

2012 IASAS/NASPA Global Summit

Global Conversation Philosophy and Commitment

Sub-group

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2012 Global Summit findings on purpose

- * “... there is no agreed perspective as yet on our work.”
- * “How do you view students and what do you seek to achieve in your work with them?”
- * Initial process – Using Global summit group and IASAS listserv
- * Asked for student affairs philosophies & purpose statements

Global Conversation continues...

- * Sub-group decided to continue the conversation and reached out to international student affairs educators to help continue the “global conversation around purpose”.
- * We encouraged student affairs professionals to hold face to face meetings at regional conferences or hold virtual meetings.

Process/Questions asked

- * Questions asked:
 - * How do you view students and what do you seek to achieve in your work with them?
 - * What is the core of your work and how do you do it?
 - * What skills or competencies are required to complete your work with students?

Results

- * Qualitative analysis revealed a number of themes that represent an emerging consensus on the purpose of student affairs and services work.
- * Denny Roberts asked the subgroup to review the themes to assist in this analysis.

Results - Purpose

- * To attract, retain, and support students in their learning and development in order to benefit the individual and the broader public good

Results - Core Responsibilities

- * Support students by informing them of policies, practices and services and advising them on how best to use them
- * Build community among students that connects them to the faculty/staff and ethos of higher education
- * Provide services that make living during university study manageable, comfortable, and safe

Core Responsibilities cont.

- * Provide scholarship to those deserving of merit support and offer financial aid to those in need
- * Conduct research on students' experiences to establish models and theories of student success in achieving their educational goals
- * Articulate the importance of student engagement and development to others and advocate for students' needs within the university's internal and external constituents

Contested perspectives on Core Responsibilities

- * Care and compassion for students' individual needs
- * Students are customers whose preferences and wishes should be considered
- * Higher education is fulfilled by addressing students' holistic educational and developmental needs

Competencies required of international student affairs educators

- * Effective communication - patience, listening, and a positive attitude
- * Technical skills - understand higher education, risks effecting college students, law, legislative climate, market and job trends, technology
- * Social justice lens
- * Ability to apply theory to practice

Next steps...

- * Suggestion ongoing process- The richness of the data and the desire to be more inclusive resulted in the Philosophy and Commitment group recommending that the 2014 Global Summit support ongoing "Conversations" around the world, with a commitment to achieve more geographic representation.