

Global Summit on Student Affairs and Services
September 20-21, 2012
Executive Summary and Proceedings

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Executive Summary

On September 20th and 21st, 2012, NASPA: Student Affairs Administrators in Higher Education and the International Association of Student Affairs and Services (IASAS) convened the first ever Global Summit on Student Affairs and Services in Washington, D.C. with senior student affairs and services representatives from more than 20 countries. Various models of student affairs and services exist around the world and the Summit provided an opportunity for leaders to come together to learn, share, and grapple with issues common and unique.

Global Trends in Higher Education

The Summit was structured with four primary goals in mind: to identify common issues facing student affairs educators globally, to consider the impact of student affairs through understanding students' needs and effective assessment, to identify critical research needs, and to explore drivers that impact student affairs and higher education globally.

Dr. Philip G. Altbach, Director of the Center for International Higher Education at Boston College, provided the opening keynote speech discussing global trends in higher education that served as an overarching framework for participants to consider the future of global student affairs and services. Dr. Altbach suggested that increasing access to higher education worldwide (i.e., massification) has resulted in larger numbers of underprepared students in higher education, which leads to a greater demand for student affairs and services focused on student success.

The tumultuous nature of the global economy and the increasing view of higher education as a private good will lead to continuing funding challenges that will affect all of higher education. The growing internationalization of higher education will also have profound implications. With over 4 million students now studying outside their home countries, student affairs educators will be expected to help them succeed.

Global Trends and Contextual Issues in Student Affairs and Services

Participants spent a significant portion of the Summit in small groups engaged in guided discussion. The first session allowed groups to explore broad issues affecting student affairs internationally. Participants discussed the status of the student affairs and services sector within the global higher education

community. Outside of North American and some European countries, student affairs is perceived to be an emerging or evolving concept. Several factors hinder its full development including a lack of sufficient funding, the lack of recognition as a profession, few opportunities for staff training and continuing education, a possible lack of professional associations, and a general misunderstanding of the field by the academic community.

The two subsequent questions posed to the groups focused on critical higher education issues, trends students face around the world, and unique regional or country challenges. Delegates agreed that massification has contributed to a number of trends that affect student affairs and services educators universally, including a strain on financial aid, greater student diversity, decreasing student preparedness, and competition for limited resources. Additionally, groups agreed that student affairs educators need to serve as advocates for the value and worth of their work, through extensive data collection, evaluation, and assessment. Other issues shared across groups were the proliferation of distance learning and technology, persistence to graduation, increasing government influence, rising mental health issues, and increasing student mobility.

Numerous country-specific issues were also raised. Several countries struggle with HIV/AIDs, a lack of student accommodation, and inadequate access to technology. Concerning technology, many countries struggle with the fast pace of change, cyber-bullying, and security. Many European countries and a few others are paying close attention to employment issues, including career guidance and the development of “soft skills” leading to greater employability. The remaining two questions focused on underserved student populations and the concept of student centeredness. Groups identified populations such as students with disabilities, low income, aboriginal, nontraditional, and international students as groups needing additional support in the future. Finally, groups discussed “student centeredness” and some determined the concept lacked a clear definition and methods for measurement.

Overarching Themes and Opportunities for Collaboration

Based on the emergent themes, the Summit planning team and facilitator identified overarching meta-themes to guide small group discussions on the second day of the program. The meta-themes, described below, resulted from the small and large group discussions among the delegates. Delegates selected their group based on interest, and each group was asked to consider how they could make a difference through collaboration. A summary of the main points discussed within each small group are described below.

Theme One: Student Affairs has a critical role to play in responding to students as they enter higher education. Group members suggested that creating a list of institutional, national, and global best practices has the potential to help students effectively transition to college. Best practices could be divided into three categories: 1) Understanding student needs and designing programs accordingly; 2) Identifying specific needs of underrepresented students; and 3) Developing assessment techniques to inform transition support.

Theme Two: Student Affairs has a critical role to play in responding to students as they engage in the process of higher education (during their enrollment). With the proliferation of technology in higher education, this group focused on how student affairs can have a positive impact on student success through technology. Although countries differed in their access to and use of technology, everyone agreed that technology has the potential to enhance student affairs and services work. Ideally, student affairs and services educators can help identify the instances and functional areas where technology is most helpful. Contrastingly, there are likely other areas more effectively addressed through direct person-to-person interaction or some combination of the two (i.e., a blended model).

Student affairs and services educators must understand students' use of social media platforms, and use it to their advantage. For instance, institutions can use social media as a method to enhance student engagement. They also contemplated how student affairs and services can remain relevant in an age of distance learning, and if technology could be used to create school spirit, campus culture, and student commitment.

Theme Three: Student Affairs has a critical role to play in responding to students as they prepare to exit higher education. Delegates in this group identified four key areas where student affairs and services educators can help students prepare for the real world. First, to investigate through literature for prior efforts in identifying learning outcomes through non-formal, informal, and experiential learning that contributes positively to student success and career advancement. Moreover, assessment techniques must be developed to gauge if students are learning and demonstrating the competencies necessary to succeed. A certificate or accreditation could provide a tangible way for students to show they completed certain activities necessary to develop competencies. Finally, the group emphasized the importance of creating a system with the ability to track students while employed to determine if college interventions and programs translate to effective practice in the work place.

Theme Four: Student Affairs is expanding globally as a field in higher education. This group worked together to form a conceptual framework centered around local cultural context. This local data should serve as the foundation of student affairs and services work. Beyond this environment is the governance framework, and need for empirical evidence for student affairs and services work and functional roles. Outside of that, in the future educators must look at professional competencies, ongoing professional development, standards, and training. Finally, the global context and influence surrounds the work that student affairs and services educators do and this must be kept in mind for the benefit of students and those working with students. There is also a strong need to identify and articulate learning that occurs outside the classroom. Work has been underway in the European Union to identify competencies in the non-formal and informal learning arenas.

Next Steps and Summit Outcomes

As a group, delegates identified seven action items. They chose their top interest and committed to work towards these items together over time. The action items were: Maintain the summit network, develop academic partnerships, construct learning outcomes and assessment instruments, write a summary of the Global Summit, explore the role and use of technology, create a research query of

existing data, and form an overarching philosophy. Delegates committed to working with one another towards these collective outcomes as they go back to their home campuses and organizations in their respective communities worldwide. This commitment will further the work of student affairs and services globally.

Proceedings

Introduction

The Global Summit on Student Affairs and Services began as an idea in September 2011 during a meeting in Washington, D.C. among members of NASPA: Student Affairs Administrators in Higher Education and the International Association of Student Affairs and Services (IASAS). The basic premise of the Global Summit was to bring together leaders of associations that represent nations and regions of the world to discuss critical issues facing higher education and student affairs and services. In areas where professional associations do not exist, invitations were extended to significant leaders at individual institutions to participate in the Summit.

The planning circle was widened at a meeting in Phoenix, Arizona, USA that coincided with the NASPA annual conference. Representatives from multiple countries and associations participated in this planning process and further ideas were generated and concepts shared about the final Global Summit program.

Day 1: September 20, 2012

Session 1: Overview (Objectives and Process)

Delegates were welcomed by Levester Johnson, NASPA Chairman of the Board, and Robert Shea, IASAS President along with Brett Perozzi, NASPA International Advisory Board Chair and Roger Ludeman, IASAS Executive Director. Summit goals and objectives were highlighted and delegates introduced themselves, their institution and/or professional organization, and favorite cultural food.

Great care was taken to craft the goals and aims of the program, to be as inclusive as possible. The Summit needed to be as open as possible with all voices carrying equal weight during discussions. It was stressed to delegates that as a group we would be identifying challenges we face in the context of higher education specific to our region; however, we would not focus on campus-specific issues in order to achieve a bigger picture of student affairs and services around the globe. It is pertinent to note not only our similarities but also our differences as they truly make us unique in what we do and how we serve our students. More importantly, we need to understand the role of student affairs and services in the global context of a complex higher education system. The primary goals of the Summit are listed below, as are the further aims that were established during the meeting with the larger group in Phoenix.

Summit Goals:

- Identify common issues to build on

- Discuss impact of student affairs: assessment, values & worth, critical needs, synergies around process and data collection
- Identify critical research needs
- Explore drivers that impact student affairs and higher education globally

Five Aims:

1. Share practices across regions/countries
2. Discuss topics of mutual interest
3. Establish future global agenda
4. Conceptualize a tangible product
5. Establish meaningful relationships

Delegates wrote what they hope to get out of the Summit on post-it notes. There were running themes highlighting that delegates had similar goals and wishes for the Summit: Understanding Student Affairs and Services Models, Networking and Learning from One Another, and Sharing Best Practices and Ideas.

Session 2: Keynote Speaker Philip Altbach: Academic Revolution of the 21st Century

- To frame the summit conversation, Dr. Altbach focused on the big picture of global higher education
- MOOCs will not have a large impact on higher education but are a response of the revolution
- Massification (over 50% gross enrollment ratio): underlying factor causing the academic revolution.
 - 200 million students worldwide, double the number from 25 years ago
- The majority of higher education expansion in the near future will be in China and India. Right now, only 12% gross enrollment ratio in India
- Economic crisis: affects everyone, reduces public support for higher education, triggered private higher education sector
- Globally, private higher education is the fastest growing sector. Many East Asian institutions are private, and many of them are for-profit. Private sector is largely low-end and mass access
- Centers and peripheries: Developing countries have institutions on the periphery and are dependent on the centers
 - Dr. Altbach suggests that developing countries should not blindly adopt North American models of higher education
 - Student services is replicating this process through the professionalization of academic management

Challenges of Academic Revolution: We face similar challenges worldwide. All institutions are global and local, and who we serve is influenced by the global environment.

- Students
 - Are no longer elite or committed to their home country, are more diverse, and the number and nature of students has changed

- Struggle of access and completion. We are good at getting them in, but not getting them out.
- Administrators need to cope with change in student demographics
- Research
 - How do we preserve basic research?
- Private Higher Education and privatization of the public sector
 - Public institutions are getting 20% or less of funding from states
- Access
 - Access is not enough but rather having access where students can then succeed
 - A need for differentiation of higher education with many types of institutions with different purposes, example: California Master Plan
 - Provides less expensive environment with access to most
 - Smarter and more capable students can transfer up
 - In many parts of the world, this is not feasible but is the best way and must be done
- Funding
 - Part economic and part change of ideology about funding
 - Public funding is likely to decrease as the public increasingly views higher education as a private good
 - Higher education as a private good drives much of the international policy (e.g., student loan program in Australia)
- Academic Profession
 - Cannot have a successful university without successful faculty
 - How do we encourage individuals to come into the field/profession?
 - Research found that half of countries' faculty do not meet a middle class income standard (from Paying the Professoriate)
 - Very few higher education systems measure faculty productivity
 - How do we keep people in their home countries?
 - The academic profession often focuses on research, at the expense of teaching and service
- Information Technology
 - How does it affect what we do?
 - MOOC's have high rates from foreign countries and a very high dropout rate

Internationalization and Multinationalization

- 4 million are studying outside their home country
- English Dominance (Global English)
 - How do we deal with English only degrees?
 - How do countries handle the proliferation of English?
 - The expectation to speak and publish in English puts others at a disadvantage
- What is the role of branch campuses and dual degree programs?
- How is the European Union Bologna process affecting mobility within and outside of Europe?
- How do we specifically work with international students?

Question and Answer:

- Have global economic struggles affected massification? No. Although, completion and time to degree have been affected. We must look at national and local differences as well as global.
- In Austria, a study showed that more students have to work to live while in college. What impact does working while in college have on students? Research has shown that students who work 10 hours or less benefit from this experience; however, working more than 10 hours may cause students to suffer academically.
- Private higher education is inevitable, but the quality is generally low because it is difficult to align private higher education with public good.
- Public good vs. nation building: massification is a result of public demand (citizens believe there is an advantage to higher education)
- How can student affairs professionals prove their worth to academics? Just dumping students in the classroom will not work. Student affairs professionals are needed to help students succeed especially as access increases and there is more student need.

Session 3: Small Group Discussion

The Summit was intentionally differentiated from a conference or a meeting. The program was designed to evolve organically with general goals and aims to get the delegates started. Then the delegates themselves generated the content in small groups and as a “committee of the whole.”

The methodology employed during the Summit was carefully selected to mix participants from various parts of the world. Small groups were pre-assigned for greatest diversity, and the following questions were posed for delegates to discuss within their groups. After each question is information generated by all the groups.

1. What is the status of the student affairs and services sector in the global higher education community? Where do we stand?
 - decentralized vs. centralized student affairs, countries lack professional organizations, student affairs issues are last on the agenda in institutional situations, lack of funding, new field in some countries and not recognized, little opportunity for formal training, ever evolving field, student affairs expected to fix all student situations, extra-curricular involvement viewed by students and faculty as a distraction from academics, student affairs staff viewed as advocates for students, difficult to balance the student affairs role between competing interests of administration and students, gap between academics and student affairs competing for resources, student services not a part of institutional strategic planning
2. What are the most critical issues and trends that students are facing around the world with regard to higher education?
 - diversity, mobility, distance learning and technology (how to provide student services in this manner), lack of authority, bureaucracy issues, need for data to prove student affairs contribution, persistence to graduation, increasing government influence, how to handle off-campus issues, lack of funding/access/financial aid, mental health, job placement upon

- completion, employability, preparation, transition back to dominant culture (rural v. urban, 1st generation students, aboriginal), student mobility, limited resources, tracking progress-to-degree when assembling an education at different institutions
3. What are the challenges that you are facing in your part of the world?
 - access issues & ability to attract international students, funding, alcohol, completion rates, resume skills, HIV/AIDs, mental health, accommodation (expensive/lack of), career trajectory/guidance, finding employment, campus security, family involvement, technology (e.g., cyber bullying, security, fast pace of change, lack of access)
 4. Other specific populations in higher education (access, exclusion, inclusion)?
 - low income, students with disabilities, working adults, international, non-traditional, aboriginal, political polarization, mental health mainstreaming, conservative students that may be marginalized
 5. Concept of student centeredness – placing students in the middle of what you do
 - regulated by external forces rather than actual student need, 1998 World Conference definition of student centeredness written by academics in Paris, most student affairs staff agree that student centeredness is a focus, but faculty and other administrators do not always share that focus, student centeredness lacks a clear definition; to measure student centered campus: measure involvement of students in governance, how institutional policies are framed and resources for students for issues of redress and adjudication

The following were emergent themes from the small group discussions (above) after the large group input:

- Status: Student affairs and services status is influenced by history/length in particular country, model and notion. New field in much of the world. Desire for increased respect, legitimacy, and understanding of student affairs and services among higher education community
- Preparation: Lack of student affairs preparation and training outside the US. Is preparation contextual and do we need to have consistency to arrive at being a discipline?
- Advocacy: Are student affairs staff advocates for students. If not, who is?
- Financial: Lack of government funding. Students struggling financially and resulting negative impact on completion
- Need data and research to prove our worth/status
- Adapting theory to context in student affairs and student services
- Health issues: mental health and its impact, drug and alcohol abuse, and HIV/AIDs
- Technology: access to, social media, and distance learning
- Demand of massification - underprepared (socially and educationally)
- Careers, Employability, Expectation of placement after graduation
- Student success: contribution of student engagement on student success is not communicated (need for more assessment)
- Transition from transformative experience after college
- Implications of increasing international student populations
- Our roles are changing, we must clarify what we do in student affairs and services

- Student centered - there is no definition, not common and contextual
- Academics vs. student affairs professionals
- Student affairs to do everything, no authority, on and off campus, feeling of being undervalued
- What is the mandate for student affairs? Who decides?
- How can a community be empowered to define education that meets their unique needs?
- Generalists vs. specialists: Is there a trend toward one or the other? The group had mixed reactions. One participant suggested a blended model with a specialization and a broad understanding of student affairs. The tension between the two makes us better.

After the small groups reported on their discussions to the larger group, general conversation took place among the full group and themes emerged (information provided above). After adjourning for the day, the facilitator and the planning team convened to categorize the themes into the following “meta-themes” (information provided below). The meta-themes were codified and distributed to each delegate during dinner. The delegates ranked which of the meta-themes they were most passionate about. The facilitator then assigned delegates to small groups based on their interests; all delegates were assigned to their first choice.

The facilitator and planning team conversation to identify meta-themes is captured below:

1. Prior to tertiary education - Inputs – lack of preparation, lack of funding, implications of massification, diversity, increasing number of international students
2. Enrolled student issues - During – mental health, language, technology, student learning, health and wellbeing, diverse community, international student support
3. Post Graduation - Outputs – transition out to job or back to community, employability, citizenship, completion, graduating student competencies, co-curricular experiences relating to transferable skills
4. Another major emergent theme surrounded the professional context and whether the above inputs impact what we do and how we do it
 - Challenges building infrastructure of student affairs and services
 - Western models are helpful but not always relevant worldwide
 - How to engage with the academic side and find common ground between academics and student affairs/services
 - Best practices based on context and talking about student learning
 - Having data/research to back up student affairs and services (demonstrate impact)
 - Professional vs. Practitioner – the difference between student services and administrators
 - Set of skills and preparation of individuals
 - Preparation encompasses direction and how we work with students across the board in every job we perform

The following meta-themes resulted:

- Theme A: Student Affairs has a critical role to play in responding to students **as they enter higher education**.
- Theme B: Student Affairs has a critical role to play in responding to students **as they engage in the process of higher education (during their enrollment)**.
- Theme C: Student Affairs has a critical role to play in responding to students **as they prepare to exit higher education**.
- Theme D: Student Affairs is expanding globally as a field in higher education.

Day 2: September 21, 2012

Session 1: General Session - Overview of previous day

The meta-themes from the previous day were reviewed and self-selected groups confirmed.

Session 2: Small Group Discussions around chosen Themes

The small groups discussed the meta-themes and presented the following information to the larger group.

Theme A: Student Affairs has a critical role to play in responding to students **as they enter higher education**. Think about how you might focus on this issue with the intent of making a difference and how we might make the difference through collaboration. (Issues that may inform your conversation: underprepared students, mass access, financially disadvantaged students, and an influx of more international students.)

- Sharing Best Practices: Have forum that we all can contribute our institutional, national and global best practices when working with students on the following topics:
 - Transition from secondary to tertiary schooling
 - How do we empower our students?
 - What information do they possess upon arrival and how do we inform students during primary and secondary schooling?
 - What programs do we offer? How do we assess and evaluate these programs?
 - Assisting underrepresented populations
 - How do we engage these populations?
 - Research and data to back up our practices
 - Topics: around mentoring, empowering, advocating, informing

Theme B: Student Affairs has a critical role to play in responding to students **as they engage in the process of higher education (during their enrollment)**. Think about how you might focus on this issue with the intent of making a difference and how we might make the difference through collaboration. (Issues that may inform your conversation: the environment is changing dramatically and this is changing how students learn - including technology; mental health and other health issues that impact learning and retention; the diversity of students engaged in the learning community; and students who engage in global learning through study abroad and other transformative experiences.)

- Overarching question: How can we make a difference to our students through technology?
- General agreement that technology has a big impact on higher education globally and has potential to enhance student affairs work
 - Students and institutions in different countries and regions have varying degrees of access, but everyone agreed that technology is playing an increasingly important role in our work.
 - In developing countries with low access to technology, how can we help students gain access and learn how to use technology?
 - Student affairs staff often struggle to keep up with students on the most updated technology
 - Technology is not always positive. For instance, it can be a distraction for students and has shortened the attention span of many young adults.
 - Technology can be a point of collaboration with other campus constituencies (faculty, IT Dept., other departments). Technology has the potential to help bridge the gap between student affairs and faculty.
 - How can technology help student affairs educators reach out to non-traditional students who don't spend much time on campus?
 - How can student affairs remain relevant in an age of increasing online learning? Perhaps help with low retention rates.
- Need to identify in what instances technology is most useful? What student affairs functional areas (e.g., mental health, students with disabilities, study abroad) require direct contact versus technology (high touch versus high tech), or work best with a blended model (direct contact and technology)
 - The answer to this question is contextual. For example, several participants said Skype was being used effectively in student counseling, while others said their students preferred in-person counseling.
 - Transactional student services can often be more efficient using technology. May lead to more quality time with students.
 - Use national and international associations (e.g., IASAS, NASPA, NACA) to help identify best practices
 - Decisions around technology should be data driven
 - Social media: Do we have good data of how our students are actually using social media and for what purposes? In the same vein, our use of social media should be driven by data.
- Potential outcome: This group can help define the global questions to ask around the use of technology in student affairs and how students are using technology. Possibly writing a white paper.

Theme C: Student Affairs has a critical role to play in responding to students **as they prepare to exit higher education**. Think about how you might focus on this issue with the intent of making a difference and how we might make the difference through collaboration. (Issues that may inform your conversation: graduating student competencies; employability and job placement; output challenges

including the set of skills necessary to succeed in the world of work; citizenship; transitioning back to communities of origin or other communities; and transitioning to learning beyond college.)

- Develop/adopt a common set of learning outcomes for students that are global in nature, that student affairs can help students achieve. Perhaps there is a core set of competencies and each country/region could add a few to help contextualize the skills.
- Develop/adopt methods to measure if students are learning/demonstrating these competencies.
- Offer a “certificate” or accreditation (within or outside of the university) that students have completed certain competencies through particular activities.
- Ability/system to track students in their employability endeavors and job placement - Able to demonstrate what we are offering students makes a difference in their job search and after - then sharing these data across countries

Theme D: Student Affairs is expanding globally as a field in higher education. Think about how you might focus on this issue with the intent of making a difference and how we might make the difference through collaboration. (Issues that may inform your conversation: how will we prepare the next generation of individuals aspiring to Student Affairs; how will research and data undergird our work and status; how will we attend to our own continual professional development; and how will we engage in institutional governance and influence colleagues and students.)

- Conceptual framework: What can we do as a field to influence our profession and our local settings? Context for group conversation are in the Core beliefs of the Student Personnel Point of View (1937/49):
 - All students should be viewed holistically
 - All students have dignity and work and should be encouraged to develop to the full limits of their potentiality
 - Learning should be recognized as the result of a variety of rich experiences that take place both in and outside of the classroom



Source: Newsletter to CSSI written and designed by Sharon Prado

In the center (blue): local cultural environment - our work needs to be grounded in the conditions of our own local environment

2nd circle (purple): framework/governance, success (empirical data)

3rd circle (green)(things to look at to further our collective work): SA standards, professional competencies, student learning, building capacity

Outside of the circle: the global context

- Assess, address, and success: the idea that we assess what our students need, address the needs and then measure our successes and repeat the process.

Session 3: Next Steps & Summit Outcomes

This session was designed to get the group thinking about tangible outcomes from the Summit, and areas where delegates could work together to advance student affairs and services globally. The following are the primary areas that emerged, along with those individuals who committed themselves and/or their organizations to help move forward each of the concepts.

1. Maintaining Network - Caitriona McGrattan as point person
 - NASPA agrees to maintain a list serve for online activity; this forum can host postings around best practices, and help keep the Summit delegates connected
 - The best way to communicate is face to face communication and dialogue
 - Approach other organizations to support future Global meetings; possibly align future Summits that coincide with other regional events
 - Work towards an annual Global Summit
 - Create a 'how to' document for the future Planning of a 2nd Annual Global Summit; Global Summit planning committee should document and develop guidelines for future use
2. Academic Partnerships - Rob Shea and Ed Whipple as point people

- Pose virtual question on forum (see #1)
 - How do institutions partner
 - micro level - with faculty?
 - macro level - with business schools and other larger entities?
3. Learning Outcomes and Assessment - Brett Perozzi as point person
- Look at variety of assessment information currently 'out there' around topics such as 'soft skills,' non-cognitive skills etc.
 - Put together a comprehensive list of learning outcomes that could be considered core global student competencies and ask for feedback
 - The goal would be to develop a set of core competencies that could then have one or two added outcomes to contextualize the competencies to the specific environment
 - Develop a potential methodology for measuring the final list of outcomes
 - Assessment along other lines is possible too, not just learning outcomes
4. Summary of Events - Kathleen Callahan and David Stanfield as point people
- Proceedings will be sequential, and Executive Summary will be included, and the document will be sent out within weeks of the Summit
5. Technology - Chris Moody as point person
- The next step should be to gather information on four central questions that could be collected in a central repository/online discussion board/forum. The four questions should be:
 - Where is your country on the spectrum of technology utilization and its influence on learning and development (range of spectrum is from "challenges with access to technology" to "utilization of technology is expected as a part of the educational process")? Particular attention should be paid to identifying the intermediate markers between the ends of the spectrum to provide countries and institutions with reasonable steps towards increased utilization, if desired.
 - How does the use or availability of technology include the delivery of student affairs and services related to the following areas:
 - Ability to offer holistic student development?
 - Community development/campus engagement?
 - Online education/courses?
 - Delivery of services/transactions?
 - Interpersonal communication and collaboration?
 - What emerging trends or next wave technologies are you seeing in your country and what are the influences on student learning and development?
 - What technology resources are available to professionals and students at institutions in your country? Responses might include references to:
 - Government regulation of technology and resources?
 - Commitment to funding technology?
 - Dedicated Information Technology professionals (within the campus, department, etc.)?

6. Research Query - Sallie Traxler as point person
 - Who did what, where are the gaps and collection of these works
 - Make working groups to read this research and identify similarities and differences - offer to countries that need help
 - The focus of this effort was on bringing together information about students globally; what data currently exist that can be put in one place for use by many? It may be possible to examine common elements across the data to provide some of the “common denominators” of students globally
7. Philosophy - Denny Roberts as point person
 - International Student Affairs – A Philosophy and Commitment
 - The participants in the International Student Affairs philosophy roundtable determined that there is no agreed perspective as yet on our work. Thus, they proposed an organic process that would engage a wide cross-section of stakeholders in identifying the issues and purposes that are most important to those serving in the international settings. The information gathering will include associations and individuals who were involved in the Global Summit. The process will include posing the question, “How do you view students and what do you seek to achieve in your work with them?” Responses to this question will then be analyzed using wordle.net to determine the common themes and words that could be incorporated into a statement on international student affairs work.

Session 4: Commitment to Action

The group committed to work together on the above steps and to further the conversation beyond the Global Summit. Each individual provided a brief statement at the end of the Summit explaining what the experience meant to them. This closing program can be viewed at the following web link:

<http://www.youtube.com/watch?v=0i8AUvDrdEw&feature=g-upl>

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