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College student service professionals are in a unique position to remove institutional barriers to student participation in international programs and services. New opportunities to work with international colleagues and their home institutions are being fostered by improvements in communications and the creation of innovative partnerships. Several professional associations and their leaders have been engaged in promoting growth in this arena. Examples of national differences in student services delivery are followed by descriptions of selected professional organizations devoted to advancing college student services, and recent breakthroughs in international cooperation.

New Roles for Student Affairs: Developing International Programs and Services

Serious concerns have been raised by leading educators regarding the record of American colleges and universities in meeting the challenges of international education. The Council on International Educational Exchange (CIEE), a private organization providing advisory services for students and faculty involved in international study or travel, estimates that fewer than 40,000 students from the United States study abroad annually. During 1992-93, fully 438,618 foreign nationals from over 140 countries studied in the United States. During the 1991-92 fiscal year, 62,148 foreign faculty taught or conducted research in the United States.

In an area of global competition, interrelated economies, and changing ways of conducting business, the higher education community must move our educational programs and our students away from a provincial, nationalistic view of world affairs toward a functional understanding of the practical realities of a global village. International collaboration must be viewed as a normal daily occurrence. How is this best done? Where does the conversation begin? Should we attempt this in isolation or in conversation with our international colleagues?

Factors that will lead to increased study abroad will be better facilitation of credit transfer, easier travel, and

more demand for international research opportunities. It will not be long before global participation will exceed 1,000,000 students and faculty involved in a variety of international learning, teaching, research, or travel programs abroad.

Student affairs professionals are uniquely positioned to work with students, faculty, and institutional leaders to promote international awareness and study abroad. They are experienced at identifying barriers to educational participation and student development on their own campuses. These skills can be put to work in breaking down barriers to international participation and enhancing the quality of the student experience abroad. However, we must begin by familiarizing ourselves with some of the international differences in higher education systems and student services. At the same time, we must begin a dialogue with our international colleagues with contacts we can make through our professional associations. Finally, we must partner with foreign colleagues and institutions to broaden the opportunities available for our students to study in other countries and to be effective hosts of foreign students studying in the United States.

This article explores how student service professionals and student affairs organizations around the world are attempting to come together to enhance our international relationships and opportunities. By understanding something about how our loosely related professional organizations function throughout the world, we can increase the likelihood that we will engage in an international conversation that will benefit all of us. It is particularly important to learn more from each other about how student services are defined and delivered abroad.

Different Systems, Differing Support

The many systems of higher education and student services around the world can be loosely categorized as either government based or more profession and private sector based. France, Germany, and Portugal, e.g., rely on a strong central coordinating body, whereas Italy, e.g., moved to a more decentralized model in the early 1980s. The United Kingdom has a system not unlike the United States, with each university responsible for its own student services.

Generally, social and economic support for students in Europe is carried out with much more government funding than in the United States. As a result, the amount of government control is more evident. Higher education

seems to be an entitlement for those who progress through the educational systems and qualify academically for entry into a particular higher education system. The American tradition, on the other hand, has leaned toward states' rights and responsibilities with federal support primarily in the areas of student financial aid, funding of research, and grants in areas that contribute to more student access to higher education.

The delivery and coordination of French student services is much more centralized than it is in the United States. French structure is overseen by a governmental agency called Centre National Des Oeuvres Universitaires et Scolaires (CNOUS). At the regional level, the Centres Regionaux Des Oeuvres Universitaires et Scolaires (CROUS) are responsible for what the French refer to as the "social and economic well-being" of students. A limited number of local agencies (Centres Locaux des Oeuvres Universitaires et Scolaires - CLOUS) are also organized to work with students in the more comprehensive jurisdictions.

The German social infrastructure is similar to that in France, with the individual student services unit (called "Studentenwerk") functioning as an independent statutory body of the Länder, or states. The Studentenwerk is responsible for providing economic, social, cultural, and health support for students at all higher education institutions in the city in which it is located and the surrounding region as well. These organizations are not necessarily structured in a uniform way and are overseen by local committees appointed by the minister of the Land. The local Studentenwerke are united at the national level by the Deutsches Studentenwerk (DSW). German students finance their studies mainly from three sources: parental support, employment, and support from the Länder.

European countries appear to be more advanced in the area of child care services for student parents. A recent rebirth of student rights activity has emerged in the United States, and the student charter statements from the United Kingdom show great promise and value for our use in constructing student bill-of-rights documents in the United States. The German and French centralized/separate agency concepts of student services are quite unique and provide a basis for further study by U.S. institutions. The student unions, cooperatives, and service foundations of California and a few other locations are non-university organizations and, therefore, similar to the German and French models. However, in the U.S. they are not government sponsored. The German and French model is a fascinating concept that is utilized to

some degree in other European countries, including Sweden and the United Kingdom.

One of the areas that the United States has developed more than most other nations is specialized services for students with unique needs. American programs and services that support the special needs of the physically and learning disabled, women, adult learners, lesbian/gay/bisexual students, commuters, and students of color are among the best in the world. For example, the work of the University of Wisconsin-Whitewater in responding to the needs of disabled students and students of color has been recognized regionally and nationally. Members of that staff have presented papers on assistive technology and adaptive computing at international conferences in Europe. This specialty in dealing with the use of technology in working with the disabled is a remarkable and rapidly changing area that has opened up possibilities for many people with disabilities. By participating in international conferences and sharing of information with colleagues around the world, student affairs professionals are able to learn a great deal from each other, and thus to enhance services for all students around the globe.

Professional Organizations and Associations

The Council on International Educational Exchange is sponsored by a substantial group of colleges and universities in the U.S., and was created out of a need to assist large numbers of participating individuals. Most of our colleges and universities that have committed themselves to international education now have their own international program offices to facilitate study and travel. In many ways, European countries are more advanced in this regard. Many agreements with U.S. institutions were initiated by European institutions, and we can learn a great deal from overseas professionals who have been involved with those activities. As a practical matter, we can begin to converse with them by fostering international cooperation among professional associations whose missions relate to the student experience.

The American professional association with the longest standing mission to improve international exchange programs is the National Association of Foreign Student Affairs, now known as "NAFSA: Association of International Educators." This non-profit membership organization of over 7,200 members from all states and more than 60 countries is the largest such group in the world. Founded in 1948, its growth reflects the interest in international exchange programs around the world. Through its publications, work-

shops, institutional consultations and conferences, the association serves as a source of professional training, a reference for standards of performance, and an advocate for the most effective operation of international exchange. Comprised of experts in working with foreign students and foreign exchange programs, this group clearly is the premier professional association in the international student arena.

The Association of College and University Housing Officers-International (ACUHO-I) has had an international staff exchange program in place for a number of years. A small grant program is accessible through an application process that encourages housing officers from different countries to spend up to one full year working in similar operations in other countries. The American College Unions-International (ACU-I), a professional association serving the managers of university center or student union buildings, and the American College Personnel Association (ACPA) also have supported international exchange programs.

The National Association of Student Personnel Administrators (NASPA) is relatively new to the field of international education and exchanges. Founded in 1918, this nonprofit organization is the leading association for student affairs administrators. Its membership includes 1,100 institutions and about 3,600 individuals. Senior student affairs administrators and other institutional leaders turn to NASPA for guidance on matters related to the co-curricular and student service aspects of colleges and universities. Members share information about emerging trends in student services, institutional challenges, student characteristics, programmatic development and evaluation, staff development, compliance with federal regulations, influencing national and state policy, and the like. NASPA is organized into a network of regions. NASPA publishes the quarterly *NASPA Journal* as well as other topical publications on key issues.

NASPA's national conferences in 1994 and 1995 were attended by nearly 40 international guests representing up to fifteen countries. Recent activity in international exchanges has been boosted by the development of an International Education Network, formed to enhance international cooperation and exchanges on a professional level.

Leaders of other national associations of student services professionals, in their various countries, have expressed the need for shared information and professional development. An increasing number of American student affairs professionals have begun to make connections with members of these

groups. The Canadian Association of University and College Student Services (CAUCSS) is similar in many respects to the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) in the United States. The Association of Managers of Student Services in Higher Education (AMOSSHE) is the student services professional group in the United Kingdom. Student services professionals along the Pacific Rim are organized through the Asian Pacific Student Services Association (APSSA).

There are also nation-based associations in Australia and New Zealand, and a Hong Kong Student Services Association. Similar groups exist in Indonesia, Malaysia, and the Philippines. Contacts with these student services associations are relatively new, having been established within the last decade. New relationships are also being forged with student services professionals in China and Mexico.

A relatively new organization, the European Council for Student Affairs, was founded in Brussels, Belgium, in May 1993. The Council is an autonomous and independent European association and aims to promote the social infrastructure at higher education institutions in Europe. The further purpose of this organization is to encourage the mobility of students and improve information exchange between the various partners of the Council.

The key to the success of the European Council for Student Affairs rests on the premise that social programs for students play a central role in the success of the higher education enterprise. The leaders in the countries of the European Union concur that services and programs for students can have a major impact on the success of the mobility of students throughout the European Union. As the European Council for Student Affairs continues its development, the emphasis will be on staff development, policy issues, student accommodations and catering, counseling services, orientation, students with disabilities, child care, and research.

There are many opportunities to foster the kind of cooperation that is instrumental in developing new solutions to global student affairs issues. The long-standing Colloque Franco-Allemand Des Oeuvres Universitaires (French-German Colloquium on Services for University Students) has become one of the best examples of cooperation on the international level. It serves as a prototype for the future and has been successful because the participants have discovered the importance of focusing on the student, as well as on differences among the various organizations in different countries.

Educational initiatives such as TEMPUS (Trans European Mobility-Scheme for University Students), ERASMUS (European Community Action Scheme for the Mobility of University Students), SOCRATES (combination of ERASMUS and LINGUA), and LEONARDO (combination of PETRA, EUROTECNET, FORCE, and COMETT) are revolutionizing higher education in Europe. The European Union has made student mobility and standardization of educational credentials, both designed to enhance ease of study throughout Europe, very high priorities. The E.U. obviously sees the importance of international cross-fertilization in education as it relates to breaking down social, political, and economic barriers.

Partnering with International Colleagues

Several funded exchange programs for students and faculty have contributed to increased global understanding of student services. The Fulbright program, an American product, has been one of the most successful because of the international goodwill and enhanced understanding that result from participation by faculty, staff, and students all over the world. Some student services professionals have won Fulbrights; others have attended the French-German Colloquium. A number have visited similar operations in other countries, learning about different delivery methods and serving as consultants in developing countries. It was involvement in these programs and experiences that provided the spark for NASPA to develop extensive new relationships with student services professionals in France, Germany, Mexico, Canada, Costa Rica, and countries along the Pacific Rim.

In the 1980s and early 1990s, several student affairs professionals were successful applicants for administrative Fulbright experiences in Germany, the United Kingdom, Japan, and Korea. These leaders have continued to exhibit a special dedication to the development of international exchanges at their institutions, building a role for international education into their professional organizations. This has been especially evident in NAFSA and NASPA. During this period NASPA leaders have attended and presented papers at the French-German Colloquium, including those in Potsdam, Germany (1993), and Bordeaux, France (1994). The author delivered a paper at the Bordeaux Colloquium proposing an international association of student affairs professionals which has become the basis of a number of new opportunities for cooperation between French and German student affairs associations and NASPA. Paralleling this development has been the evolution of the NASPA

international education working group into an official International Education Network. This surge of interest on the part of NASPA and the desire to cooperate on the part of higher education student affairs professionals from other countries has provided the impetus for new and exciting ventures.

During the summer of 1994, the European Council on Student Affairs invited NASPA to bring a delegation to Europe to meet with the Council. The historic meeting of the two groups took place in June of 1995. Five NASPA representatives, including the author, visited the Deutsches Studentenwerk in Bonn, the seat of the European Union and the European Commission (official sponsors of the European Council on Student Affairs) in Brussels, and the Centre National des Oeuvres Universitaires et Scolaires (CNOUS) in Paris. In addition to meeting with the officers of the European Council, the delegation met with staff of the German Chancellery, including the ministries of culture and education; officials of the European Union, the European Commission and the European Parliament in Brussels; and various university and government officials in France. These contacts were essential in preparing for a number of agreements that would be worked out over the coming months.

Also during the summer of 1994, the author received an invitation from the Director of CNOUS in France to organize and lead a tour of French student services installations in 1995. France sent its first-ever delegation to the 1995 NASPA conference in San Diego to begin making preparations for this historic joint venture. The Student Affairs Tour de France took place under the auspices of NASPA during September of 1995 and involved sixteen U.S. student services administrators. It was co-sponsored by CNOUS, NASPA, and the University of Wisconsin-Whitewater. Visits were made to CROUS operations in Paris, Versailles, Lille, Dunkerque, Orleans, Tours, Nice, and Toulon. Having the opportunity to see these installations firsthand helped clarify the different structure and method of delivery of such important student services as accommodations, financial aid, food service, athletics, social services, and cultural affairs. In addition, the friendships and professional associations that were developed during the week-long tour have helped set the stage for future associations on a personal and institutional basis. A reciprocal tour is being planned for the French delegation to the 1996 Atlanta NASPA Conference. It will involve visits to Atlanta area institutions of higher learning and local attractions such as the Martin Luther King, Jr. Center and the President Carter Center.

A second phase of the CNOUS/NASPA association was also negotiated during the course of the Student Affairs Tour de France. The agreement, still under development, will include the visit of a team of five staff members from a CROUS in France to a single university in the United States for a two-week period. Later on in that year, a team of five members from that same U.S. university will spend two weeks visiting the staff of the same CROUS in France. The intent will be to study more intensely the day-to-day operations of such services as accommodations, food service, and social services (what the French refer to when they speak of counseling, ombudswork, health service, and the like). NASPA was also invited to make a presentation at the conference on student housing in Vienna in September of 1995. The conference was hosted by the European Council on Student Affairs and involved countries from all over the European Union and the United States. The NASPA President invited the President of ACUHO-I to make this presentation and help establish new relationships with our European student affairs allies. During that same visit, NASPA developed an agreement with the Deutsches Studentenwerk to undertake programs similar to those initiated by France and details are being worked out during the 1995-96 academic year.

An agreement also is being worked out with Monterey Tech University System (Instituto Tecnológico y de Estudios Superiores de Monterrey), a network of twenty-six private institutes of technology in Mexico. NASPA is also co-sponsoring a student affairs leadership conference in Costa Rica during 1996. This remarkable awakening of interest and involvement in student affairs on a global basis is helping provide impetus and structure to the future of such efforts.

There are discussions being initiated to send a NASPA delegation to the Asian Pacific Student Services Association conference that will be held in Australia in 1996. The author has begun discussions with the Association of Managers of Student Services in Higher Education (AMOSSHE) in the United Kingdom, with the idea of developing agreements to exchange professional development opportunities and enhance student exchanges.

The author is currently organizing an international symposium that will be conducted at the 1996 NASPA conference in Atlanta. The symposium, entitled "The World of Student Affairs Today and Tomorrow," is designed to provide an opportunity for the international registrants of the conference to describe how higher education and student services delivery systems operate

in their own country. Broad-based, common issues in the profession also will be addressed, as will the possibility of forming an international network of student affairs professional organizations dedicated to enhanced communication, improved exchanges for students and student affairs staff, and professional development opportunities for student affairs staff.

It is hoped that such projects as professional development needs analyses, international directories of student affairs professionals, and other projects will emerge from the new associations that have been formed in the past twelve months.

Benefits to the Home Campus

Most individual student affairs professionals who have been afforded the opportunity to get involved in international activity have used that experience as a springboard to encourage and develop a more constructive and comprehensive international education program on their own campuses and within their professional associations. As a result of the administrative Fulbright programs alone, several senior student affairs officers have been central to setting up new exchanges and recruiting more international students at their institutions. They also have encouraged NASPA to lift its sights into the international arena through international professional association staff development agreements and enhanced conference activity.

Student affairs staff members in the U.S. also have initiated contacts with individual institutions and student affairs professionals in other countries, with many of them occurring in the last few years. Contacts have been made with African countries, Australia, Austria, Belgium, Canada, the Czech Republic, China, Costa Rica, Denmark, Ecuador, Finland, France, Germany, Greece, Hong Kong, Hungary, Indonesia, Israel, Italy, Japan, Luxembourg, Malaysia, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, Romania, Russia, Singapore, South Korea, Spain, Sweden, Switzerland, and the United Kingdom. The future will bring even more of this activity, with more focus as well on developing nations in the former eastern bloc countries, Asia, the middle east, Africa, and South and Central America. As they attempt to revamp their economies and standards of living, these nations will seek educational contacts with other nations of the world, which will play a major role in developing their quality of life. It behooves U.S. colleges and universities to integrate international studies across the curriculum, build a strong international studies program, and encourage international experi-

ences for all students through enhanced study abroad and travel opportunities.

Summary and Discussion

In the past five years, the stage has been set for a new role for student affairs professionals in international education. There are several reasons for this remarkable transformation. Foreign countries realize that enhancement of higher educational exchanges is good for their own country and for the world community. These countries constantly search for ways to ease the transition of their students into educational experiences in the United States, and at the same time encourage exchange agreements so that more U.S. students will study abroad. American universities are being encouraged by government and business leaders to add a meaningful international dimension to the curriculum and to the experience base of students. Opportunities for faculty and staff exchanges in other countries are also being developed at many universities around the world with the notion that these experiences will eventually lead to similar ones for students.

Student affairs professionals have not necessarily been viewed as central players in these activities, other than through their visible campus work with international students. However, it is evident that the application of their service delivery skills and their knowledge of experiential education can be valuable to American students who study abroad.

Offering quality programs and services at reasonable costs should be a paramount concern. Attention must be given to the changing needs of students, and to advances being made in student services throughout the world. Students can no longer flourish in a strictly provincial framework. International exchange programs have expanded at a phenomenal rate, and the mobile students who take advantage of them are demanding better communications, more efficient services, less bureaucracy, and reduced costs. The importance of conversation and cooperation on an international level has never been more evident than it is today.

Suggested Readings

Goodwin, C. D., and Nacht, M. *Missing the Boat: The Failure to Internationalize American Higher Education*. Cambridge: Cambridge University Press, 1991.

Hansen, K. H., and Meyerson, J. W., eds. *International Challenges to American Colleges and Universities: Looking Ahead*. Phoenix: American Council on Education and the Oryx Press, 1995.

Lambert, R. D. *International Studies and the Undergraduate*. Washington, D.C.: American Council on Education, 1989.