Global Outreach Within and Beyond America Track: International Student Diversity-A National Imperative

1:30PM-2:45PM
International Student Diversity: A National Imperative

Association of Public and Land-grant Universities
Committee on International Initiatives Summer Meeting
New Brunswick, New Jersey - July 18, 2016
International Student Diversity: A National Imperative

Presenters:

• Rachel Banks
  
  *Director, Public Policy*
  
  *NAFSA: Association of International Educators*

• Meredith McQuaid
  
  *Associate Vice President and Dean of International Programs*
  
  *University of Minnesota*

• David Di Maria
  
  *Associate Provost, Office of International Programs*
  
  *Montana State University*
International Students Studying at U.S. Colleges and Universities
Academic Year 2014-2015: 974,926
Source: Open Doors Report
International Students Studying at U.S. Colleges and Universities
Academic Year 1984-1985: 342,110
Source: Open Doors Report

Top Sending Countries:
- Taiwan: 22,590
- Malaysia: 31,720
- Nigeria: 34,070
- Iran: 36,940
- South Korea: 136,350
- Other: 246,060

Regional Percentage Share:
- Asia: 42%
- Africa: 12%
- Latin America & Caribbean: 10%
- Middle East: 3%
- North America: 5%
- Oceania: 2%
- Europe: 17%
- Others: 11%
International Student Enrollment Trends

• Student flows largely driven by those who can afford high cost

• Large growth of global middle class, especially in Asia

• Financial aid options limited, especially for undergraduates
  ✓ U.S. Fulbright Program: Since 1946, 200,000 participants from 140 countries
  ✓ Some U.S. colleges and universities offer financial assistance
  ✓ Foreign government scholarship programs (Saudi Arabia, Brazil, Iraq, Libya)
International Student Diversity Initiative

• Focus national attention on value of international student enrollment and diversity (country, socioeconomic level, gender)
• Build critical diplomatic, social, and economic ties with a broader number of countries and levels of society
• Ensure opportunities for U.S. students to engage a diverse international student body on campus
• Reduce dependency on a single country or region
• Recognize diversity important for enrollment (domestic and international)
International Student Diversity Initiative

• A U.S. government-led pro-active public/private national initiative:
  ✓ Collaborate with U.S. higher education
  ✓ Engage private sector
  ✓ Articulate the importance of welcoming and educating international students
  ✓ Leverage existing and identify new resources to attract and support a more diverse pool of international students
    ▪ Scholarships for economically disadvantaged students, students from developing countries (particularly women and girls)
International Student Diversity Initiative

NAFSA’s Policy Recommendations for Presidential Campaigns:

www.nafsa.org/2016campaign

Contact: Rachel Banks

rachelb@nafsa.org
International Student Diversity: A National Imperative

APLU – CII Summer Meeting 2016
Meredith McQuaid
University of Minnesota
More diversity is generally better

- But, why?
- What “kind” of diversity?
- For whom or what are we concerned with “more” or “better” diversity?
- Are we actually effectively integrating the international students we already have (and, for that matter are higher education institutions effectively integrating diverse students from the U.S.?)
### Summary Data from *Open Doors*

<table>
<thead>
<tr>
<th>Year</th>
<th>Country</th>
<th>Students</th>
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<tr>
<td>1949/50</td>
<td>Canada</td>
<td>4,362</td>
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<td></td>
<td>Taiwan</td>
<td>3,637</td>
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<td></td>
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<td></td>
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<td></td>
<td>Cuba</td>
<td>749</td>
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<td></td>
<td>World total</td>
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<td>1959/60</td>
<td>Canada</td>
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<td></td>
<td>Taiwan</td>
<td>4,546</td>
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<td></td>
<td>India</td>
<td>3,780</td>
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<td></td>
<td>Iran</td>
<td>2,507</td>
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<td></td>
<td>South Korea</td>
<td>2,474</td>
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<td></td>
<td>World total</td>
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<td>India</td>
<td>11,324</td>
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<td>Hong Kong</td>
<td>7,202</td>
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<td></td>
<td>Iran</td>
<td>5,175</td>
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<td>World total</td>
<td>134,959</td>
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## Summary Data from *Open Doors*

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<th>Students</th>
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<td></td>
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<td></td>
<td>Nigeria</td>
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<td></td>
<td>Canada</td>
<td>15,130</td>
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<td></td>
<td>Japan</td>
<td>12,360</td>
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<td><strong>World total:</strong></td>
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<td>1989/90</td>
<td>China</td>
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<td></td>
<td>Taiwan</td>
<td>30,960</td>
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<td></td>
<td>Japan</td>
<td>29,840</td>
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<td></td>
<td>India</td>
<td>26,240</td>
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<td></td>
<td>South Korea</td>
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<td><strong>World total:</strong></td>
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<td>Japan</td>
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<td></td>
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<td></td>
<td>Taiwan</td>
<td>29,234</td>
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<td></td>
<td><strong>World total:</strong></td>
<td><strong>514,723</strong></td>
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</table>
Summary Data from *Open Doors*

**2009/2010**
- China 127,628
- India 104,897
- South Korea 72,153
- Canada 28,145
- Taiwan 26,685

World total: 690,923
Our own efforts to increase diversity of international students

- Current three-year strategic plan for international enrollment coming to a close. New one will (again) focus on diversity;
- Making investments in new areas takes time, good fortune, consistency in economies and governments
- Our financial investment in scholarships for talented international students without means is necessarily less visible;
- Some concern about having only a handful of students from any country who either become isolated or “tokenized”.
THE EDUCATIONAL IMPACT OF INTERNATIONAL STUDENTS IN CAMPUS INTERNATIONALIZATION
DATA COLLECTION PROCESS

- Focus groups
- Interviews
- Surveys
  - International Student Barometer (ISB)
  - Student Engagement at Research Universities (SERU)
HOW OFTEN DO YOU INTERACT WITH AMERICAN STUDENTS IN THE CLASSROOM?

- Never: 1.6%
- Rarely: 13.6%
- Sometimes: 43.6%
- Often: 41.2%

HOW OFTEN DO YOU INTERACT WITH AMERICAN STUDENTS OUTSIDE OF THE CLASSROOM?

- Never: 3.5%
- Rarely: 24.3%
- Sometimes: 38.7%
- Often: 33.5%
SERU FINDINGS

Positive association for DS between increased interaction with IS and self-reported levels of:

In the classroom:
1. Working effectively with others from different national backgrounds
2. Interest in study abroad

Out of the classroom:
1. Interest in study abroad
2. Interest in world events, news, or politics
3. Self-perceived intercultural competency development (based on student group activities)
FACULTY REPORT
ON STUDENT BENEFITS:

- Reflect on one’s own culture
- Learn to avoid tokenizing others
- Communicate across cultures
- Appreciate different perspectives on class content
TEACHING STRATEGIES TO MAXIMIZE THE BENEFITS OF CROSS-NATIONAL INTERACTIONS IN THE CLASSROOM
CASE STUDIES REVEALED NEED TO:

- **Establish** an environment that supports and engages international diversity
- **Design** purposeful learning activities that engage international diversity
- **Provide** ongoing opportunities for student reflection
- **Incorporate** formative and summative assessments to monitor CNI outcomes
ESTABLISH AN ENVIRONMENT THAT SUPPORTS AND ENGAGES INTERNATIONAL DIVERSITY

- Incorporate student interactions as course objective
- Discuss cross-national interaction benefits and rationale with students
- Address student anxiety and tendency to stay in a “comfort zone”
- Address non-native English speakers’ needs
- Model intercultural communication
DESIGN PURPOSEFUL LEARNING AND ASSESSMENT ACTIVITIES THAT ENGAGE INTERNATIONAL DIVERSITY

- Include student group assignments
- Create collaborative assignments
- Engage with subject knowledge
Will increased diversity of international students:

- Help us do better with all international students?
- Make our campuses more internationalized?
- We presume the second, can we also presume the first?
International Student Diversity: A National Imperative

2016 CII Summer Meeting

David L. Di Maria
Associate Provost for International Programs
MONTANA STATE UNIVERSITY
## Strategies: Collaboration with Academic Units

### Fields of Study for Selected Places of Origin, 2014/15

<table>
<thead>
<tr>
<th>Place of Origin</th>
<th>TOTAL STUDENTS</th>
<th>Business/Management</th>
<th>Education</th>
<th>Engineering*</th>
<th>Fine/Applied Arts</th>
<th>Health Professions*</th>
<th>Humanities</th>
<th>Intensive English</th>
<th>Math/Computer Science*</th>
<th>Physical/Life Sciences*</th>
<th>Social Sciences</th>
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<td>12.5</td>
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<td>Canada</td>
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<td>15.0</td>
<td>4.9</td>
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<td>15.7</td>
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<td>12.1</td>
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<td>Colombia</td>
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<td>2.4</td>
<td>2.0</td>
<td>16.1</td>
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<td>7.2</td>
<td>16.1</td>
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<td>3.1</td>
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Strategies: Scholarships and Tuition Discounts
### Strategies: Dual-Degree Programs

#### ISTANBUL TECHNICAL UNIVERSITY

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<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
<th>Sub #</th>
<th>Sub Title</th>
<th>Sub C</th>
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<tr>
<td>ENM 111</td>
<td>Art of Engineering (MTU CORE A)</td>
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<td>Sub A</td>
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<td>Sub A</td>
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<td>Sub C</td>
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**Total Credit Hours:** 23

#### SPRING SEMESTER

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<td>4</td>
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<td>Sub A</td>
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**Total Credit Hours:** 22

#### MONTANA STATE UNIVERSITY

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**Total Credit Hours:** 15
Strategies: Sponsored Student Programs
The International Enrollment Management (IEM) Knowledge Community (KC) addresses the needs of professionals working in admissions, recruitment, enrollment management, marketing, credential evaluation, intensive English programs, sponsored program administration, and overseas advising and counseling.

IEM is essential for institutions who wish to create a successful international enrollment strategy. The IEM KC networks offer discussion forums and a resource library connecting international education professionals worldwide.
Current Diversity Initiatives

• Undocumented Students  
  • Academic and Immigration

• Underage Students
IEM Publications

International Educator: A Compendium of Articles on International Enrollment Management

Evaluating Foreign Educational Credentials: An Introductory Guide
by Kathleen Freeman
LANDSCAPE OF PATHWAY PARTNERSHIPS IN THE UNITED STATES

This research deepens the understanding of the landscape of existing pathway partnerships by providing a working definition, a broad typology and select characteristics of institutions.

WORKING DEFINITION
“Pathway providers are private third-party entities partnering with institutions to recruit international students and offer English-language preparation with academic coursework applicable toward graduation requirements.”

TYPOLOGY
Pathway partnerships come with wide variations. Here are two broad models differing in terms of initial investment and revenue-sharing.

Under the “Reimbursement Model,” pathway provider invests and institution is reimbursed for expenses. Under the “Joint Venture Model,” institution shares the costs, risks and corresponding rewards.

Select Characteristics of 45 Higher Education Institutions Partnering with Eight Pathway Providers

- 44% are located in New York (8), Massachusetts (6), and Florida (4)
- 53% are public institutions
- 56% do not have “National Ranking”
- 51% are doctoral-granting universities
- 5.8% of all international students in the U.S.

www.nafsa.org/pathwayprograms
Does your institution actively recruit international students?
If yes, who leads this effort on your campus?
Does your institution have an international enrollment strategy?
If yes, does the plan focus on diversity?
What are the biggest challenges to increasing international student diversity?

• Money
• Fear of risk
• Program offerings
• Politics
• Tuition policy
How might a national strategy focused on international student diversity make a difference on your campus?

- Extension can provide access
- Resources / matching grants to reduce tuition
- Secondary to getting US students to go abroad?
- Need to clarify UG / GR
- Learning outcomes - interactions