs SAS conceptualization and practice.
2. Students are active agents in advancing global and local social sustainable justice and contribute to these goals in responsible and appropriate ways.
3. Student support and development are enabled within a holistic and systemic-contextual framework, considering all aspects of students' lives (e.g., physical, social, personal, cultural, spiritual, mental, academic, and economic) and the settings in which she/he/they are embedded.
4. A profound appreciation of diversity (e.g., gender, race, ways of being, and learning styles) underlies

1. This handbook draws on the following resource: Ludeman, R. B. & Schreiber, B. (Eds.). (2020). *Student affairs and services in higher education: Global foundations, issues, and best practices* (3rd ed.). International Association of Student Affairs and Services in cooperation with Deutsches Studentenwerk Publishers. <https://bit.ly/3s6gxJs>

culture-attuned and context-sensitive SAS.

5. SAS programs and interventions, conceptualizations and frameworks, learning outcome assessments, pedagogy and instruction, research, quality enhancement, and affiliated services are aligned with higher education. Given the uneven and nuanced settings within which higher education is situated, and the diversity of higher education models, some SAS will be integral and embedded, while some will be affiliated. The key is that SAS and higher education hold a shared vision, mission, and goals.

The overarching SAS framework is informed by social and sustainable justice, spelled out in the UN's SDG framework for global peace and prosperity. SAS is simultaneously aligned with local higher education goals while seeking to advance these SDGs.

PROLOGUE

Global Perspectives on Student Affairs and Services: A Handbook is designed as a guide to help professionals in the field of student affairs and services (SAS) navigate the complexities of a transnational and complex world. This handbook features evidence-based research and best practices from around the globe. It serves as a reminder of the importance of considering local and global contexts when designing and providing student support services. Additionally, this resource aims to align with the UN Sustainable Development Goals (SDGs) by offering a global perspective on SAS as essential for supporting students and institutions in achieving their educational objectives. SAS is a critical component of higher education; it is vital in promoting student success and exists at multiple organizational levels. This handbook strives to foster global collaboration to aid social advancement and enable higher education professionals to celebrate diversity, better understand students' needs, and shape a context conducive to learning and development.

THE GLOBAL CONTEXT OF SAS

Over the last two decades, nations across the globe, guided and emboldened by the UN's Millenium Goals and subsequent Sustainable Development Goals, have undertaken efforts to ensure that higher education is of good quality and to offer equitable access for all. The outcomes of several global higher education conferences, for instance, UNESCO's World Higher Education Conference in Barcelona in May 2022, have offered insights to improve higher education in terms of its relevance, engagement, social responsibility, and equity of access. These conferences illuminate ways in which SAS can improve higher education via programs and services designed to advance student learning and success.

A formative document is the *World Declaration on Higher Education* (WDHE), issued in 1998 in Paris, France, at the first World Conference on Higher Education hosted by UNESCO. The WDHE sets forth a vision and guiding principles designed to meet the challenges of the 21st century. Several provisions in this declaration point towards a compelling case to develop SAS to broaden access to higher education, improve student retention and graduation rates, cultivate global citizenship competencies, and infuse society with graduates who promote alignment with the UN SDGs.

As promoted in the SDGs framework, higher education plays a role in promoting and attaining the ideals associated with a global culture of peace and prosperity (Schreiber & Torabian, 2023). SAS professionals and students must become agents of change and respond adequately to the sociocultural needs and conditions that advance higher education and foster sustainability and equity.

SAS must now address pertinent issues amid unprecedented demands, increasing diversification, and the vital role of higher education in nations' economic and sociocultural development. Challenges include financing, equity of access, greater participation, improved support, developmental opportunities, effective use of technology (including digital and distance learning), student and community engagement in advancing the SDGs, implementation of new and more flexible learning formats, students' attainment of critical competencies to enhance sustainability and social justice, and the growing need for international cooperation.

In pursuing these goals, salient and universal (yet context-dependent) concepts and assumptions for SAS include (a) the notion of students as self-directed partners in the co-creation of their learning and development and (b) the assertion that students need to be prepared to engage actively and responsibly in advancing social justice within complex settings.

The communiqué from the Second World Conference on Higher Education, *The New Dynamics of Higher Education and Research for Social Change and Development*, which was held in Paris, France in 2009, provides guidance for continuing efforts to reform higher education around the world. It also speaks to the vital role of SAS in working with students and institutions to

advance higher education's contributions to addressing global development challenges.

Relevant assumptions of SAS and higher education include:

- Embracing social responsibility to equip students with the understanding and competencies needed to tackle complex global challenges through interdisciplinary thinking and innovation;
- Pursuing equitable access to higher education while providing quality support, development, and a well-rounded educational experience;
- Preparing students to navigate real-world issues through relevant and intentional support and development;
- Focusing on the welfare, financial, and social needs of marginalized and underrepresented groups, effectively promoting diversity and equity;
- Re-conceptualizing and evaluating internationalization to ensure it benefits all students, advances equity, and maintains a focus on global justice; and
- Fostering social and economic mobility through wider access, flexible pathways, closer links with the job market, recognition of prior learning, and in-service opportunities.

The Incheon Declaration – Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All, emanating from the World Education Forum held in Incheon, Republic of Korea, in 2015, marks an essential step in the development of international education policy. The vision put forth by the Incheon Declaration emphasizes the transformation

of lives through education, recognizing education as a main driver of development and in achieving other proposed SDGs. Several statements from the Declaration relate to the work of SAS practitioners and scholars and express a sense of urgency to realize a renewed education agenda that is holistic, ambitious, and aspirational and leaves no one behind. The renewed education agenda is comprehensive and universal. It includes the following assertions:

- Quality education fosters creativity and knowledge. It ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical abilities; problem-solving; and other high-level cognitive, interpersonal, and social skills. It also develops the skills, values, and attitudes that enable citizens to lead healthy, responsible, and engaged lives, make informed decisions, and respond to local and global challenges through sustainable development and global citizenship education.
- By 2030, all learners should possess the knowledge and skills needed to promote sustainable development, including education about sustainable development and lifestyles, human rights, gender equality, promoting a culture of peace and non-violence, global citizenship, and appreciating cultural diversity.
- Renewed attention to the purpose and relevance of education for human development and economic, social, and environmental sustainability is a defining feature of SDG 4, the Education 2030 Agenda. The 2030 Agenda is embedded in a holistic and humanistic vision, which contributes to a new model of development. This vision goes beyond a utilitarian approach to education and integrates multiple dimensions of human

existence. It understands education as inclusive and crucial in promoting democracy and human rights and enhancing global citizenship, tolerance, civic engagement, and sustainable development. Education facilitates intercultural dialogue, and fosters respect for cultural, religious, and linguistic diversity. Such appreciation is vital for achieving social cohesion and justice.

- Higher education must strengthen international cooperation in developing cross-border/cross-regional tertiary and university education and research programs. A global and regional recognition framework of higher education qualifications is also needed to support increased access, better quality assurance, and capacity development.
- Tertiary institutions, including universities, should support policy development and provide equitable quality and lifelong learning opportunities.
- Higher education should promote flexible learning pathways in formal and non-formal settings, enabling learners to accumulate and transfer credits for achievement, recognition, validation, and accreditation prior to learning. Appropriate bridging programs, career guidance, and counseling services should be established.
- By 2030, gender disparities in education should be eliminated, and equal access to all levels of education and vocational training should be ensured for everyone, including minorities and people living in vulnerable conditions.
- Education facilities should be built and upgraded to be

minority-, disabled-, and gender-sensitive and to provide safe, non-violent, inclusive, and impactful learning environments.

- Quality education includes the development of competencies, values, attitudes, and knowledge that enable citizens to lead healthy and fulfilling lives within functional communities, make informed decisions, and respond appropriately to local and global challenges.
- In addition to imparting career- and work-related competencies, tertiary education and universities are integral to stimulating critical and creative thinking and generating and disseminating knowledge for social, cultural, ecological, and economic equality.
- A narrow focus on work-specific skills reduces graduates' ability to adapt to fast-changing employment settings. Therefore, beyond mastering work-specific skills, students must develop high-level cognitive and non-cognitive transferable competencies (e.g., problem-solving, critical thinking, creativity, teamwork, communication, and conflict resolution) used across various occupational fields.

Partnerships and collaborations

As allies in providing services and programs for students, higher education and SAS practitioners and professionals are student-centered and acknowledge students as partners and stakeholders sharing the responsibility for their support, development, and education. Faculty, administrators, institutional decision-makers, government officials, communities, families, funders, sponsors, and students

are included in educational processes. Students generally have the right and responsibility to organize, participate in the co-governance of aspects of their higher education experience, and pursue personal and social interests. Institutions offer students (and encourage them to seize) opportunities for enhanced integration, participation, and engagement.

Partnerships with all constituents within and beyond the academy should be established to promote in-class, out-of-class, and co-curricular learning. Such partnerships should include students, faculty, staff, alumni, parents, and employers; social service agencies, non-governmental organizations, and government agencies; secondary school systems; and representatives of local, national, regional, and global communities.

SAS programs and services must be delivered in a manner that is relevant, appropriate, meaningful, and integrated with an institution's academic mission and the context in which the institution is embedded. The SAS practices and policies should also align with the local and global goals of higher education.

SAS practitioners, professionals, and scholars are key players in advancing partnerships at national and international levels through cooperative exchanges, conferences, training and seminars, mobility programs, and shared research necessary for the sustained growth and development of staff to continue to expand their competencies.

Evaluating student and institutional needs and challenges

Student and institutional needs and challenges vary according to an institution's size and shape; the diversity of the student body, faculty, and discipline range; social and economic concerns;

and the structure and design of the higher education institution. Student issues are often informed by students' developmental stages (e.g., young adulthood vs. adulthood) and by their study period, faculty type, capabilities afforded by the context, and personal competencies and potential. SAS programming efforts should be uniquely designed for the specific student profile and the context in which the learning is embedded.

Relevant, responsive, and meaningful student support services and development programs should be available to all students to enhance their integration into higher education and support their academic success.

Students' life and enrollment cycles and developmental stages, and their progression in their academic careers, play decisive roles. The first stage of the student's life in higher education is the pre-arrival period, including arriving and adjusting to the institution; the second stage focuses on support and development over the course of students' studies and academic lives; and the third stage revolves around existing strategies and plans for employment and entry into broader society (Kelo et al., 2010). Higher education provides various programs and services for students with unique needs. Offerings also cater to student groups from non-traditional contexts and origins, such as international students, visiting scholars, students with special needs, returning or transferring students, and students with unique lifestyles and learning styles.

Learning is complex and multifaceted. It is lifelong, is textured in scope, and occurs in various contexts (intentionally and incidentally, inside and outside the classroom). Demonstrated connections between academic learning and out-of-class experiences lead to greater intellectual and personal development. Didactic and experiential learning can manifest

through service learning, leadership education, internships, community service, and safe spaces to engage with diverse issues.

Tools related to information technology, remote support, and digital literacy are means rather than ends in the student learning, support, and growth processes. SAS practitioners, professionals, and scholars have explored innovative ways to enhance student learning by using technology.

DIMENSIONS OF SAS

Over the past two decades, SAS has emerged as indispensable in leveling the higher education playing field for an increasingly diverse student body to advance student and institutional success. Issues of scope, roles, functions, structures and models, contexts, theories, policies, and funding affect the shape and size of SAS.

Scope, roles, and functions of SAS across the globe

SAS's scope, range, depth, roles, purposes, and functions vary regionally. They are influenced by the conceptual, pragmatic, philosophical and theoretical, political and economic, and social and cultural factors defining the setting in which the higher education institution is embedded. The properties of SAS further depend on how higher education seeks to affect its context. If a higher education sector is within a utilitarian framework intended to achieve certain (perhaps national or research) goals, then the sector will be funded, managed, and structured differently from a diversified higher education sector that perhaps features a strong massification focus. The higher education sector's overall purpose molds its SAS functions.

The context, divisions, services, and functions related to student support and development can have many names: student affairs,

student personnel services, student affairs and services, DSW, *Centre régional des œuvres universitaires et scolaires*, student life, and other terms. These services are often co-curricular or non-instructional and include but are not limited to academic counseling and support, career advising, psychological and personal counseling, residential and catering services, health and wellness services, HIV/AIDS services, disability services, financial support and aid, access assessments, international offices, student governance, student leadership, orientation and first-year support, transformation and gender equality offices, and diversity and discrimination offices. The services feature various nomenclatures, configurations, and purposes; their functions can be standalone or tailored to HEIs. Services might be managed by administrative or academic heads reporting to the executive management of an institution or public service. These units are operated by administrative or professional staff (e.g., academics, psychologists, social workers, doctors, nurses, and others) who may or may not be members of national associations or registered with professional organizations.

These services and functions can exist within a single structure, be centrally managed, or be de-centralized and located within faculty departments. They might also be spread across an institution or reside outside an institution in the public or non-governmental sector, such as within prestigious research institutions or market-oriented vocational training institutions. Indeed, as Manning, Kinzie, and Schuh (2014) and Ludeman (2020) unequivocally stated, “one size does not fit all”; SAS should cater to HEIs’ purposes and needs to engender greater student engagement, student persistence, and institutional success.

This structural diversity arises from policy, governance, regulatory, political, economic, sociocultural, financial, and historical factors. Overlapping or blended services with blurred

lines are not uncommon, as psychosocial functioning and cognitive-intellectual support and development are neither segmented nor distinct but intertwined. Cognitive development is contingent on personal-emotional-social functioning; while boundaries are contested, the coordination of these functions is widely seen as valuable.

SAS, in addition to being institutionally linked, are aligned with national development goals and global development frameworks such as the SDGs. SAS thus maintains a contract with the institution and broader society, including international stakeholders.

Models and theories

Overarching models, which convey the shape and size of SAS, influence this domain's structure and organization (as do other factors). The theory-based model is informed by theory and research. Student-centered and needs-driven models are built on the assumption that meeting students' needs is central to successful higher education outcomes. Nussbaum (2000) and Sen (2001) proposed that people measure their needs and expectations based on past experiences—yet these events might not always be the most appropriate indicators and can pose limitations, especially in impoverished contexts. Market-focused SAS models contain services that are appealing and might be used to market an institution to prospective students, who are often viewed as clients.

SAS tends to straddle the areas of administration, pedagogy, teaching and learning, and the student experience. Different regions of the world stress certain aspects more than others.

SAS theories can be broadly divided into two types: 1) developmental theories, which address human growth and

development, and 2) environmental impact theories, which foreground the interplay between environmental factors and the student experience. Developmental theories focus on intra- and interpersonal factors; theorizing identity; and moral, emotional, and cognitive development. Environmental impact theories are more attuned to the contextual and systemic interrelationships among pre-entry factors, social–familial milieu, involvement with and integration into the institution, and characteristics of the macro context in which students’ living and learning experiences are embedded.

SAS is keenly conscious of various factors’ systemic and complex impacts on students and institutional settings. It aims to advance social justice to shape the cohesive context of students’ lives. A student’s life certainly goes beyond class or campus; therefore, SAS assumes a wider lens through which to view students to ensure that all aspects of their lives are engaged and supported in order to enhance learning and success.

Professionalization in different regions and countries

The 1997 UNESCO Recommendation Concerning the Status of Higher-Education Teaching Personnel issued in Paris, France, at the General Conference of UNESCO (1997) emphasized the importance of preparing staff to advance this sector.

Professionalization refers to the process of transformation from a loosely connected group to a group that is qualified (as opposed to unqualified). Such groups are rooted in shared principles or frameworks, bound by specific norms and conduct, and may have an association that accredits members using explicitly developed standards (Council for the Advancement of Standards in Higher Education, 2020; Dean, 2006). Establishing

a professional association and academic discipline organized by or for SAS can typify the maturity and advancement of professionalization within a region or country.

Each country's SAS practices depend on the cultural context, philosophy of higher education, how students are viewed, available funding, and HEIs' organizational structure, among other factors. Student services may be provided by faculty, academic staff, administrative staff, professionals, allied professionals, or SAS specialists. Some personnel might not hold an academic degree in SAS but instead have an MA or Ph.D. in an adjacent field (e.g., psychology, nursing, social work, or teaching); their training may be complemented by professional certificates or brief SAS-focused programs. Other staff may be civil servants who work as employees of their governments, quasi-governments, or derivative structures.

Globally, there are indications that providing support and development services to students is becoming professionalized. Below are examples from across the world: Germany, Botswana, South Africa, China, Australia, the United States, and the United Kingdom.

PROFESSIONALIZATION OF SAS PRACTITIONERS

– **GERMANY:** Germany provides an example of how the evolution, role, and function of higher education influences the conceptualization and evolution of professionalization in that context. The state provides students a range of social welfare services through the DSW, staffed by civil servants trained in disciplines such as law, medicine, management, psychology, administration, and counseling. This state-led approach has given rise to SAS professionalization in the form of

Bildungswissenschaften and *Bildungsadministration*, which aligns with administrative disciplines rather than with educational or pedagogical disciplines. The University of Administrative Sciences in Speyer, Germany, exemplifies this trend by offering programs in *Verwaltungswissenschaften*, emphasizing administrative and managerial efficiency in service provision instead of a social science focus on human development and social interaction.

PROFESSIONALIZATION OPPORTUNITIES AND PROGRAMS – SOUTH AFRICA: In southern Africa, particularly South Africa, opportunities and programs for SAS professionalization have expanded substantially. The Association for College and University Housing Officers – International Chapter in South Africa has facilitated the Student Housing Training Institute and offers a short, intensive course on developing theoretical and practical competencies in student housing. The Human Resource Development Council of Botswana has established the first set of African norms and standards, a crucial step towards formalizing the professionalization of SAS in Africa. The Universities South Africa Higher Education and Leadership offers a Southern African annual program on student affairs professionalization; see, for example, <https://helm.ac.za> or bit.ly/47tjEc.

PROFESSIONALIZATION PROCESSES – CHINA: China has seen remarkable growth in its SAS

professionalization over the past decade. This evolution followed the Minister of Education's initiative to incorporate "ideological and political education" in higher education, leading to the training and professionalization of student advisors. Twenty-one training and research centers now offer PhD programs in student affairs. Two academic journals were launched to further support this effort: *Journal of University Advisor* and *College Advisor*. Additionally, research centers and projects have been created, and standards have been set for professional competencies and the recognition of achievements in SAS (Li & Fang, 2017).

REGIONAL PROFESSIONALIZATION PROGRAMS

– **AUSTRALIA:** In Australia, highly regarded education programs (including at the master's and PhD levels) offer a focus on tertiary education perspectives, management, and student support and engagement. For instance, the University of Melbourne offers a master's degree in tertiary education and management. With a considerable number of students from the Pacific and Asian regions, Australia is well-positioned to share its professionalization programs with these areas.

FRAMEWORK OF PROFESSIONALIZATION –

UNITED STATES: In the United States, SAS has progressed into a distinct and independent academic discipline with master's and PhD programs based on extensive scholarly work. SAS practitioners in

this country are highly qualified professionals, typically holding master's degrees in educational leadership, student affairs, student development, or higher education administration. The U.S. framework for professionalization sets the standard for good practices worldwide, not only due to the wide availability of academic programs but also because of its rigorous standards. This approach effectively serves students' needs, reflecting the traditions and realities of the American educational system. Traditional students are considered adolescents when entering higher education, and programs and services are designed to meet their needs.

NORTH–SOUTH ACADEMIC PROGRAMS IN SAS

– UNITED KINGDOM AND SOUTH AFRICA: At Bath University in the United Kingdom, students can earn a PhD in higher education management in student affairs, establishing this degree as a recognized academic option in the SAS field. As another example, Anglia Ruskin University in Cambridge offers a master's degree in student affairs in higher education. Bath University also offers a mutually beneficial master's program in collaboration with Nelson Mandela University in South Africa, showcasing these institutions' shared commitment to promoting North–South collaboration in SAS. For further information, please visit <https://www.bath.ac.uk/>.

The professionalization of SAS over the past three decades has led to the creation of local and relevant professional standards

aligned with international bodies such as IASAS, American College Personnel Association, Student Affairs Administrators in Higher Education, Association of Managers of Student Services in Higher Education, CNOUS, Canadian Association of College and University Student Services, DSW, European Council for Student Affairs, and Botswana's Human Resource Development Council.

Professionalization is one way for SAS to establish its identity and increase its impact on higher education for the benefit of students and institutional achievement. SAS must develop professional practices that are locally relevant and that participate in global conversations. UNESCO (1998) recognized the importance of SAS in the success of higher education and emphasized the need for SAS to professionalize and develop context-specific scholarship on practice.

The goal of all academic and professional programs is to promote the development of SAS professionals and practitioners, facilitate the exchange of ideas, and provide networking opportunities. The requirement of graduate-level degrees for SAS staff will increase the need for graduate education programs in SAS and related fields. SAS professionalization focuses on strengthening the profession through scholarship, building epistemic communities, and developing theories and practices that contribute to higher education's role in global transformation.

INTERNATIONAL ASSOCIATION OF STUDENT AFFAIRS AND SERVICES: IASAS is a network of SAS practitioners, professionals, and scholars from over 90 countries. It fosters sharing, cooperation, research, exchange, and attendance at conferences with the goal of promoting communication among student affairs organizations and advancing the

field's professional development globally. IASAS was established nearly 25 years ago. For more information, please visit <http://iasas.global>.

Strategic planning, research, and assessment

Accountability is a principle that covers efficiency, effectiveness, and performance to ensure quality and transparency in higher education. SAS must demonstrate impact and results through evidence-based assessments and published research. Inquiry into theory and constructs guides the formation of strategic plans and helps determine outcomes.

Traditional research methods and frameworks have been developed nationally and internationally to evaluate the performance of SAS programs and interventions. For example, the National (now International) Survey of Student Engagement (NSSE) in the United States and the National Student Survey in the United Kingdom offer assessments focused on students' experiences and outcomes. The Council for the Advancement of Standards in the United States has developed 48 sets of functional areas and three cross-functional frameworks to address issues through a multidisciplinary lens.

Personal and social support, counseling, and psychological services in SAS are based on extensive theoretical and disciplinary knowledge, enabling a deep understanding and effective implementation. It is crucial that SAS aligns with the goals of accountability and transparency, supports theoretical and evidence-based inquiry, and critically examines underlying assumptions.

Student governance and student activism

Luescher (as cited in Ludeman & Schreiber, 2020) distinguished two concepts in student governance: students as active agents and students as participants in a set of rules and regulations. Both concepts are relevant when organizing student governance to achieve the goals of higher education, particularly in terms of global citizenship, democracy, participation, and the attainment of SDGs.

Higher education and SAS must understand student activism to gain insight into students' experiences and areas of dissatisfaction. The dual roles of SAS professionals, as student allies and participants in senior leadership, highlight the complexity of this situation. Proponents and opponents of student engagement in governance adhere to distinct theories. Those in favor contend that students are participants and co-creators in the learning and academic process, providing a valuable democratic experience and path for civic, diversity, and leadership education. Inducting students into academia; supporting academic freedom, autonomy, and self-governance; and using student governance as a tool for engagement are strong arguments for including students in higher education processes. Those who caution against doing so believe that students should be considered "clients" and that the integrity of academic decision-making should be protected from students' influence. Luescher (as cited in Ludeman & Schreiber, 2020, p. 170) stresses the role of SAS in navigating this complicated landscape to maximize student governance and civic education opportunities.

Access and success in higher education

Advancement towards SDGs, specifically Goal 4 regarding education, is a crucial aspect of higher education and SAS (Schreiber & Torabian 2023). Target 4.3 of the 2030 Agenda for Sustainable Development calls for equal access to affordable and quality technical, vocational, and tertiary education, including university, for men and women. Accomplishing this goal and other SDGs (e.g., reducing poverty, promoting economic growth, providing decent work, improving healthcare, promoting gender equality, addressing climate change, and establishing functional institutions of governance and justice) depends on a well-functioning educational system. Ensuring broad and equitable access to tertiary education, promoting academic success, and facilitating graduation are essential for realizing the SDGs.

Diversity and inclusion

The massification and diversification of student populations have constituted an incredible transformation in tertiary education worldwide over the last century. These changes have been followed closely, yet more deliberately, by a similar diversification of academic faculty, administrative staff, and support staff.

Diversity enhances higher learning; in particular, students, faculty, student service practitioners, and professionals from varying backgrounds encounter different histories, experiences, and points of view when working with one another. Thus, efforts should be made to attract and retain diverse student and staff members. “Diversity,” in this case, refers not only to race, ethnicity, faith, gender, and disabilities but also to diversity in ideas and ways of being, living, and learning.

Social justice

Social justice encompasses the fair and equitable treatment of all people in society, with a focus on the equal distribution of wealth, opportunities, rights, and participation. Equity and inclusion initiatives aim to address and correct historical exclusion and privileges based on factors such as race, ethnicity, gender, and socioeconomic status. Inclusive education is grounded in democratic principles of justice and equal opportunity. This type of education promotes an accepting mindset toward diverse ways of thinking, learning, and being.

Higher education and SAS take on these values and goals by offering programs and services that prioritize social justice. Examples include leadership education, support for people with disabilities, antiracism efforts, gender programs, community engagement, and poverty eradication programs. These initiatives benefit students, their families, and their communities (Schreiber, 2014).

Gender

Despite noteworthy progress toward human rights and the SDGs in the 21st century, gender inequality remains a significant concern in most regions. This inequality affects not only the lives of girls and women but also human development overall. The COVID-19 pandemic has further highlighted women's unequal access to resources, participation, and human rights, particularly in certain regions. Education is seen as a tool for empowering women and increasing their decision-making abilities, a key focus area in SAS. SAS addresses power imbalances, gender inequality, sexism, and gender-based violence (GBV) through various programs and initiatives.

SAS combats gender inequality by:

- Addressing gender inequality in education through programming and interventions focused on preventing GBV against women and girls, challenging gender stereotypes, and more.
- Empowering institutions to advance gender equality by implementing policies and practices that address power imbalances, support GBV survivors, and prepare students to tackle gender inequality in their communities.
- Encouraging more female students to pursue careers in science, technology, engineering, and math—and ensuring their success by granting them equal access to resources and opportunities.

Multi-, inter-, and cross-culturalism

In promoting a multicultural and diverse environment, SAS is crucial in fostering interactions between different student groups and combating racism. To achieve these aims, numerous programs and initiatives can be implemented to bring diversity and inclusion into campus communities. Strategies include promoting a broad definition of diversity and encouraging students to understand the intersection of different identities.

CULTURAL FESTIVALS – LOMONOSOV MOSCOW STATE UNIVERSITY – THE RUSSIAN

FEDERATION: At the Lomonosov Moscow State University (LMSU), various events revolve around students' personal projects. International and diverse students take part in festivals that showcase different countries' cultures (e.g., China, the Republic of Korea,

and Italy), allowing for cross-cultural exchange and improving students' cross-cultural communication. Additionally, many of LMSU's faculty members host student-centered scientific conferences that bring together students from all over the world. For more information, please visit <https://rb.gy/lvgrd>.

Access and equity

Equality and equity are critical principles for fair access to higher education. Equality is based on the idea that everyone is entitled to participate in higher education, whereas equity entails providing opportunities tailored to each person's unique needs and circumstances.

Understanding and accommodating students' learning needs is essential to ensure equity in higher education. This aim can be achieved through policies and practices that provide students with additional support to level the playing field and remove obstacles to academic success.

An inclusive education strategy supported by technology, engaged learning, and a human rights approach involves promoting meaningful academic and social interactions between students and fostering educational integration. Institutions can then achieve greater inclusiveness in their educational programs.

PROVISION OF STUDENT SUPPORT – CHILE:

Chilean universities, particularly state universities, support students from disadvantaged backgrounds through the General Directorate of Student Affairs. This division includes a Department of Student Welfare that implements programs

to address students' socioeconomic challenges and help them persist in their studies. The Student Health Department focuses on promoting physical, emotional, and mental health. The Department of Physical Education and Sports provides physical training and health programs. The Department of Extracurricular Activities affords students opportunities to engage in artistic, cultural, and scientific activities to further their personal and professional interests. For more information, please refer to Aequalis, Foro de Educación Superior. (2011). *Propuestas para la Educación Superior: Foro Aequalis y las transformaciones necesarias.*

Future attributes of SAS

SAS is poised to become increasingly important in higher education as the world becomes more complex and the demand for higher education grows. SAS is vital to the achievement of institutional, national, and global goals.

SAS and SDGs

The 5th Global Summit of the IASAS, held in Canada and hosted by the University of Toronto, and the 6th IASAS Global Summit at the University of Cork (Ireland), focused on how SAS can advance the SDGs as part of the social justice agenda. These biennial summits bring together SAS leaders from all regions of the world to discuss challenges and opportunities for achieving the 2030 Agenda goals in their respective regions. These conferences are working events that generate discussions among SAS thought leaders; the proceedings have been shared with participants, and the discussions have been published to build a global community

committed to advancing the SDGs in higher education worldwide (Schreiber et al., 2022).

Importance of SDGs

The UN General Assembly established the SDGs in 2015 as a collection of 17 interrelated global goals to create a better and more sustainable future. The SDGs, part of the UN Resolution Agenda 2030, are intended to be achieved by 2030 and encompass a range of issues, such as social justice, sustainability, and global peace. This ambitious framework highlights all nations' shared responsibility to conserve finite resources and promote social justice at the local and global levels (Schreiber & Torabian, 2023).

SAS support for refugees and post-conflict survivors

According to the United Nations Higher Commission for Refugees, the number of people who have been forcibly displaced and are seeking asylum or are stateless nearly doubled from 2012 to 2018. These individuals, including refugees, migrants, and conflict survivors, often require special support when entering higher education in a new country, including the recognition of prior learning, language proficiency, and administrative challenges. Countries such as Lebanon, Venezuela, Turkey, Pakistan, Uganda, Sudan, and Germany host a significant number of refugees, and support structures have been established to help these individuals integrate into social and educational systems. SAS is critical in supporting refugees' and migrants' entry into higher education by providing financial, academic, and counseling support.

LEBANON: COMPREHENSIVE SUPPORT FOR REFUGEE STUDENTS: Lebanon acknowledges the devastating impacts of conflict and the refugee crisis on the education of children and youth. To support refugees in building new lives, they must be given access to education and assistance for personal, social, and academic adjustment. For more information, please see <https://bit.ly/3ORTifi>.

GERMANY – DEUTSCHER AKADEMISCHER AUSTAUSCHDIENST (DAAD): Special support functions have been established to address the language proficiency, financial needs, and academic guidance of refugees pursuing higher education in Germany. For more information, please see <https://bit.ly/3QtUnLq>.

Increasing complexity and diversity

Higher education systems have become more complicated due to a growing number of students, increased diversity, international cooperation, globalization, changes in financial and management models, and the shift towards a global knowledge society. Despite institutions' commitment to promoting student success, disparities still exist in graduation rates and levels of student engagement, persistence, and belonging among different groups.

SAS is crucial in mitigating these disparities by providing support to level the playing field for all students and alleviating the negative effects of contextual obstacles that hinder student success (Schreiber et al., 2021). The complexity of the higher

education system is expected to endure, and SAS will become increasingly important in promoting student success in diverse international settings.

Remote support and development – SAS beyond the e-shift

The global move to digital teaching and learning, accelerated by the COVID-19 pandemic, has led to the digitalization of SAS. Digital educational methods, such as blended, hybrid, synchronous, and asynchronous designs, are used to support students. However, it is necessary to determine whether these methods enhance or hinder students' learning. SAS can play a fundamental role in aligning educational goals with real-life demands and creating a supportive student living and learning environment. The challenge is to make digital learning meaningful and relevant by addressing the needs of all students, including those who are most vulnerable and struggle with wifi access.

Opportunities for SAS

Key trends and opportunities for SAS over the next ten years include:

- Doing more with less by harnessing the power of SAS research and using performance models focusing on positivity;
- Innovating to keep students engaged and deliver a seamless learning experience by incorporating technology into higher education;
- Seizing the opportunity to bring higher education and

industry closer by better aligning vocational training, education, and employment;

- Addressing the growing demand for unique, comprehensive support for international students by internationalizing the student body and institutional lens;
- Enhancing the university experience by introducing new models of digital learning that focus on academic growth as well as personal and social development; and
- Seeking to promote sustainable development by making the SDGs a guiding framework for SAS and incorporating student civic education into course delivery.

3



FUNCTIONS

This chapter presents an expansive list of programs, functions, and services that SAS practitioners and institutions and their affiliates offer in different contexts and to varying degrees across the globe. Much of the material regarding functional SAS areas has been taken from the third edition of *Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices* (Ludeman & Schreiber, 2020). The expanded information about functions, authors, and editors as contained in the extensive volume of SAS around the world can be accessed freely at [https://https://bit.ly/3s6gxJs](https://bit.ly/3s6gxJs).

Higher education has been acknowledged for its role in promoting global, national, and regional stability; equality; social justice; and human development. The focus on the massification and universalization of higher education has led to a greater emphasis on HEIs' performance, including graduates' and postgraduates' success. Hence, as part of higher education, SAS is a key contributor to student and institutional success.

Although the SAS concept is well established in some countries, it is only emerging elsewhere. As such, there is no one-size-fits-all model for SAS. Its functions vary substantially due to discrepancies in national contexts, student profiles, higher education structures, and other factors.

This chapter provides an overview of the specialty areas and functions of SAS within HEIs. The profiled programs, services, and functions are salient to the specific context and culture in which they are implemented and contribute to broadening access, advancing student and institutional success, and achieving the UN SDGs, thus contributing to the attainment of broader social justice. Best practices, country examples, and regional characteristics are provided to illustrate the variety of SAS functions and to facilitate understanding.

ACADEMIC ADVISING AND EDUCATIONAL COUNSELING

Academic guidance, from enrollment to graduation, is crucial for students' success in higher education. It helps students navigate their studies and make informed decisions about their academic journeys. Academic advisors play key roles in counseling students, especially those not actively involved on campus. Through academic advice, students can benefit from better retention rates, higher persistence toward graduation, and a generally positive educational experience. An issue of the *Journal of Student Affairs in Africa* was entirely committed to Academic Advising (see <https://doi.org/10.24085/jsaa.v9i2>).

Typically, academic advisors:

- Guide students in creating educational plans that align with their life goals;
- Keep students informed about their academic progress and degree requirements;
- Educate students about academic policies and procedures to ensure they are well-equipped to navigate their studies;
- Connect students to campus resources that will support their academic success;
- Support students in overcoming any challenges that may

affect their education and success;

- Investigate and address systemic and personal factors that may hinder students' academic achievement; and
- Analyze data on students' academic and educational needs, performance, aspirations, and challenges to inform support strategies.

Academic advice is a prime aspect of student success in higher education. It can encompass factors such as choosing courses, guidance towards graduation, and even study abroad opportunities and career placement. The structure and location of advice may differ depending on an institution's mission, size, and priorities. Advice could be structured as personal-social counseling, housed under Career Development Centers or among faculty, or provided by Teaching and Learning staff or similar variations. Regardless of the structure, academic advising grants students support and guidance related to their academic goals and a positive educational experience.

ROLE OF THE COUNSELLING SERVICE IN

IRELAND: In universities in Ireland, the Counselling Service aims to support students in reaching their academic and personal potential and smoothly navigating the challenges of college life. The service helps students cope with personal or emotional struggles that may arise during their studies, such as managing exam stress and other difficulties. Please refer to the following source for more information: Irish Universities Quality Board. (2009). *Good practice in the organisation of student support services in Irish universities*. Irish Universities Quality Board. <http://www.iuqb.ie>.



ADULT, MATURE, RETURNING, NON-TRADITIONAL, AND COMMUTER STUDENTS

Adult learners, mature learners, and returning, non-traditional, and commuter students—bring unique perspectives to higher education. These students tend to be career-oriented, driven by internal and self-directed motivation, and take a problem-centered approach to learning. Adult learners' presence has led to a heightened focus, both within universities and among student service professionals, on serving their needs. The organization and administration of student services must be tailored to this population, especially in non-residential higher educational contexts.

The creation of new services and policies that respond to adult learners' needs includes but is not limited to:

- Extending service centers' hours of operation for the convenience of adult learners;
- Connecting adult learners to the campus community through relevant student clubs or societies;
- Accommodating adult learners with children by increasing the availability of daycare spaces;
- Revamping workshops to integrate principles of adult education;

- Building partnerships between faculty members and schools that serve many adult learners;
- Placing stronger emphasis on career services tailored to adult learners, particularly regarding career development and transition;
- Providing a specific orientation for adult learners;
- Enhancing online accessibility for adult learners, balancing multiple roles as parents, employees, and students; and
- Offering online services and distance education courses.

ADULT LEARNERS – AUSTRIA: Danube University Krems, established in 1995, is a public university renowned in Europe for continuing education. With roughly 9,000 students, half of whom possess more than 15 years of professional experience, the university offers more than 200 postgraduate study programs tailored to the unique needs of adult learners, especially working professionals. The university also uses blended learning formats that combine online and in-person classes to accommodate part-time students' schedules. Danube University Krems offers many services and programs to support its students: accessibility aids for students with disabilities; team sports; an alumni club; cultural events; childcare; equity support; access to the European Documentation Centre; a student information center; and information technology support, including access to eduroam (a roaming Wi-Fi service for higher education

users in Europe). For more information, please visit <https://https://bit.ly/3Qt0eRc>.



ALUMNI RELATIONS IN STUDENT AFFAIRS

A university's Alumni Relations department helps foster lifelong connections with alumni. Building this relationship while students are still on campus is vital so it continues after graduation. Doing so creates a cycle of support between current students, alumni, and the university. An alumni network can provide valuable connections and knowledge exchange (e.g., with prospective students) while strengthening the sense of community on campus and contributing to a university's culture.

The purposes and functions of alumni relations in student affairs include but are not limited to:

- Fostering a sense of connection and ownership in the institution among alumni;
- Offering networking and mentorship opportunities to support alumni growth and development;
- Mobilizing alumni to provide financial support for the institution;
- Enabling alumni to serve as ambassadors for the institution, promoting its values and achievements;
- Assisting in the institution's branding and marketing efforts; and

- Sharing alumni opportunities for personal and professional growth.

HARVARD ALUMNI ASSOCIATION: The Harvard Alumni Association (HAA, 2017) maintains and enhances a highly engaged, vibrant community of alumni and friends worldwide. Its regular members include recipients of all degrees granted by the University and Radcliffe College as well as the members of all University Faculties. The Harvard Alumni Association offers numerous services and programs for its members: access to online resources, including the alumni directory; career networking with students; access to notes from fellow alumni; a message board for contacting other alumni; a Harvard Alumni World MasterCard; *Harvard Magazine*; discounts on technology and other products; membership in Harvard Cooperative Society and Harvard Credit Union; limited access to the Harvard College Library; discounts on athletic tickets; access to the Harvard Faculty and other clubs; participation in the Lifelong Learning program; special alumni events; Harvard Alumni Travel; electronic journal access via the Harvard Library; participation in the Firsthand Advisers platform (flash mentoring); and access to job postings in Crimson Careers. For more information, please visit [https://https://bit.ly/3OPSCqx](https://bit.ly/3OPSCqx).



CAMPUS ACTIVITIES AND STUDENT ORGANIZATIONS

SAS supports student organizations in enhancing students' higher education experiences by promoting leadership, social responsibility, and civic-mindedness. Participating in student organizations allows students to engage in activities beyond the curriculum, enhancing their educational journeys. SAS assists in shaping student organizations and facilitates these intentional development opportunities.

The purposes and functions of student organizations and participation in campus activities include but are not limited to:

- Promoting critical discussions with peers on topics of interest, such as political issues, global events, and student well-being;
- Cultivating leadership competencies skills via student organizational activities;
- Enhancing understanding and empathy for different ways of living and learning; and
- Exploring self-awareness and how to interact across diversity.

Sample activities that could foster students' participation in student organizations include:

- Providing students with enrichment programs beyond the core curriculum;
- Training student council representatives in leadership development;
- Supporting students in community outreach programs;
- Hosting national conferences for student organizations to foster their interests; and
- Encouraging students to participate in sports and cultural clubs enriches their higher education experiences.



CAMPUS SAFETY AND SECURITY

Campus security and protection services are key to ensuring students' safety and security at colleges and universities. These services vary with local, regional, and national laws and regulations. HEIs' local environments might also experience societal challenges such as environmental crises, global warming, and terrorism. To mitigate these problems, campus security and protection services must collaborate with local and national agencies to address emergencies (e.g., weather, fire safety, and terrorism prevention and response). SAS provides programs and services through campus security and safety offices to support students' safety and learning.

The purposes and functions of campus safety and security include but are not limited to:

- Ensuring compliance with local, state/provincial/regional, and national laws;
- Collaborating with other campus agencies on educational and other programs;
- Upholding student codes of conduct and participating in student conduct hearings as needed;
- Responding to fire and medical emergencies with basic interventions; and

- Acting as a communication channel for safety concerns on campus, especially in times of crisis.



CHAPLAINCY AND MULTIFAITH SERVICES

Designated spaces and resources to support religious well-being and spiritual development may be necessary for students and staff at HEIs. Many universities (e.g., in the United Kingdom, Australia, and South Africa) have a multifaith chaplaincy service open to all cultures and religions. Services available in regions such as the Middle East and South America are often determined by the political and religious principles outlined in their national constitutions.

MULTIFAITH CENTERS: The University of Victoria in Canada offers a well-established multifaith facility that opened in 1985 and serves a diverse student and staff population. The facility supports its community through chaplains and representatives appointed by various local faith communities such as Anglican, Bahà'í, Baptist, Buddhist, Catholic, Christian Science, Jewish, Lutheran, Muslim, Presbyterian, and various others. These representatives work to cultivate a sense of community and offer religious and spiritual support and care to students and staff. The facility provides resources for spiritual learning, including opportunities for individual and group meditation, weekly activities, retreats, and workshops on a

range of topics. For more information, please visit <https://www.uvic.ca/multifaith/>.

Typical purposes and functions of a chaplaincy and multifaith office include but are not limited to:

- Connecting with student and faculty groups to promote religious freedom;
- Empowering students to live, share, and express their faith as they see fit;
- Supporting members of the education community in their spiritual journeys;
- Offering guidance to the education community during celebratory and challenging times;
- Fostering a sense of community and connection among members;
- Partnering with student groups to provide opportunities for spiritual growth and enrichment;
- Promoting acceptance and understanding of diverse paths in spiritual living and learning;
- Creating a safe and tolerant environment that supports religious cooperation; and
- Encouraging the appreciation of diversity through interaction.



CAREER SERVICES AND EMPLOYMENT

An HEI's Career Services Office or Career Advisory Services Office is aligned with the institution's mission to support students, alumni, faculty, and staff on their career journeys. The office collaborates with employers to provide career guidance and help people in the development, evaluation, and implementation of career, education, and employment plans. The goal is to integrate career development into the student development process by offering programs and initiatives that enhance students' curricula and support their career exploration and skill building. In addition, the goals of SAS and student development around the awareness, recognition, and response to issues of social justice and sustainability need to prevail in their working lives.

Career services also aid students in building transferable skills that employers value, such as problem-solving, critical and innovative thinking, communication, cultural fluency, teamwork, emotional intelligence, and leadership. Moreover, students should have competencies in recognizing and responding to issues of social justice, especially when entering the workplace. These competencies are major aspects of the work of career services and other student development and support offices within SAS.

The purposes and functions of career services include but are not limited to:

- Offering advising and counseling services to help students reach their career goals;
- Building partnerships with employers to provide students with part-time or full-time internships;
- Designing experiential learning programs to give students hands-on experience;
- Developing students' job-searching and soft skills;
- Hosting career fairs, student–employer meetups, networking events, and job interviews to connect students with potential employers;
- Conducting graduate destination surveys to track career outcomes for alumni; and
- Sharing employment data and career information, including opportunities for graduate and professional academic programs at national and international levels.

Employing students in university positions (e.g., as student assistants, tutors, or research assistants) enables students to develop skills that will be personally beneficial beyond graduation and in the workplace.

BENEFITS OF STUDENT EMPLOYMENT – QATAR:

Qatar University's Student Services Department conducted a study to investigate the advantages of being a student employee within the university. The results revealed that 90% of participating students felt that their part-time job at the university enhanced their skills

and working techniques. For more information, please see [https://https://bit.ly/448Dl8G](https://bit.ly/448Dl8G) and [https://https://bit.ly/45lPjNb](https://bit.ly/45lPjNb).

Career offices in HEIs seek to enhance students' employability by providing opportunities to develop skills, behaviors, and qualities relevant to their personal and professional engagement with employers. Goals include fostering intrapreneurial and entrepreneurial mindsets and promoting the acquisition of transferable competencies. These efforts can support students' career trajectories and lifelong learning.

CAREERS AND COUNSELLING CENTRE AT THE UNIVERSITY OF GHANA – EMBEDDING EMPLOYABILITY IN HIGHER EDUCATION: The University of Ghana established the Careers and Counselling Centre in November 1970 with the aim of helping students achieve their personal, educational, and career aspirations. Initially known as the Career Advice Centre, the Careers and Counselling Centre is dedicated to guiding students in pursuing their goals. For more information, please visit <https://careers.ug.edu.gh/>.

INTEGRATING HIGHER EDUCATION AND EMPLOYMENT IN THE UNITED KINGDOM: The Embedding Employability in Higher Education Framework, created by the United Kingdom's Higher Education Academy in 2015, outlines the process, principles, and premises behind employability and the key components that

support it. This framework serves as a tool for institutions to make evidence-based decisions about employability. It encourages collaboration with stakeholders to design and deliver effective programs of study. The framework follows a four-step process: defining employability for each program, conducting a comprehensive audit and mapping of employability elements across the curriculum and beyond, prioritizing actions for maximum impact, and measuring the impact to create an evidence base. For more information, please visit <https://bit.ly/45nDx4Z>.



CHILD AND FAMILY SERVICES

Childcare services such as nurseries, kindergarten, preschool, and vacation care are essential to facilitating access to and success in higher education, especially for students who are parents or guardians of minors. With a growing number of students returning to university after becoming parents, the availability and affordability of childcare have become core factors in student retention and success. These services may be owned and operated by the university or located on campus but independently owned and operated. They serve the families of students, staff, alumni, and the local community.

The purposes and functions of child and family services include but are not limited to:

- Creating a safe, educational, and nurturing environment for students, staff, and local communities;
- Enhancing recruitment and retention of staff and students by providing childcare and early childhood education services;
- Offering a range of associated services, including nurseries, crèches, after-school care, and breakfast and holiday clubs, collaborating with other providers to meet diverse needs;
- Guiding parents on matters concerning their child and

supporting positive parenting skills;

- Maintaining contemporary practices in childcare and early childhood education and ensuring excellence in service delivery;
- Guaranteeing compliance with all legislation related to childcare services;
- Contributing to the university's student support initiatives by providing information on financial assistance for parents; and
- Serving as an engagement service for the university, strengthening its central role in community life.



COMMUNICATION AND SOCIAL MEDIA

The incorporation of online media into higher education has become the norm for learning, teaching, student development, and support. With the widespread use of smartphones, computers, and social media, blended learning and support services based on technology have become the standard for SAS professionals worldwide.

The shift to online delivery of services, engagement, support, and communication is a main aspect of SAS in higher education: both learning and teaching have embraced technology, and students engage seamlessly in this medium. The prevalent use of online technology has been reported to bring several benefits:

- Broadening student access beyond traditional office hours so students can receive support whenever needed;
- Providing timely information sharing, ensuring that students are always up to date with the latest news and developments;
- Adopting a student-centered approach, putting students' needs and preferences first;
- Accommodating students' diverse media preferences by offering support through channels such as text messages, phone calls, and social media;

- Keeping up with trends in learning and teaching methods to provide students with the most up-to-date support;
- Ensuring affordability, i.e., making student support services accessible to all students, regardless of their financial situation;
- Supplementing face-to-face services with direct support through various channels, such as text messages, phone calls, and online;
- Using social media and websites for timely communication, keeping students informed of the latest developments;
- Providing flexible services for staff working various hours and locations to ensure that students receive support whenever needed;
- Enhancing face-to-face services during periods of high demand to ensure that students receive support when they need it most; and
- Connecting with students where they are by providing support in the spaces where they are already active.



COMMUNITY SERVICE AND SERVICE LEARNING

Service learning or community-based learning, which combines student learning and development by serving the local community's needs, is a high-impact educational practice. This experiential learning approach enables students to apply knowledge gained in the classroom to real-world problems, developing civic, soft, and transferable skills while earning academic credits. The partnerships built between universities and communities through service learning help address societal needs.

The term “service learning” has expanded to include practices such as volunteering, field education, service projects, internship programs, community service, civic engagement, and active citizenship among others. Institutions have different outreach programs to engage with local, national, regional, or international initiatives, which vary by location.

THE EUROPEAN OBSERVATORY OF SERVICE-LEARNING IN HIGHER EDUCATION:

HEIs are facing increasing pressure to demonstrate social commitment, and service learning has emerged as a promising solution. Multiple networks and associations have been established to support and promote its use. One such example is the European Observatory of Service-Learning in

Higher Education, founded in January 2019. This organization conducts activities to spread awareness, perform research, foster connections, and map service learning practices. In its second annual report, the Observatory showcased 82 service learning initiatives from 18 countries, implemented in 56 different European HEIs and impacting 39,148 students and 1,098,126 beneficiaries. Refer to the following source for more information: Cayuela A., Alonso M., Ballesteros C., & Aramburuzabala, P. (2020). *2019 Annual Report of the European Observatory of Service-Learning in Higher Education*. <https://www.eoslhe.eu/>.



COUNSELING SERVICES

University counseling services aim to address students' psychological and emotional well-being and support their overall development. These services include remedial, curative, and preventive measures, such as individual brief- or medium-term counseling, crisis management, group therapy, referral to clinical treatment centers, support for staff dealing with students in need, accommodations for diverse students with psychological vulnerabilities, mental health literacy programs, and mental health initiatives.

NATIONAL RESPONSES TO COLLEGIATE

MENTAL HEALTH: To address GBV, Universities Australia launched the “Respect. Now. Always.” campaign in 2016. In Canada, the Canadian Association of College and University Student Services and the Association for Student Executive and University Community Centers released “Post-Secondary Student Mental Health: Guide to a Systemic Approach” in 2016. In the United Kingdom, the Universities UK initiative “Stepchange: Mentally Healthy Universities” promotes a comprehensive approach to supporting student and staff mental health. A national framework, developed by Universities UK and the

Child Outcomes Research Consortium, includes a self-assessment tool for universities to plan and implement a whole-university approach. Guidance for university leaders and student affairs professionals on preventing student suicides is also available. For more information, please visit [https://https://bit.ly/453maqy](https://bit.ly/453maqy) and <https://bit.ly/47uZFMW>.

Universities and colleges often partner with external organizations specializing in mental health services to enhance student support, such as through collaborations between 24/7 helplines (e.g., Life Line) and inpatient treatment centers. Australia and South Africa have national 24/7 help, counseling, and advice telephone services available to all students across the country. Financial incentives can be offered to private psychiatrists, psychologists, and other mental health professionals to provide on-campus services in addition to traditional university- and college-funded counseling and health services to increase access to affordable mental health services.



DINING AND CATERING SERVICES

Dining and catering services are essential aspects of college and university life, serving the needs of students who spend extensive time on campus and need healthy, affordable, quick meals. These services are often either operated by universities and public institutions or outsourced to private companies.

In addition to providing food, dining services can offer educational benefits such as teaching students about diet, food sourcing, and dining hall employees' working conditions. Dining services also provide opportunities for student employment and help students finance their studies. Additionally, these services can contribute to community building on campus.

The purposes and functions of dining and catering services include but are not limited to:

- Offering a full range, affordable and fairly sourced catering options for students and staff residing on campus or in the community;
- Maintaining clean, safe, and efficient facilities;
- Including international items in the catering offerings and educating students about these;
- Utilizing the 'sharing of food' as a community-building opportunity;

- Providing food services at convenient times, including evenings and weekends;
- Focusing on the nutritional value of the food being served and offering high-quality nutritional information;
- Adhering to environmental protection and social responsibility criteria when sourcing food, and informing students about these; and
- Achieving financial sustainability through fair and self-management and/or outsourcing solutions.

DISABILITY SERVICES

Colleges and universities have a legal and social obligation to support students with disabilities in pursuing higher education. Disability services aim to mitigate the physical, attitudinal, social, and other barriers facing students with disabilities. SAS professionals are partly responsible for promoting the equal treatment of students living and learning with disabilities by supporting equal rights for equitable participation in all aspects of life.

The availability of support, devices, accommodations, adjustments, and services for students with disabilities varies by campus and country. Many campuses worldwide offer functions and activities to support students but also, and perhaps more importantly, agitate for contextual and social changes that enable a more inclusive culture.

INSIGHTS FROM THE FIELD – CHINA: The Chinese University of Hong Kong offers a variety of support services for students with disabilities, including learning support; accommodation and transportation on campus; financial assistance; accessibility on campus; and psychological counseling, general medical care, career counseling, and other support services. For more information, please visit <https://bit.ly/3Yt7Tkm>.

The purposes and functions of disability services include but are not limited to:

- Assisting and supporting each student living and learning with a disability;
- Advocating for the rights of persons with disabilities and ensuring full access to all programs, services, and activities offered by the institution;
- Educating students on the awareness around living and learning with disabilities;
- Supporting students with undiagnosed disabilities by referring them to necessary medical or psychological professionals;
- Empowering students with disabilities to compete equally and equitably with their peers in an academic setting through appropriate assistance and opportunities;
- Facilitating equal access for students with disabilities to all programs, services, and activities offered by the institution;
- Serving as a central hub for addressing campus accessibility issues and securing resources;
- Assisting faculty and staff in accommodating students living and learning with disabilities;
- Ensuring compliance with local and national laws by reviewing campus policies and procedures; and
- Conducting regular reviews of university facilities,

programs, and services to maintain a barrier-free campus.



FINANCIAL AID

Financial aid in higher education refers to the resources students receive to cover their educational expenses, including tuition, living, and related expenses supporting student success. The amount of financial aid required differs by country, institution, and personal circumstances. A country may provide a financing system to ensure all students have the chance to pursue education. The mission of SAS is to provide equal opportunities for all students; financial aid is a crucial aspect of this mission.

The purposes and functions of financial aid include but are not limited to:

- Assisting students from all backgrounds in overcoming financial barriers and accessing affordable funding for their higher education;
- Closing the funding gap between the cost of attendance and the available resources from families, savings, and other sources;
- Offering counseling and support to complete the financial aid application process and determine financial needs;
- Facilitating work-study and part-time employment opportunities for students;

- Conducting research on students' economic needs and the impact of financial aid on their participation in higher education;
- Overseeing scholarships and other financial aid programs from the private sector and non-profit organizations; and
- Managing work-study and supporting other part-time student employment programs.

PART-TIME STUDENT EMPLOYMENT ON AND OFF CAMPUS: Many students take on part-time jobs to meet the rising costs of college. The Staff Employment Office, often part of the Financial Aid Office, helps students find on- and off-campus job opportunities. In the United States, the Federal and/or state-subsidized work-study program is available for eligible students as part of their financial aid package. These work-study positions are assigned to various departments on campus. Other part-time jobs, funded through the regular budget process, do not require financial eligibility, but any earnings are counted as student income. Studies have shown that work-study part-time student employment positively influences student retention and progression (Chu et al., 2021). Students find that working on campus serves as a support system and helps them establish valuable connections. It also provides students with practical experience working as part of a team and fulfilling specific duties.



FIRST-YEAR EXPERIENCE

The first-year experience (FYE) recognizes that the first year of higher education is a critical period that affects students' success throughout their studies. This year includes challenges and changes in transitioning to higher education. It is important for HEIs to create welcoming environments to ensure students' success and improve their overall experiences. However, interventions should not be limited to the first year and should continue throughout each student's journey. The extent of support provided by HEIs worldwide may vary, but the importance of a strong FYE is universal: it drives HEIs to improve their institutional culture, structure, and priorities to better support students.

Foundational, extended, and entry program provision

The term “foundational provision” encompasses academic support programs to increase access to higher education for underrepresented groups, including first-generation students, non-English-speaking students, indigenous students, migrants, refugees, and students from low socioeconomic backgrounds. These programs are intended to support student development and to increase inclusion, diversity, and social justice in higher education. For example, foundational provisions in Australia and South Africa have been established to provide access to higher

education for indigenous groups previously excluded due to cultural, racial, and educational barriers. Care needs to be taken to consider issues of assimilation and accommodation and to balance the need of students to adjust to the higher education context with the need of institutions to ready themselves for a broad diversity of students who enter higher education. A good FYE is not only about helping students adjust but also about changing institutional cultures so that these are inclusive and accommodating of a variety of readiness levels of students.

FOUNDATION PROGRAM – SOUTH AFRICA

The Monash South Africa Foundation Program was established as an alternative pathway for students who did not meet the minimum entry requirements for undergraduate studies at Monash University. The program aims to prepare students for the rigor of university-level academics and to support a smooth social transition into higher education. For more information, please visit <https://bit.ly/453eVik>.



GENDER EQUITY

College campuses are diverse communities of people from different cultural, racial, and ethnic backgrounds with a range of choices around living, learning, and being. Gender is complex and fluid, and extends beyond the binary definition of male and female. To achieve gender equity, efforts must be made to shift traditional views and empower all individuals to live their choices in contexts that are enabling and supportive of their choices.

Gender is often implicated in violence, especially around intimate relationships, gender-based violence, gender asymmetries, and injustices. SAS plays a crucial role in promoting institutional cultures and practices that address issues of gender inequality and discrimination to create a gender-just environment.

The purposes and functions include but are not limited to:

- Facilitating open discussions around gender, equity, and access;
- Ensuring a gender-fair and violent-free campus culture among students and staff;
- Ensuring gender injustices and gender violence are addressed and resolved in impactful and appropriate ways;
- Ensuring a campus culture among students and staff that

promotes gender fairness and freedom of expression;

- Offering health care and counseling support to students, faculty, and staff during medical treatments related to gender;
- Facilitating an inclusive campus culture and creating awareness for students and staff on how to facilitate this;
- Facilitating inclusive applications and official materials with options beyond the gender binary;
- Creating inclusive classrooms by allowing students to be addressed by their preferred pronouns; and
- Providing inclusive housing spaces and restrooms for transitioning students.

HEALTH AND WELLNESS SERVICES

Promoting students' health and wellness is a top priority at HEIs and falls under the purview of SAS. The connection between academic success and students' health and wellness is well documented, representing a primary duty for SAS staff working with students on a daily basis. The goal of promoting student health and wellness includes improving the quality of life of individual students, student organizations, universities, and the greater campus community.

Modern HEIs typically offer comprehensive and advanced welfare services to achieve this aim. SAS fosters the sharing of ideas to support all services that enhance student health and wellness, including raising awareness of HIV and AIDS.

INSIGHTS FROM THE FIELD – UNITED STATES:

The Dartmouth Geisel School of Medicine prioritizes student wellness through multiple programs and initiatives organized by the Office of Student Affairs. These offerings include the Student Needs and Assistance Program, Wellness Representatives, Geisel Yoga, Brain Food, a Weekly Wellness listserv, the Geisel Student Mental Health Charter Group, the Mental Health First Aid Ambassador Program, and several student-led wellness groups. For more information, please visit <https://bit.ly/3KBJzqZ>.

— • —

HIV AND AIDS SERVICES

Higher education campuses can serve as centers for the implementation of HIV and AIDS student services because of the infrastructure and opportunity to reach this target group, which might be challenging to reach and access.

Best practices in addressing HIV/AIDS on higher education campuses include the following:

- Breaking the taboos and silences around addressing incidences, living and learning with HIV/AIDS;
- HIV/AIDS awareness campaigns: Campuses (on- and off-line) and universities can raise awareness of HIV/AIDS among their students and staff through a variety of methods, such as by incorporating the topic into academic programs and educational sessions, hosting open days for HIV testing and counseling services; and addressing HIV/AIDS through posters, dramas, and sporting events;
- Testing and treatment services: To create a supportive environment, many universities provide free HIV and AIDS services, including preventive measures such as condom distribution and treatment, care, and support services for those with HIV/AIDS;
- Counseling and psychological services: Most campuses

offer counseling and psychological services to help students cope with the challenges posed by HIV/AIDS; and

- **HIV/AIDS resource centers:** Many universities have libraries and resource centers with a wealth of information on HIV/AIDS, including books and other publications. Additionally, students can access electronic databases to obtain information about HIV/AIDS on and off campus, including during university breaks.



INFORMATION CENTERS

Information centers represent a central information source that students, staff, parents, and the public can access through various means, such as physical spaces on campus, a telephone helpline, or online. These centers provide convenient, easily accessible locations and sites for students to receive answers to their questions and be directed to other resources if necessary. Associated physical spaces are clearly marked and offer flexible hours for peak traffic. Online support, self-help, information, and populated information sites offer a first contact and access point. Information centers also provide a safe and supportive environment for students to seek in-person or online advice. Students often appreciate the opportunity to speak face-to-face with university staff, especially during their early years of university and periods of stress or uncertainty. They may also be trained as peer leaders to provide high-quality information to their peers. Student affairs directors are responsible for ensuring the services appropriately respond to students' needs and expectations. These centers are crucial in triaging and referring students to appropriate services.



INTERNATIONAL STUDENT SERVICES

International students studying abroad frequently seek academic programs in foreign countries to experience different cultures, develop language skills, and gain independence. However, a lack of social support networks in host countries can be challenging. Support services must be adaptable and flexible to meet these students' changing needs (Ammigan & Schreiber, 2020).

International student service units can serve as important resources for international students by providing information and support for their academic, personal, and professional lives. However, offering comprehensive support to international students requires a collective effort from the entire campus community (Bardill Moscaritolo et al., 2022).

The purposes and functions of international student services include but are not limited to:

- Ensuring that internationalization is a campus-wide and institutional process;
- Easing international students' transition by guiding their relocation and settlement in the host country and institution;
- Assisting with visa/permit applications by providing necessary supporting documentation;

- Keeping international students informed by updating communication channels with crucial pre-departure information such as housing searches, orientation, and course registration;
- Supporting off-campus needs by helping students navigate support services based on their needs, such as tax filing and banking;
- Facilitating academic and cultural integration by supporting international students and creating opportunities for mutual learning and interaction between international and domestic students and local community members;
- Promoting students' personal and professional growth by hosting workshops on learning strategies, academic integrity, health and well-being, and job searching;
- Handling emergencies by managing crisis situations and connecting students with emergency financial aid and support services in the community; and
- Connecting stays by liaising with students' families and authorities to make special arrangements during crises.



LEADERSHIP AND EDUCATION

Student leadership is critical for addressing issues on campus and at the local, national, and global levels. The university environment provides a unique opportunity to shape leadership identity and develop student leaders ready to respond to and engage with local, national, and global challenges. However, leadership is a complex and evolving discipline, and a common definition remains elusive.

The purposes and functions of leadership education include but are not limited to:

- Equipping students to effectively take up challenges in the local, national, and global communities;
- Equipping students to recognize social and economic injustices in their contexts and respond effectively to them;
- Ensuring students understand the principles and values of social justice and sustainability and are responsible and responsive in areas where these need to be promoted;
- Ensuring students are emboldened to support social justice and sustainability beyond graduation;
- Aligning leadership development with the HEI's vision;

- Designing high-quality leadership programs that drive student learning, engagement, and leadership growth;
- Fostering open dialogue by creating inclusive spaces where diverse perspectives are welcome; and
- Providing opportunities for co-curricular recognition where such transcripts might be appropriate.



LGBTQI WORK IN STUDENT AFFAIRS

SAS practitioners in higher education should keep in mind several considerations when working with LGBTQI students:

- *Identity development:* The process of understanding and exploring one's sexual orientation and gender identity can be challenging for LGBTQI students, and it is important for HEIs to provide resources to help students navigate this journey.
- *Campus climate:* Others' attitudes and behaviors on campus can significantly affect LGBTQI students' experiences. HEIs must create a safe and inclusive environment free from prejudice, stigma, and discrimination.
- *National social and policy contexts:* LGBTQI individuals' legal and social landscapes can vary significantly from country to country. HEIs must recognize the local context and strive to remove barriers to equality and inclusion.

HEIs must address these issues to support LGBTQI students' well-being, success, and graduation. The purposes and functions of LGBTQI work in student affairs include but are not limited to the following:

- Championing the rights of all individuals, free from discrimination;

- Uplifting and empowering LGBTQI students through gender and identity equality;
- Bridging gaps and eliminating disparities in opportunities and outcomes; and
- Adopting policies that drive equality, including fiscal, wage, and social protection policies.

Overall, SAS personnel have the opportunity and responsibility to maintain higher education as a site for LGBTQI student development and learning. These staff members are also obligated to improve the campus climate and increase inclusion so that a wide diversity of students living and learning with a wide range of LGBTQI-related choices can live, learn and thrive.



RESEARCH AND SCHOLARSHIP

SAS is recognized as a specialized core function in higher education. Members of this field, therefore, need to engage in academic and disciplinary discussions and writing. SAS scholars thoroughly understand their domain and are highly knowledgeable about students' learning and development in higher education. Research and other scholarly practices have become essential to SAS as a growing discipline, distinct from related areas such as higher education leadership, management, and teaching and learning in higher education. Research and scholarship in SAS can be advanced through higher-degree programs and academic journals that focus on the SAS profession.

INSIGHTS FROM THE FIELD – UNITED KINGDOM AND SOUTH AFRICA: South Africa has a few master's programs in higher education studies. Stellenbosch University's MPhil (Higher Education) program includes an elective in student learning and development and attracts many student service professionals. The University of KwaZulu Natal is home to Africa's first program in student affairs, offering a concentration in student affairs as part of their MA in higher education studies. Anglia Ruskin University offers a Master of Arts in Student

Affairs in Higher Education to meet the needs of student affairs professionals in the United Kingdom. This program focuses on student affairs and aims to develop scholar-practitioners. In Canada, the Ontario Institute for Studies in Education at the University of Toronto offers an MEd in Student Development and Student Services in Higher Education. Other universities, such as Simon Fraser University, Memorial University Newfoundland, the University of Calgary, and the University of British Columbia, also offer master's programs in this field.



SENIOR STUDENT AFFAIRS EXECUTIVE

The Senior Student Affairs Executive is the head of the SAS division. This executive is responsible for creating a vision and overseeing comprehensive functions and services that support and develop students. Initially, these services were mainly managed by faculty and administrative staff. Over time, as the role of faculty expanded to include more duties, specialized student service staff took over the role of SAS and is now a focused division.

The primary goal of SAS in higher education is to provide professional services and programs to enhance students' development, learning, and success. Although the programs and services offered by SAS can vary with an institution's type, mission, values, and context, the Student Affairs executive is a member of the senior leadership team responsible for developing, leading, and evaluating the work done by different offices and departments for various student services.

The purposes and functions of the Senior Student Affairs Executive include but are not limited to:

- Empowering students for enhanced learning outcomes and success through a comprehensive SAS framework.
- Providing equitable access to higher education for students of all backgrounds.

- Championing the values of pluralism, diversity, and multiculturalism.
- Leveraging technology to enhance SAS program delivery.
- Facilitating cross-university integration to enhance student success.
- Aligning the mission and services of student affairs with academic and other divisions of the institution.
- Efficiently managing resources provided by students, the government, taxpayers, and other stakeholders.

Student housing, also known as student accommodations and student communities, is central to promoting institutional and student success. It helps students transition to higher education; shapes campus culture; enhances recruitment and retention; and provides opportunities for leadership, mentorship, and the development of multiple other competencies in students. Student housing offers an affordable living solution in an academic environment, enabling students to become fully integrated and participate in the university community.

The purpose of student housing extends beyond the physical aspects of building maintenance and cleaning; it also involves guiding student behavior and fostering their development and learning. Different student housing models exist, such as the Oxford-Cambridge system of residential colleges, which prioritizes educating the whole student.

In some countries, student housing is managed by national offices (e.g., CNOUS in France) or by facility management organizations within higher education or private companies. Irrespective of the management model, the goal remains the same: to assist students in accessing affordable and appropriate living contexts, support students' holistic development and facilitate their learning and, hence, overall success.

CNOUS IN FRANCE: In France, CNOUS (the national agency for student services) and its 28 regional agencies (*Centre régional des œuvres universitaires et scolaires* [CROUS]) work together to support the social and educational needs of the country's 2.6 million university students. The goal is to provide equitable access to higher education and equal opportunities for success by offering students everyday support via and within a residential framework. CROUS

manages local services across France, ensuring that all students in a region receive the same level of support. Currently, CNOUS and CROUS are working towards a 40,000-housing unit plan, with an average of 4,000 new units being added each year. The agencies are also evaluating and planning for future student housing needs. For more information, please visit <https://www.etudiant.gouv.fr>.

The role, purpose, and function of student housing focus on strengthening the relationships between students, administrators, academic departments, co-curricular educators, the community within and outside the university, alumni, and current and future students.

The purposes and functions of student housing include but are not limited to:

- Aligning the campus residential experience with the institution's academic mission, goals, and objectives;
- Fostering students' personal growth and building diverse, inclusive residential communities;
- Empowering students through opportunities for shared governance of residences and residential communities;
- Providing students with residential facilities designed to support the institution's residential program;
- Ensuring residential facilities and grounds are safe and secure;
- Leading by example in sustainability and environmentally responsible practices;

- Effectively managing financial and human resources;
- Selecting and training staff members and student leaders to implement the residential model successfully;
- Responding quickly to emergency and crisis situations;
- Using technologies and e-applications to support student needs and improve business operations;
- Continuously evaluating a residential program's effectiveness in achieving its goals and objectives;
- Collaborating with academic departments to bring student learning into residences; and
- Creating a co-curricular curriculum for students in residences.



STUDENT AFFAIRS ASSESSMENT AND EVALUATION

Student affairs assessment aims to promote accountability and continuous improvement through data-driven decision-making. Assessment involves developing and aligning goals and outcomes; collecting, analyzing, and interpreting data; reporting results; and implementing changes based on the findings.

As the SAS field grows, the need for practitioners and scholars skilled in assessment has become more apparent. These professionals must be able to demonstrate how SAS programs and services affect students' learning and success through effective evaluation practices.



STUDENT CONDUCT STANDARDS

Student conduct is a pivotal aspect of an HEI's mission. The Student Conduct Office and its staff serve as guardians of a university's standards and play key roles in promoting student development.

INSIGHTS FROM THE FIELD – CHINA: At

Wenzhou-Kean University, students are expected to abide by certain standards of conduct that form the basis of the Student Code of Conduct and ensure that guests and visitors do likewise. These standards are captured by a set of core values that include integrity, fairness, respect, community, and responsibility. For more information, please visit <https://bit.ly/3quEkCr>.

SAS professionals and practitioners must deal with numerous concerns, including sexual assault, violence, mental health challenges, discipline for student organizations, hate speech, stalking, cybercrimes, political protests, and academic dishonesty. New approaches, such as mediation, arbitration, alternative dispute resolution, and restorative justice models, have been devised to address these challenges. HEIs may use administrative systems with a professional student conduct officer to handle student conduct processes. Institutions might

also assemble boards composed of students or a combination of students and faculty members.

The purposes and functions of student conduct standards include but are not limited to

- Facilitating the resolution of conflicts involving students, faculty, staff, and other parties through effective mediation;
- Providing education and awareness to students and the wider community on university policies, regulations, and expected standards of behavior;
- Working with other departments and individuals to maintain a safe and supportive learning environment;
- Offering alternative dispute resolution methods for students, such as arbitration and restorative justice;
- Enforcing university policies and regulations in a fair and consistent manner while ensuring that students' right to due process is protected;
- Using incidents of student misconduct as a teaching opportunity to address critical issues such as tolerance, substance abuse, and sexual assault;
- Implementing sanctions that promote the well-being, restoration, and development of students; and
- Keeping students informed of current legal issues related to student conduct and providing guidance on students' rights and responsibilities.

STUDENT REGISTRATION AND RECORDS

The Student Registration and Records Department, also known as the Registrar's Office, is responsible for processing students' academic registration and records within HEIs. The office can be housed in different areas depending on a university's organizational structure: under the academic affairs branch; in the student affairs division; or within a broader operations department that encompasses financial services, financial aid, facilities, and other operational functions. The Registrar's Office mainly establishes and manages systems that connect academic and administrative functions, maintains a comprehensive student record system, and assists the people using it.

The purposes and functions of the Registrar's Office include but are not limited to:

- Overseeing and coordinating students' registration in university-offered programs and courses to ensure compliance with all HEI processes;
- Establishing and enforcing academic policies to ensure students are aware of requirements and expectations while upholding these policies consistently and fairly;
- Maintaining accurate and up-to-date student academic records, including enrollment, grades, and other important information, through user-friendly and

accessible online registration and record-related services;

- Ensuring the privacy and confidentiality of student records in accordance with the law and institutional policies;
- Accurately recording grades and producing timely transcripts with all relevant information included;
- Monitoring students' degree progress and completion to ensure that students are on track to meet their academic goals and graduate in a timely manner;
- Preparing students for graduation by verifying their eligibility, processing diplomas, and managing graduation ceremonies; and
- Managing data efficiently while ensuring accuracy, up-to-date information, and easy access for stakeholders.

The Registrar's Office fulfills its duties through in-person and online interactions and centralized service centers at the heart of campus, which students visit regularly. In addition, this office provides services online through web systems, particularly for registration procedures and daily management of records.



STUDENT ENGAGEMENT

To promote graduates who are ready to succeed in the complex global space, HEIs must provide high-quality experiences blending academic and extracurricular learning and development. Student engagement literature and research provide insight into what constitutes high-quality undergraduate education. This connection between student engagement and quality education aims to answer whether universities effectively use their resources to promote student learning and support the success of diverse student populations.

HEIs are expected to increasingly tie engagement data to measures of student outcomes such as academic achievement, persistence, and overall success. This link provides valuable information on necessary interventions that aim at success.

NSSE – STUDENT ENGAGEMENT: The study of student engagement focuses on two aspects of higher education quality: 1) the time and effort students invest in their studies and other educational activities, and 2) how the HEI’s resources and curriculum are organized to encourage student participation in activities linked to learning. The NSSE gathers information annually from first-year and senior students about their participation in institution-provided programs and activities for

learning and personal development. The results provide insight into how undergraduates spend their time and what they gain from attending college. The NSSE provides participating institutions with various reports describing students' responses versus those from comparison institutions. Comparisons are available for 10 engagement indicators, six high-impact practices, and all survey questions. Each November, NSSE releases its Annual Results report, which highlights current studies and trends in student engagement outcomes. NSSE researchers also present and publish studies throughout the year. For more information about NSSE, visit Evidence-Based Improvement in Higher Education: Indiana University.

The purposes and functions of student engagement include but are not limited to:

- Teaching new students how to effectively use institutional resources and develop personal agency;
- Adapting institutional cultures related to student learning and development to accommodate diverse student populations;
- Implementing early warning systems and support structures to aid students when necessary;
- Fostering collaboration between academics to link curricular and co-curricular learning opportunities for students;
- Focusing assessment and improvement efforts on what drives student success;

- Encouraging institutions and students to both play roles in creating engagement opportunities;
- Creating a culture that relies on evidence to inform practice and leveraging student engagement data in conjunction with other institutional data sources;
- Addressing gaps between first-year students' expectations and targeting interventions to help with adjustment; and
- Refocusing the SAS division on intentional, evidence-driven facilitation of student learning, support, development, and success.



STUDENT GOVERNANCE

Student governance aims to empower students to take control of aspects of campus life and participate in the co-governance of HEIs. Through active involvement in participative governance systems, students can develop leadership skills and reflect on the political and governing system in their respective countries.

To achieve these aims, a student representative body is established, usually in the form of a student government, student senate, student representative council, student assembly, student union, student guild, student council, or student parliament. This elected body serves as the student body's voice and performs various functions on students' behalf.

The purposes and functions of student governance include but are not limited to:

- Empowering students to lead through the organization of the student representative association at various levels, including guiding the election process;
- Streamlining the operations of student governments by providing support for day-to-day activities;
- Enriching students' education and personal growth by organizing social and cultural opportunities;
- Fostering competencies such as leadership, civic skills,

and diversity appreciation among all students and student representatives; and

- Preparing students to be agents of positive change by offering leadership training; honing participation skills; and teaching financial, operational, reporting, democratic, and transformation competencies.

INSIGHTS FROM THE FIELD – THE REPUBLIC OF

MOLDOVA: At the Alecu Russo State University of Balti in the Republic of Moldova, self-governance is achieved through the Student Senate. The Student Senate carries out several key tasks to improve students' academic and sociocultural circumstances: creating projects to enhance the student experience; making recommendations to university management on improving the professional training process and solving student problems; ensuring students follow regulations that govern university life; organizing seminars, roundtables, and conferences and offering advisory services to the student community; setting up temporary commissions to defend students' rights and interests; and representing students in both intra- and inter-university relationships. For more information, please visit <http://sas.usarb.md/>.

Practitioners must have a thorough understanding of specific elements to carry out the responsibilities of student governance. Relevant factors include university law and the HEI's specific statutes, the constitution of the student union, the rules and procedures for elections, and the protocols for meetings. It is also recommended that practitioners possess strong budgeting and

operational skills as well as a personal sense of and commitment to the ethics of SAS.



STUDENT PARENT PROGRAM

Parent programs, a recent addition to SAS, aim to assist parents, guardians, and families of students to offer helpful support. By educating parents, family members, and other supporters about the institution's vision for student learning and development, these programs enhance families' abilities to support their students' transition to university, set goals, and achieve them. A deeper understanding of the institution's resources, processes, and procedures by families leads to more effective support and intervention during times of crisis.

To prioritize the needs of students, parent programs focus on communication, programming, and services that align with the institution's goals for student development rather than just addressing the needs of a parent or family member.

The purposes and functions of parent programs include but are not limited to:

- Equipping students and families with information about student services and campus resources;
- Clarifying administrative policies and procedures;
- Educating participants about student development and family transitions; and
- Offering engagement opportunities for families,

including social activities.

Parent programs that aim to address the needs of students and their key supporters are commonly housed within HEIs' SAS offices. However, these programs may fall under fundraising or alumni affairs at private universities. Some schools also incorporate parent services into their enrollment management framework. Parent programs share functions and activities to enhance student success regardless of location within the university.



STUDENT WELCOME AND ORIENTATION

The FYE program focuses on supporting students during their first year of study. This program provides a framework for understanding how universities worldwide approach student welfare and orientation. Orientation programs and activities are typical examples of formal structures universities have established to promote a positive FYE. When built into the FYE program, these activities can lead to greater preparedness, increased empowerment through relevant information, and smoother academic and social integration for first-year students. HEIs' student retention and graduation rates can improve as a result.

INSIGHTS FROM THE FIELD – JAPAN: The University of Tokyo welcomes new international students with orientation sessions twice a year in April and September. These sessions provide valuable information about life on and off campus and are held in Japanese, English, and/or Chinese to accommodate students' language needs. For more information, please visit <https://bit.ly/3OPDRTJ>.

College orientation programs are intended to introduce students to the essence of an institution, including its academic life, culture, traditions, history, people, and surrounding

communities. This comprehensive overview of the college experience is also designed to familiarize students with the responsibilities of their academic careers and to provide students a holistic view of the college experience.



SPORTS AND RECREATION

Sports and recreation are vital aspects of higher education, promoting healthy habits, relaxation, an engaging campus atmosphere, and, in some instances, the growth of elite athletes who may compete at an international level. By participating in sports, students from diverse backgrounds can come together, learn to respect each other, and work as a team. SAS plays a key part in creating sports and recreation programs and in providing access to sports facilities, underlining sports' importance in higher education communities.

HISTORY OF A UNIFIED STUDENT SPORT

MOVEMENT IN SOUTH AFRICA: The formation of the South African Student Sports Union (SASSU) marked a turning point for student sports at universities. It was rebranded in 2008 as University Sports South Africa (USSA). This development was significant because it brought together two historically separate groups within South African society, students from Black and White institutions, and leveraged the knowledge and expertise of both to create a new tradition. The goal of tertiary education institutions is to be centers for acquiring life skills and imparting knowledge and research. SASSU and later USSA were established

to promote the values of sports and encourage sporting activities that complement the academic environment of universities. Established: December 8, 1992 / Constituted as South African Student Sports Union: April 26, 1994 / Re-Constituted as University Sports South Africa: April 19, 2008.

The purposes and functions of sports and recreation include but are not limited to:

- Nurturing physical, emotional, spiritual, and social well-being in the education community through customized programs and activities that cater to diverse interests and needs;
- Building state-of-the-art sports facilities for competitive and leisure activities;
- Fostering a culture of physical activity, sports, and recreation by engaging in recreational sports settings;
- Encouraging healthy lifestyles within the institution;
- Promoting a sense of community and belonging through sports;
- Encouraging interaction and collaboration among faculty, staff, and students;
- Developing sport professionals and best practices in sport management;
- Showcasing the institution's athletic prowess and promoting its brand;
- Cultivating a philanthropic spirit and social

responsibility; and

- Advancing sport science through research and innovation.



UNIVERSITY UNIONS, UNIVERSITY CENTERS, AND STUDENT CENTERS

University unions, also known as university or student centers, serve students by offering programs, services, and opportunities for personal growth and development. They bring individuals together and provide a variety of functions with a focus on student development through leadership experience, events, activities, and skill building. Unions also serve as community centers, offering spaces for the university community to gather, meet, and confer.

The purposes and functions of unions, university centers, and student centers include but are not limited to

- Serving as a gathering place for the campus community and a home base for student organizations;
- Offering leadership development opportunities for students;
- Providing a laboratory for students to practice skills learned in and outside the classroom through volunteer and employment roles;
- Functioning as a community center for the campus community with available facilities;
- Facilitating and organizing a range of cultural,

educational, recreational, and social activities;

- Strengthening community on campus;
- Empowering students and preparing them to contribute to global society;
- Supporting students and their organizations;
- Facilitating the exchange of ideas through bulletin boards, public spaces, and formal events; and
- Offering a variety of food and retail services to support daily campus operations.



WOMEN'S CENTERS

Women's centers on university campuses serve as vital resources for women, promoting empowerment and activism. These centers work towards creating a safe and inclusive environment; overcoming issues such as sexism, racism, discrimination, and homophobia; and supporting women of color, low-income women, and individuals of all genders.

Women's centers are also crucial in advancing the understanding of gender identity, expression, presentation, and definition in society. They drive initiatives that ignite conversation and promote positive change across the campus community, acting as a hub for services, support, activism, and advocacy. Women's centers provide students, staff, faculty, and administrators with the tools and knowledge needed to be agents of change.

— — —

ACRONYMS

FYE: First-year experience

GBV: Gender-based violence

HEI: Higher education institution

HIV: Human immunodeficiency virus

LGBTQI: Lesbian, gay, bisexual, transgender, questioning/queer, intersex

MA: Master

PhD: Doctorate

SAS: Student affairs and services

SDGs: Sustainable Development Goals

TVET: Technical and vocational education and training

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organization

WHO: World Health Organization

WDHE: World Declaration on Higher Education

- - -

GLOSSARY

Academic year

An annual teaching or examination period during which students attend courses or take final exams, inclusive of minor breaks. The academic year may be shorter than 12 months but is typically no less than 9 months; it may follow the calendar year or span from September of one year to July of the next. The academic year can also vary with a country's education levels and educational institutions.

Competence

The ability to mobilize and use internal resources (e.g., knowledge, skills, and attitudes) and external resources (e.g., databases, colleagues, peers, libraries, and instruments) to solve problems in real-life situations.

Classroom

A room or place where teaching or learning activities occur. Classrooms can include online virtual classrooms, in which learners might be in different places or times. A classroom is typically a space that offers instruction and academic learning (as opposed to out-of-class activities, typically performed in experiential ways and are also known as “co-curricular” activities).

Course

A unit of instruction comprising a sequence of activities in a single field or several related fields. A course may also be referred to as a “module,” “unit,” or “subject.”

Degree

Qualifications awarded upon completion of specific tertiary education programs (traditionally by universities and equivalent institutions).

Digital skills

These skills cover one’s abilities, competence, and confidence in using digital devices, communication, and social media applications; and in managing information for storage, engagement, and production.

Disabilities

This umbrella term covers impairments, activity limitations, and participation restrictions. An impairment is a problem with one’s physical functioning or structure. An activity limitation refers to any difficulty a person encounters in completing a task, whereas a participation restriction applies to life situations (i.e., the interaction between the features of a person’s body and the society in which they live). Addressing the difficulties facing people with disabilities requires intervention to remove environmental and social barriers.

Education for sustainable development

This approach to education empowers learners to make informed decisions and act responsibly to help ensure environmental integrity, economic viability, and a just society for present and

future generations while respecting cultural diversity. It concerns lifelong learning and is an integral part of quality education.

Gender

Men's and women's perceived roles and responsibilities are constructed within families, societies, and cultures. That is, gender-based roles and expectations are socially learned; they change over time and vary within and across cultures.

Gender equity

The fair and/or equitable treatment of men and women. To ensure fairness, measures must be implemented to compensate for the historical and social disadvantages that prevent women and men from operating on level playing fields.

Global citizenship education

Knowledge, skills, attitudes, and values as measured on the bases of two subcategories: 1) global–local thinking (i.e., positive attitudes towards one's country of residence in a global context); and 2) multicultural(ism)/intercultural(ism) (i.e., positive attitudes towards ethnic/racial minorities and perceived differences among people).

Human rights

The Universal Declaration of Human Rights was proclaimed by the United Nations General Assembly in Paris, France, in 1948. It is a universal declaration that all people shall enjoy fundamental rights, protected by the rule of law, across the globe. Human rights are defined in the Human Rights Charter of the United Nations. The concept is measured using two subcategories: 1) freedom (of expression, speech, press, and association/organization) and 2) social justice.

Stakeholder

A person, group, or organization that has an interest or concern in, or can be affected by, the results of a particular action, objective, system, or policy. It is good practice to consult and involve all stakeholders in the decisions that affect them. Stakeholders play numerous roles.

Student affairs and services

Student affairs, student support, and student services are departments or divisions of HEI services and programs that support student success to enhance students' development.

Student affairs professionals

People working in the SAS field are known as student affairs practitioners or student affairs professionals. These personnel provide services and programs that support students and HEIs, including by encouraging out-of-class learning.

Technical and vocational education and training

Workplace-related knowledge and skills are often obtained through private–public partnerships between the industry and education providers.

Tertiary education

Tertiary education builds on secondary education and provides learning activities in specialized fields. This level of education is inherently complex and targeted. Tertiary education includes what is commonly understood as academic education but also involves advanced vocational or professional education.

Vocational training

This type of education is designed for students to acquire knowledge, skills, and competencies specific to a particular occupation, trade, or class of occupations or trades.

Vocational education may include work-based components (e.g., apprenticeships). Successful completion of such programs leads to labor market–relevant vocational qualifications that relevant national authorities and/or the labor market acknowledge as occupationally oriented.

— • —

LIST OF ASSOCIATIONS BY REGION

This appendix contains a list of organizations at various levels in the fields of higher education and SAS. Organizations are categorized based on their constituents (i.e., global, regional, or student groups). Global organizations serve members worldwide and are inclusive of all areas and regions. Regional groups serve several countries linked by region, culture, or proximity. Student groups are student-led with the goal of connecting on a national, regional, or global scale. Only organizations with operating and up-to-date websites are included here.

Africa – Regional

Association of African Universities

Acronym: AAU

Website: aau.org

Contact Information: info@aau.org

Association for the Development of Education in Africa

Acronym: ADEA

Website: adeanet.org

Contact Information: adea@afdb.org

Fédération africaine des parents d'élèves et étudiants

Acronym: FAPE

Website: actufape.org

Contact Information: N/A

Forum for African Women Educationalists

Acronym: Fawe

Website: fawe.org

Contact Information: fawe@fawe.org

South African Senior Student Affairs Practitioners

Acronym: SASSAP

Contact Information: <https://saassap.com/contact-us>

Asia and the Pacific Rim – Regional**Asia Pacific Student Services Association**

Acronym: APSSA

Website: apssa.info

Contact Information: tracyleung@ust.hk

Association of Southeast Asian Institutions of Higher Learning

Acronym: ASAIHL

Website: seameo.org/asaihl

Contact Information: N/A

Association of Universities of Asia and the Pacific

Acronym: AUAP

Website: e-auap.org

Contact Information: auapheadquarter@gmail.com

Regional Education Laboratory Program

Acronym: REL Pacific

Website: relpacific.mcrel.org

Contact Information: RELPacific@mcrel.org

Europe – Regional

European Association for the Education of Adults

Acronym: EAEA

Website: eaea.org

Contact Information: eaea-office@eaea.org

European Association of International Education

Acronym: EAIE

Website: eaie.org

Contact Information: info@eaie.org

European Council for Student Affairs

Acronym: ECStA

Website: ecsta.org

Contact Information: ecsta.org/contact

European University Association

Acronym: EUA

Website: eua.be

Contact Information: info@eua.be

European University Colleges Association

Acronym: EUCA

Website: euca.eu

Contact Information: info@euca.eu

Middle East – Regional

Association of Arab Universities

Acronym: AARU

Website: aaru.edu.jo

Contact Information: secgen@aaru.edu.jo

North America – Regional

Association of Caribbean Higher Education Administrators

Acronym: ACHEA

Website: acheacaribbean.org

Contact Information: tt@acheacaribbean.org

Caribbean Tertiary Level Personnel Association

Acronym: CTLPA

Website: myctlpa.org

Contact Information: N/A

Council of Higher Education Management Association

Acronym: CHEMA

Website: chemanet.org

Contact Information: rroberson@nacubo.org

Inter-American Organization for Higher Education

Acronym: IOHE

Website: oui-iohe.org/en

Contact Information: caei@oui-iohe.org

South America – Regional

Association of Colombian Universities

Acronym: ASCUN

Website: ascun.org.co

Contact Information: ascun@ascun.org.co

Association of Universities in Paraguay

Acronym: AUPP

Website: aupp.edu.py

Contact Information: info@aupp.edu.py

Association of Universities of Peru

Acronym: ASUP

Website: asup.edu.pe

Contact Information: info@asup.edu.pe

Pan-American Association of Educational Credit Institutions

Acronym: APICE

Website: apice.org.co

Contact Information: admin@apice.org.co

Paraguayan Association of Private Universities

Acronym: APUP

Website: apup.org.py

Contact Information: N/A

Council of Rectors of Chilean Universities

Acronym: CRUCH

Website: ucn.cl

Contact Information: N/A

Peruvian Network of Universities

Acronym: RPU

Website: rpu.edu.pe

Contact Information: rpu@pucp.pe

Union of Latin American Universities

Acronym: ULAU

Website: udual.org

Contact Information: admin1@udual.org

Global Organizations

Global Access to Postsecondary Education

Acronym: GAPS

Website: gaps-education.org

Contact Information: N/A

International Association Counseling

Acronym: IAC

Website: iac-irtac.org

Contact Information: ceo@iac-irtac.org

International Leadership Association

Acronym: ILA

Website: ila-net.org

Contact Information: membership@ila-net.org

International Association for Educational and Vocational Guidance

Acronym: IAEVG

Website: iaevg.org

Contact Information: membership@IAEVG.org

International Association for Educational Assessment

Acronym: IAEA

Website: iaea.info/index.php

Contact Information: info@iaea.info

International Association for the Exchange of Students for Technical Experience

Acronym: IAESTE

Website: iaeste.org

Contact Information: N/A

International Association of Student Affairs and Services

Acronym: IASAS

Website: iasas.global

Contact Information: enquiries@iasas.global

International Association of Universities

Acronym: IAU

Website: unesco.org/iau

Contact Information: iau@iau-aiu.net

International Consortium of Educational Development

Acronym: ICED

Website: icedonline.net

Contact Information: a.goody56@gmail.com

International Council for Education of People with Visual Impairment

Acronym: ICEVI

Website: icevi.org

Contact Information: frances.gentle@ridbc.org.au

International Council for Open and Distance Education

Acronym: ICDE

Website: icde.org

Contact Information: icde@icde.org

International Cultural Youth Exchange

Acronym: ICYE

Website: icye.org

Contact Information: N/A

International Network for Quality Assurance Agencies in Higher Education

Acronym: INQAAHE

Website: inqaahe.org

Contact Information: secretariat@inqaahe.org

United Nations Educational, Scientific and Cultural Organization

Acronym: UNESCO

Website: en.unesco.org

Contact Information: See website for contact details

- . -

REFERENCES

Ammigan, R. & Schreiber, B. (2020). Student mobility in higher education: A mass movement requiring significant involvement from student affairs and services. In R. Ludeman & B. Schreiber (Eds.), *Student affairs and services in higher education: Global foundations, issues and best practices* (3rd ed, pp. 175-181). DSW Publishers. <https://bit.ly/3KAqhSx>

Bardill Moscaritolo, L., Perozzi, B., Schreiber, B., & Luescher, T. (2022). The impact of COVID-19 on international student support: A global perspective. *Journal of International Students*, 12(2), 324-344. doi: 10.32674/jis.v12i2.3625

Canadian Association of College and University Student Services. (2016). *Post-secondary student mental health: Guide to a systemic approach*. <http://cacuss-campusmentalhealth.ca/framework.html>

Chu, M. L., Creed, P. A., & Conlon, E. G. (2021). Work–Study Boundary Congruence, Contextual Supports, and Proactivity in University Students Who Work: A Moderated-Mediation Model. *Journal of Career Development*, 48(2), 166–181. <https://doi.org/10.1177/0894845319830253>

Council for the Advancement of Standards in Higher Education. (2008). *About CAS*. <http://www.cas.edu/about>

Council for the Advancement of Standards in Higher Education. (2015). *CAS Professional Standards for Higher Education*. <https://www.cas.edu/standards>

Dean, L. (2006). *CAS professional standards for higher education*. US Council for the Advancement of Standards in Higher Education.

Harvard Alumni Association. (2017). *About the Harvard Alumni Association*. <https://bit.ly/3OPSCqX>

Higher Education Academy. (2015). *Framework for embedding employability in higher education*. <https://bit.ly/3KBP4pg>

Irish Universities Quality Board. (2009). *Good practice in the organisation of student support services in Irish universities*. <http://www.iuqb.ie>

Kelo, M., Roberts, T., & Rumbley, L. (2010). International student support in European higher education: Needs, solutions and challenges. *ACA Paper on International Cooperation in Education*. Lemmens Medien.

Li, Y. & Fang, Y. (2017). Professionalization of student affairs educators in China: History, challenges and solutions. *Journal of Student Affairs in Africa*, 5(1), 41–50. <https://doi.org/10.24085/jsaa.v5i1.2481>

Ludeman, R. B. & Schreiber, B. (Eds.). (2020). *Student affairs and services in higher education: Global foundations, issues, and best practices* (3rd ed.). International Association of Student Affairs and Services in cooperation with *Deutsches Studentenwerk* Publishers. <https://bit.ly/3s6gxJs>

Ludeman, R. B., Blessinger, P., Hoffman, J., Makhanya, M., Venegas, B. C., Bodibe, C., & Amelia, M. (2020, August 17). *Inclusion in HE – What role for student affairs and services?* University World News. <https://bit.ly/47q5gE4>

- Mannig, J., Kinzie, J., & Schuh, J. (2006). *One size does not fit all: Traditional and innovative models of student affairs practice*. Taylor & Francis.
- Nussbaum, M. (2000). *Women and human development: The capabilities approach*. Cambridge, UK: Cambridge University Press.
- Schreiber, B. (2014). The role of student affairs in promoting social justice in South Africa. *Journal of College & Character*, 15(4), 212-218. <https://bit.ly/445wfSk>
- Schreiber, B. & Torabian, J. (2023). Student development in higher education in the era of the Agenda 2030 and the UN's Sustainable Development Goals: towards SDGs 2.0. *Journal of College and Character*, 24(1), 61-68. doi: 10.1080/2194587X.2022.2157442
- Schreiber, B., Bardill Moscaritolo, L., Perozzi, B., & Luescher, T. (2022). Student affairs and services commit to advancing SDGs. *University World News*, <https://bit.ly/3DOY5HM>
- Schreiber, B., Luescher, T., Perozzi, B., & Bardill Moscaritolo, L. (2021). Student affairs and services during COVID-19 in Africa: Mitigating the pandemic's impact on student success. *Journal of Student Affairs in Africa*, 9(1), 1-22. <https://upjournals.up.ac.za/index.php/jsaa/article/view/1425>
- Sen, A. K. (2001). *Development as freedom*. Oxford, UK: Oxford University Press.
- Trowler, V. (2010). *Student engagement literature review*. The Higher Education Academy, University of Lancaster, https://www.researchgate.net/publication/322342119_Student_Engagement_Literature_Review

UNESCO. (1997). *Recommendation concerning the status of higher-education teaching personnel*. <https://bit.ly/3YBstze>

UNESCO. (1998). World Declaration on Higher Education for the Twenty-First Century: Vision and action and framework for priority action for change and development in higher education. <https://bit.ly/3OPU24l>

United National Higher Commission for Refugees. (2018). *Global trends: Forced displacement in 2018*. <https://bit.ly/45pv1lY>