The Changing Nature of the US University Campus
## Enrollment Trends—2013

Source: Institute for International Education, IIE

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Number</th>
<th>% of total</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>China</td>
<td>235,597</td>
<td>28.7</td>
<td>+21.4</td>
</tr>
<tr>
<td>2</td>
<td>India</td>
<td>96,754</td>
<td>11.8</td>
<td>-3.8</td>
</tr>
<tr>
<td>3</td>
<td>S. Korea</td>
<td>70,627</td>
<td>8.6</td>
<td>-2.3</td>
</tr>
<tr>
<td>4</td>
<td>Saudi Arabia</td>
<td>44,566</td>
<td>5.4</td>
<td>+30.5</td>
</tr>
<tr>
<td>5</td>
<td>Canada</td>
<td>27,357</td>
<td>3.0</td>
<td>+2.0</td>
</tr>
<tr>
<td>6</td>
<td>Taiwan</td>
<td>21,867</td>
<td>2.7</td>
<td>-5.9</td>
</tr>
<tr>
<td>7</td>
<td>Japan</td>
<td>19,568</td>
<td>2.4</td>
<td>-2.0</td>
</tr>
</tbody>
</table>
University of Tennessee Enrollment Demographics  Source: Open Doors, IIE, 2013

- Undergraduate
  1. China  81
  2. Saudi Arabia  19
  3. S. Korea  15
  4. Canada  12
  5. U.K.  8
  6. India  7
  Total of all: 202

- Graduate
  1. China  359
  2. India  87
  3. S. Korea  49
  4. Iran  34
  5. Bangladesh  20
  6. Nepal  16
  Total of all: 769
1 million international students
Source: U.S. Department of Homeland Security, 8/05/2014

• 365,000 undergraduate
• 265,000 graduate

• Top majors: Business, Engineering, Computer Science
• Nearly 350,000 international students pursued STEM (Science, Technology, Engineering and Mathematics)

• 2004: 600,000 students
Why so many Chinese?

- 9 million Chinese high school graduates sat for gaokao in 2011; Chinese universities had space for 6.75 million
- for 300 million Chinese considered middle class
- US higher education seen as prestigious
Working Toward Successful Integration of International Students on our Campuses
Non-participation in the classroom

Lack of engagement in campus life

Academic dishonesty

Ill-suited academic skills

Limited English skills vs. expanded demands on language
The Academy vs. Students

Administrators
Staff
Faculty

Students
How can we support learning and engagement for ALL students?
Agenda: Examining the many needs and several models

- Administrative and infrastructure
- Understanding Chinese students
- Mentoring as one support model
- Role of Faculty
- Advising
- Communicating Policies
- Housing and Residential/Campus Life
It needs to be an intentional and institution-wide commitment and effort.
Administrative Steps

- Investment
  a. Train stakeholders
  b. Hire key personnel
- Coordinated Efforts
  a. Bring together key personnel
  b. Have support from the top
Gathering all stakeholders

- Housing/Residential Life
- Admissions
- Registrars
- Student Life
- New Student Orientation
- Judicial Affairs
- Academic Enrichment

- Intensive English Program
- Assistant Deans and Advisement
- International Student Office
- Freshman Year Experience
- Student Counseling
Act and Celebrate Successes

- New Student Handbook
- Increasing international office funding 10x
- Cross-cultural training for counselors
- Cohort Program
- New facilities for international programs
- Courses promoting cross-cultural interaction
- Virtual Tutoring Center
- Culture/Climate Shift
Providing additional resources and infrastructure

• Chinese and Arabic Speaking Counselors
• Launching Global Citizen Certificate initiative
• Intercultural Service Learning
• Campus-wide Language Partner Program
• Enhanced Advising
• Expanded New Student Orientation
• Mentor Program for most popular majors
Track International Student Academic Progress, Engagement

Needs Analysis
Same Game, New Rules
Understanding the cultural influences on Chinese campus and classroom interactions
Westerners define learning cognitively: thinking, school, brain, discovery, understand, question authority

Asians define learning morally: learn assiduously, study as if thirsting, be diligent, persevere, respect teachers
Cultural Differences that Impact Academics and Campus Life

- Conception of Self
- Rule of Law
- Educational Framework
- Social Relationships
- Role of Silence

The spectrum as a critical caveat
Conception of Self

<table>
<thead>
<tr>
<th>China</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collectivist</td>
<td>• Individualist</td>
</tr>
<tr>
<td>• Value placed in own cultural group and</td>
<td>• Self-reliance, self-promotion</td>
</tr>
<tr>
<td>individual modesty</td>
<td>• Value freedom from imposed constraints</td>
</tr>
</tbody>
</table>
## Conception of Self

### Potential Impact on Academics and Campus Life

- Limited class participation
- Not wanting to appear immodest
- Less willing to risk behavior that is displeasing to group
- May not respond to posted extra credit assignments/activities
Mentoring – The Most Effective Approach to Promoting Engagement (Leask and Carroll, 2011)
Premise for Cohort Program

• Chinese Student Difficulties
  – Integration
  – Critical thinking skills
  – Extensive reading ability
  – Study habits
  – Academic honesty
  – Burn out
  – Trust
Goals for Cohort Program

• Group Bonding
• Extensive Reading
• Service Learning
• University Events
• Study Skills
• Mutual Accountability
The Cohort Model

- Group Bonding
- Extensive Reading
- Service Learning
- UD Events
- Study Skills
- Mutual Accountability
Cohort Components

- 7-9 CAP and academically bound nonCAP
- Same initial proficiency level
- American student mentor
- Faculty Advisor/Instructor
- Retreat
- Cohort class (2 hours) supplementing EAP
- Campus academic engagement, campus life
- Community engagement
Cohort Retreat
Learning the importance of team work
Overcoming fears
The thrill of meeting a challenge
Learning to Take Risks
Sharing and Discovering Talents

ELI CAP Undergrad Retreat
Establishing cohesive cohorts

ELI CAP Grad Retreat
Service Learning
Campus Activities with Mentors
Mentors: Developing Intercultural Competencies
Student Reflections

I like teamwork best about this class. Through this class, I learned how to cooperate with others.

I make a lot of friends who are native speakers and I learned a lot about American culture.

I met a lot of new friends and have learned how to arrange my time. I also have a planner to plan my events.

I learned how to find my disadvantages and how to fix them. I also know some characteristics a successful person should have.

This class gives me lots of opportunities to speak English and it can give me more information about American. Teacher and mentor can help me adapt this environment.
So how well is Cohort working?
I am kind of proud of myself because the professors know me because I engage in the class, come up with some questions, post them in SAKAI. I’m kind of active, not like when I was in China. I changed and now I’m active and like to talk to the professor and give them my new ideas, even if they aren’t exactly right, but it’s new, so the professor likes it, the professor knows me.

Actually I think the CAP Cohort is very good because when I was in CAP Cohort, my CAP teacher provided us with many opportunities to engage in UD [University of Delaware]. For example, I went to some UD classes while I was in the ELI. I also met a lot of American guys through CAP activities.

Chinese students are not that outgoing, but ELI made me become more outgoing and I was more willing to share my opinions with the other students around me.
Advising and the Rule of Law

<table>
<thead>
<tr>
<th>Chinese (and Saudis)</th>
<th>Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hold great faith in personal relationships than in written policies or regulations</td>
<td>• Have great faith that laws, regulations, and policies lead to fair outcomes and must be followed or changed through rule-governed processes</td>
</tr>
</tbody>
</table>
Rule of Law

Potential Impact on Academics and Campus Life

- Rules can be circumvented to achieve goals
Two views:

1. Plagiarism as crime against academy, with institution as protagonists, linked to generalities of Asians as non-thinking rote (and inferior) learners

2. Socially and culturally constructed reaction to fundamental differences in values about role of individual in creating knowledge
How do you communicate the rules of the game?
Helping students find their voice: A case study

- Parental Expectations
- Aligning aptitudes and interests to majors
- Group Expectations
- Intra-cultural Bullying

Wenbo Fan
Undergraduate Student
University of Delaware
Make Communication Comprehensible

1. Speak just a bit more slowly and clearly.

2. Be mindful of potential confusion from phrasal verbs (e.g., make up, put up with, take over)

3. Be mindful of the challenges in processing reduced forms (e.g., wantchə, couldjə) and linking (e.g., That’sa matterofopinion)

4. Provide instructions in writing for assignments and in-class activities.

5. Display key words to facilitate comprehension.
Be mindful of the culture-bound nature of idiomatic expressions

- Go the extra mile
- Bite the bullet
- Everything but the kitchen sink
- Fit as a fiddle
- Face the Music
- Drummed out
## Educational Framework

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<tr>
<td>• May focus on extensive memorization without as much emphasis on critical response or new application</td>
<td>• American system emphasizes creativity, exploring new ideas, challenging existing concepts or theories</td>
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# Educational Framework

## Potential Impact on Academics and Campus Life

- Problems in responding to “why?”
- Unfamiliarity with problem-based learning
- Unease with self-expression
- Great facility in memorization aids in taking standardized exams
Social Relationships

<table>
<thead>
<tr>
<th>China</th>
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</thead>
<tbody>
<tr>
<td>• Formal, hierarchical</td>
<td>• Informal, egalitarian</td>
</tr>
<tr>
<td>• Most comfortable in context in which position and rules for behavior are known</td>
<td>• Social hierarchy is present but less visible and de-emphasized</td>
</tr>
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Social Relationships

Potential Impact on Academics and Campus Life

• Confucian respect for professors can severely inhibit class participation
## Role of Silence

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</thead>
<tbody>
<tr>
<td>• Prompt speech distained</td>
<td>• Silence in the presence of others is rare, uncomfortable</td>
</tr>
<tr>
<td>• Student silence is sign of respect</td>
<td>• Focus: interactional competence</td>
</tr>
<tr>
<td>• Clear the mind, meditate</td>
<td>• Brainstorming</td>
</tr>
<tr>
<td>• More pronounced in situations where S status appears ambiguous or S feels unwelcome</td>
<td>• Silence viewed as lack of preparation, competence, or respect</td>
</tr>
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## Role of Silence

Potential Impact on Academics and Campus Life

- Seldom participate if not part of grade
- Seldom given time by teachers to give considered opinion (lack of hang time or support for risk taking)
Globalizing the campus means also globalizing the curriculum

• “We want our undergraduates to benefit from and be changed by interacting with classmates from many countries and cultures, but we have not asked our faculty colleagues to change their approaches or propose new courses to accommodate and reflect this shift in demographics.” David Pong
Train Faculty to Support Learning for all Students

1. Universal Design
2. Linguistic accessibility
3. Promoting Classroom Engagement
“The common assumption...is that it is the internationals who bear the onus for poor communication, and therefore it is the internationals who must undergo transformation in the North American model. An alternative perspective, in contrast, recognizes that communication is a reciprocal process.”

– David Rubin
Creating a supportive environment
Creating living/learning opportunities
American Global Fellows
Institutional Investment

- Pedagogical & cross-cultural training
- Involve key stakeholders in solution
- Expand academic and campus life support services
- Create courses to celebrate diverse heritage
Percent Change Between 2008-09 and 2019-20 in Total High School Graduates, by State

WICHE, 2013

- 12% decrease in White graduates
+ 41% increase in Hispanic graduates
+ 30% increase in Asian/Pacific Islander graduates
- 9% decrease in Black graduates

45% of nation’s public HS graduates will be non-White by 2019-2020

WICHE, 2013
Questions
The Changing Nature of the US University Classroom

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