THE INTERNATIONALIZATION OF STUDENT AFFAIRS: WHERE HAVE WE BEEN? WHERE ARE WE HEADED?

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Outline of Presentation

• Brief History of Global Efforts in Student Affairs
• How has NASPA Become Involved and when?
• What is IASAS and Where is it Headed?
• A Case Study: Student Affairs in South Africa
• Conclusions and Conjecture: What’s in our Future?
• Discussion
Brief History of Global Efforts in Student Affairs

• U.S. Campuses have finally recognized the importance of internationalizing their curriculum and experiences of their students.
• International students have helped our campuses become more cosmopolitan.
Brief History of Global Efforts in Student Affairs (cont.)

- The international studies major and some internationalization of the curriculum have given academic credibility to the study of the relationships among nations/cultures.
- No nation is an island in the 21st century.
- Study abroad provides the experiential learning that must accompany didactic learning in order to be effective and long lasting.
The state of world affairs today demands a fresh outlook on the role of education and its interface with society.

It’s no surprise that student affairs hasn’t had a major role on the global stage.

Do you see a role for student affairs professionals in the above activities? Think about it.
How has NASPA Become Involved and when?

- A number of student services providers from countries around the world have attended NASPA/ACPA conferences for years.
- Throughout the 1980s and 1990s some SSAOs had been active abroad (campus teams, consulting, etc.).
- SSAOs began applying for Fulbrights (IEA) in Germany, Japan, and Korea.
How has NASPA Become Involved and when?

• NASPAns began attending conferences of student affairs associations abroad, e.g., Canada, Germany, France.

• Out of these relationships came some institutional exchanges with these associations.

• The European leaders invite NASPA to come to Europe (1995).

• Invited to organize first exchange to France (1995). Forerunner of NASPA’s first official exchange program.
How has NASPA Become Involved and when?

• Then came a big breakthrough for NASPA: In 1996 (Atlanta) the first International Symposium on Student Services was held for over 100 representatives from 21 countries.

• Over the next 8 years NASPA began to formalize its exchange program that now includes France, Germany, United Kingdom, China, Ireland, Australia/New Zealand, Mexico, Spain, and South Africa. Future exchanges may include Italy, United Arab Emirates, Hungary, Austria, Thailand, and Canada.
How has NASPA Become Involved and when?(cont.)

- An effort in the late 1990s to get international educators (NAFSA) and student affairs professionals (NASPA/ACPA to work more closely – integration, not collaboration.

- The present: there are efforts to identify issues and activities that are international rather than regional or national in nature.

- Americans finally discovered that students in other countries are cared for by providers in the same “business” as are student affairs professionals in North America. They may do it differently, and in a different system/context, but they exist.
OTHER STUDENT AFFAIRS PROFESSIONAL ASSOCIATIONS AROUND THE WORLD (Regional)

Asian
• Asia Pacific Student Services Association (APSSA)

European
• European Association of International Education (EAIE)
• European Council of Student Affairs (ECStA)
• European Forum for Student Guidance (FEDORA)
• Workable Centre Network Europe Programme for Students/Graduates with Disabilities
OTHER STUDENT AFFAIRS PROFESSIONAL ASSOCIATIONS AROUND THE WORLD (National)

- Australia/New Zealand – Australian and New Zealand Student Services Association (ANZSSA)
- Canada – Canadian Association of College and University Student Services (CACUSS)
- China – Association of Normal University Student Affairs in China (ANUSAC)
  Hong Kong Student Services Association (HKSSA)
- France – Centre Nationale des Oeuvres Universitaires et Scolaires (CNOUS)
• Germany – Deutsches Studentenwerk (DSW)
• Ireland – Confederation of Student Services in Ireland (CSSI)
• Italy – Foundazione Residenze Universitarie Internazionali (The RUI Foundation)
• Japan – Association of Private Colleges and Universities Student Affairs National Universities Association, Student Affairs Section
• Slovenia – Student Services in Slovenia
OTHER STUDENT AFFAIRS
PROFESSIONAL ASSOCIATIONS
AROUND THE WORLD (National cont.)

- **South Africa** –
  National Association of Student Development Practitioners (NASDEV)
  South African Association of Senior Student Affairs Professionals (SAASSAP)
- **Spain** – Consejo de Colegios Mayores Universitarios de Espana
- **Sweden** – National Reference Group for Students with Disabilities
- **United Kingdom** – Association of Managers of Student Services in Higher Education (AMOSSHE)
OTHER STUDENT AFFAIRS PROFESSIONAL ASSOCIATIONS AROUND THE WORLD (International)

- Association of College Unions International (ACUI)
- Association of College and University Housing Officers-International (ACUHO-I)
- International Association for Educational and Vocational Guidance (IAEVG)
- International Association of Student Affairs and Services (IASAS)
What is IASAS and What is its Future?

• Presently, IASAS mostly represents a dream that I think should come true.

• IASAS is an informal confederation of higher education student affairs/services professionals around the world.

• Comprised of an informal network of individuals and organizations committed to better communication; sharing best practices, internships, exchanges, conferences, colloquia, and symposia.
What is IASAS and What is its Future?

• Several national/regional groups are assisting developing countries to prepare student services workers and create organizational structures as they build their higher education systems.

• Its goals include being a service organization focusing on staff/organizational development, research, and consultations on issues raised by groups/individuals around the world.

• Volunteer assistance (individuals and organizations) with the only costs being those incurred for travel by the consultation team.
What is IASAS and What is its Future?

What has IASAS accomplished so far?

1. Several discussions at NASPA Conferences over the last 8 years have established the idea of an international platform for student affairs.

2. At the 2000 NASPA Conference held in Indianapolis, a group was challenge by UNESCO to write a statement that would reflect best practices in student affairs work around the world.
What is IASAS and What is its Future?

What has IASAS accomplished so far?


Let’s take a moment to look at this document
What is IASAS and What is its Future?

What has IASAS accomplished so far?

4. The Executive Director has served as a consultant (at a distance) to numerous individuals asking for assistance on a variety of subjects.

5. Assistance has been ongoing for the newly formed Financial Aid Practitioners of South Africa (FAPSA) group.
What is IASAS and What is its Future?

What has IASAS accomplished so far?

6. Similar assistance was given to other groups in South Africa that we will talk about next.

7. New research project introduced by IASAS to NASPA and the University of Arizona will assess progress both preparation programs and practitioners are making in becoming “internationalized.”

End note: All this has been done without a formal structure & no membership for IASAS.
What is the Future for IASAS?

Summary

• An emerging list of student affairs related issues transcend national boundaries and have become the province of an increasingly global community.

• However, provincial accountability & the nature of our work seem to take precedence over attempts to organize globally.

• Despite these understandable concerns, I am hopeful that IASAS or some form of international organization for student affairs will eventually be seen as important.
SOME QUESTIONS FOR DISCUSSION

*Do you see the growing need to have an international focus in our work?

*Will IASAS not only survive, but flourish in the years to come?

*Can national groups look beyond their province and see that some issues and needs must be met internationally?

*How will students fit into this picture?

Let’s address these questions and more later on.
A Case Study: Student Affairs in South Africa

South Africa, the Country

- 43 million people
- Lived under white minority rule (apartheid) for nearly 50 years and colonialism for 300 years.
- 11 official languages (national anthem in 3 languages – Zulu, Afrikaans, and English)
- 77% Africans (Black), 10% White, 9% Coloured, 3% Asian, 1% Unspecified.
- “The Rainbow Nation,” an expression coined by Desmond Tutu.
South Africa the Country

- In 1987, 80 of the wealth in SA was in the hands of 6% of the people. Today (after apartheid) that figure has changed only 1-2%!! Why? Economic power still white and most of it is deposited in foreign banks.
- One of the youngest and most liberal constitutions in the world (democracy only 10 yrs old).
- All special needs groups included in constitution’s “affirmative action laundry list”.
- Brash, Vibrant, and Assertive – not for the faint-hearted (resident or visitor).
“There’s no ferment in this society, no excitement, no edge. You want crises. We’ve got real ones – AIDS (1 in 9 infected), 40% unemployment, one of the highest rape/murder rates on the planet, and a government that wants to put blacks on our national rugby team just on principle. We’re talking stuff that’s really worth fighting about, with real fire in the belly. We’re talking about a country where life is an insane gamble that’ll end either in blinding light or darkest disaster, and there’s absolutely no way of knowing which it will be.” (Rian Malan, 2001 – also author of My Traitor’s Heart)
South Africa the Country

Major social issues
- Racism and dealing with diversity
- AIDS and other health issues
- Poverty
- Crime
- Quality and funding of elementary and secondary education
- Dealing with freedom

Sound familiar?
Higher Education in South Africa

• SA is a member of the Commonwealth and the HE system follows that model (3yr bachelor’s degree with 4th year honors degree).
• Higher education is centralized under the Minister of Education. All one system.
• Instruction is traditional with almost exclusive use of the lecture method.
• Research is valued over teaching and is a heavy requirement in graduate level degrees.
Higher Education in South Africa

2002 – SA system of higher education consisted of:
• 22 Universities
• 15 Technikons (similar to UK polytechnics or our institutes of technology (not the top ones)

2005 – The totals are:
• 19 Universities (including 3 comprehensives)
• 6 Technikons (several absorbed above)

Why the major change? A Programme of HE Transformation (MERGER!!!!)
Higher Education in South Africa

• Enrollments have roughly have moved from 80-90% white up until 1995 to nearly 80% nonwhite. Incredible turnaround! End of Apartheid.

• This is most noticeable in the residences (remember the issues mentioned earlier?).

• Racism, AIDS, crime, are major campus issues.

• Governance and management issues are profound and at all levels.

• Good website on SA HE: http://www.safrica.info/ess_info/sa_glance/education/higheredplan.htm
Higher Education in South Africa

• Significant numbers of international students, but very few SA nonwhite students can afford to study abroad.

• Nothing more disconcerting than the inability of black Africans to afford higher education.

• Funding for higher education in general is beyond inadequate.

• Adding to the problem, higher education enrollments are declining significantly with high dropout rates and a “white flight.”
Higher Education in South Africa

• Affirmative action is defined in absolute terms – if there is a nonwhite candidate for a position, that person will get the job regardless of comparative qualifications. This may be the only way to accomplish what has to be accomplished after 50 years of Apartheid.

• Next to financial woes of black African students, the lack of preparation of newly appointed university staff members is by far the real travesty of the new emerging higher education system.
Student Affairs in South Africa

- Model very similar to Commonwealth and to United States.
- SSAO is usually called the Deputy Vice Chancellor for Student Affairs (Vice Chancellor is like our President/Chancellor).
- Many institutions have a Dean of Students.
- Counselling is the oldest of student services. They often have the careers/employment functions as well as student affairs research.
- Disability services are getting started, but poorly funded.
Student Affairs in South Africa

- Residences are staffed with part time staff who have other jobs.
- Programming almost entirely absent from Residences.
- Major student conduct problems with many students living away from home and with others their age for the first time in their lives.
Student Affairs in South Africa

• The concept of the “Student Union” is similar to that at other Commonwealth and European institutions. Not a building or programme but a political entity that oversees many services for students, e.g., activities, recreation, advocacy for unique groups (SRC – Student Representative Council).

• There is no campus activities staff as we see it.
• During Apartheid, student development staff were hired to “spy” on activists. Today these staff form the nucleus of the developmental-leadership oriented staff.
Student Affairs in South Africa

- Student Affairs staff are severely under qualified and prepared according to our standards.
- Office demeanor is not very student friendly and students have not yet asserted their expectations to be treated well.
- Preparation programs (undergraduate or graduate) are nearly nonexistent.
- Ongoing staff development spotty at best and often consumed with “required” training.
Student Affairs in South Africa

THE GOOD NEWS

Professional associations are being formed

• Society for Student Counselling in SA (oldest)
• National Association of Student Development Practitioners (NASDEV) – the most sincere, student oriented group in SA
• South African Association of Senior Student Affairs Professionals (SAASSAP) – holds real promise, but not connecting with staff.
• Financial Aid Practitioners of South Africa (FAPSA)
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

Creating a graduate preparation program for student services providers (first one in all of Africa).

- HE wheels turn even slower in SA than US.
- Chose to “piggyback” onto existing program.
- Research is heavy component in SA meaning that many individual courses could not be included.
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

- Qualification of faculty to teach an issue.
- Students poorly prepared for graduate-level study and research.
- Yours truly was not prepared to teach in the SA HE environment!!
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

THE PROGRAM
1. INTRODUCTION TO HIGHER EDUCATION PRACTICE
   • Issues of Teaching, Learning, and Student Development (4 cr)*
   • Facilitation Strategies for Enhancing Student Learning (2 cr)*
   • Evaluation and Quality Assurance (2 cr)*
   • Higher Education Systems and Issues (2 cr)*
   • Diversity/Multiculturism (2 cr)*
   • Student Affairs Functions and Roles (4 cr)**

*Common Core to be taken with students in the Academics Specialisation.

**Required only of students in the Student Affairs Specialization.
2. STUDENT DEVELOPMENT AND LEARNING: THEORIES AND PRACTICE (16 CREDITS)

Course Description – A core compulsory module for students specializing in student affairs. The primary emphases will be the theoretical and philosophical underpinnings of student affairs practice including student development and learning theories, application of theory to practice, multicultural theory, unique student groups, impacts of student needs and issues on the delivery of student affairs programs and services, person-environment interactions, and the impact of student development and learning theories on policy and program development.
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

3. ORGANISATION DEVELOPMENT/LEADERSHIP IN HIGHER EDUCATION (16 CREDITS)

Course Description - A core compulsory module for students specializing in student affairs. The primary emphases will be the theories, models, and practices of organisation development and leadership. Systems approaches and issues of organization development and change will be explored as will the distinctions between leadership and management constructs as they are applied to South African higher education institutions.
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)


Course Description - A core compulsory module for students specializing in student affairs. The primary emphases will be the historical development of the student affairs profession, purpose and roles, functions, required competencies, current and future issues, quality, integration and teamwork, policy, supervision and training, assessment and evaluation, and impacts on practice.
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

5. INTRODUCTION TO EDUCATIONAL RESEARCH (16 CREDITS) – offered most semesters.

Course Description - A core compulsory module for students specializing in student affairs. This course will enable students to identify, formulate, analyse research problems for a major research project or dissertation; to assist students to locate research topics and formulated proposals in theoretically and conceptually sound frameworks. It will also introduce students to various kinds of educational research and to publications where this research appears. Students will be encouraged to develop their skills in reading such research. Guidance will be given to help students develop their own research proposals.
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

AND

A MAJOR DISSERTATION OR DEVELOPMENT PROJECT (48 CREDITS)

• This is a substantial piece of independent academic study involving empirical research into a topic chosen by the student from topics related to Student Affairs. Under supervision the student will be expected to carry out such research in the light of a thorough review of the literature and to produce an academically presented dissertation of 20,000 words.
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

RESEARCH ON UNDERSTANDING WHO SOUTH AFRICAN STUDENTS ARE.

Almost no information/student development research on students was shared or gathered beyond basic demographics!!!

- Worked on institutional student profile.
- Used Beloit College List and adapted to SA.
- Adapted CIRP instrument to research “first years” at Education campus.
- Discovered new study of SA youth done for marketing purposes in the private sector. Suggested collaboration with HE.
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

Developing a student affairs library.

• Absolutely no books/materials existed on students, student affairs, student development.
• I wrote faculty around the U.S. to donate books. 3 responded and I received over 20 books.
• Fulbright provided $1,000 for materials including shipping.
• I doubled that and left a significant library to be used by the University, Student Affairs, and the graduate program.
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

Helping University to create Year One Program

• Reviewed the research on retention/dropouts, knowing who students are.
• Provided up-to-date materials from the U.S.
• Conducted numerous workshops on the Year One concept.
• Organized the cadre of faculty office personnel and student affairs staff who dealt with First Years. Formed council.
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

Consulting with area institutions and student affairs groups

• Full day Academic advising/retention workshop for University of Durban-Westville

• Merger consultations with top student affairs officers at Technikon Natal

• Consulted with Int. Ed. Assoc. of SA on guidelines for health/safety in study abroad

• Served as Guest Editor of the first issue of the SAASSAP Journal (Thuso)
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

Consulting with area institutions and student affairs groups

• Conducted full day retention workshop for Technikon Southern Africa
• Consulted almost daily with Dean of Student Services and Dean of Student Development at the University of Natal
• Conducted over 10 workshops on my research regarding “Knowing Who Our Students Are”
• Presented training lecture on servant leadership
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

Consulting with area institutions and student affairs groups

• Presented a number of workshops for the department heads of Student Affairs at the University of Natal
• Presented University-wide workshops on first year experience and student affairs research
• Consultation with Border Technikon on developing mission and vision statements
• Presentation at Border Technikon on trends in student affairs
My Fulbright project at the University of Natal (Durban, KwaZulu Natal Province)

Consulting with area institutions and student affairs groups

• Consultation at Rhodes University on residence life and student affairs research
• Presented workshops on conducting student affairs research projects and knowing your students at NASDEV conference
• Presented keynote or major papers at conference of NASDEV, SAASSAP and ANZSSA
• On the way home (around the world!) presented papers on SA trends, U.S. Higher Education at Shanghai Normal University
OUR FULBRIGHT EXPERIENCE IN SOUTH AFRICA WAS LIFE DEFINING

• I have never worked harder in my life!
• Project itself was very satisfying.
• The people of SA were incredibly generous and welcoming.
• Our racial identity was challenged and further developed! No, maybe aware for first time.
• Our commitments to service and humanity were confirmed and renewed.
Conclusions/Conjecture: Where is Student Affairs Headed Internationally?

1. Issues and needs are increasingly global in nature.
2. Other social/cultural/political structures are more global than ever before.
3. Global communications needs have far outstripped our abilities to process them locally.
4. Physical connections (travel for personal or business purposes) demand that we organize ourselves globally.
5. No surprise to you, the student affairs profession can and should be at the center of discussions and actions to solve world problems.
Conclusions and Conjecture: What’s in our Future?

* Do you see the growing need to have an international focus in our work
* Will IASAS not only survive, but flourish in the years to come?
* Can national groups look beyond their province and see that some issues and needs must be met internationally?
* How will students fit into this picture?
* Questions about South Africa and Fulbright?
DISCUSSION
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