

# **INTERNATIONAL GRADUATE STUDENTS ON OUR CAMPUSES: NUMBERS AND NEEDS IN CULTURAL CONTEXT**

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**2 May 2013**



# BACKGROUND

- Most campuses have either a mission or practical need to focus separately on International students
- Carries through all types of planning: academic, student services, physical
- Increased importance on campuses to introduce U.S. students to global ideas
- What are the challenges and opportunities in creating a *home* for international students?

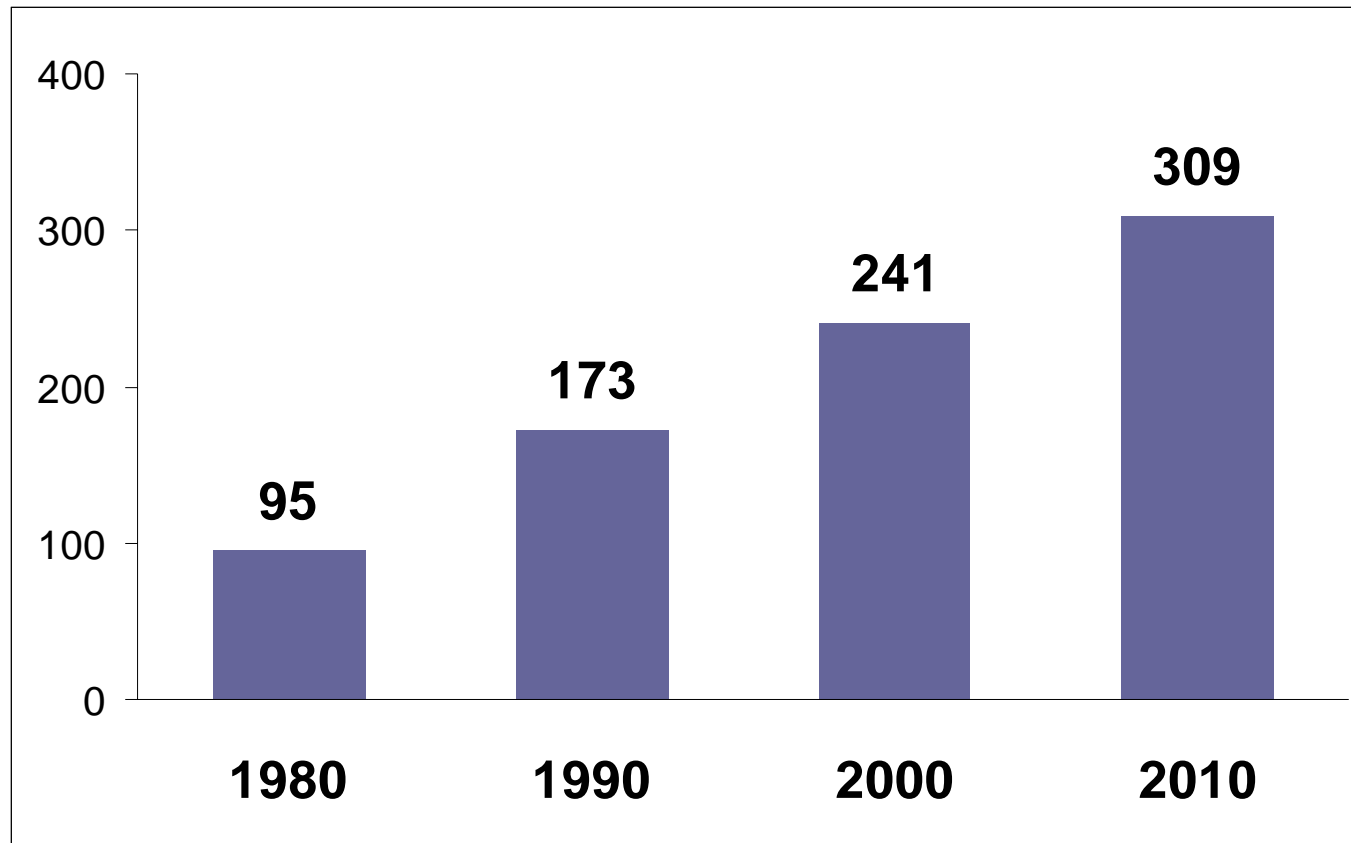


# SESSION ORDER

- Overview of Demographic Trends
- Selected International/U.S. Graduate Student Differences
- Topics of Importance: Interviews with Campus Stakeholders
- Table Discussions and Group Sharing of Anecdotes
- Group Development of Topics and Strategies to Bring to Campuses
- Emerging Topics, and Discussion



# Growth of International Graduate Student Population in U.S. (in '000's)



**Decade Growth**

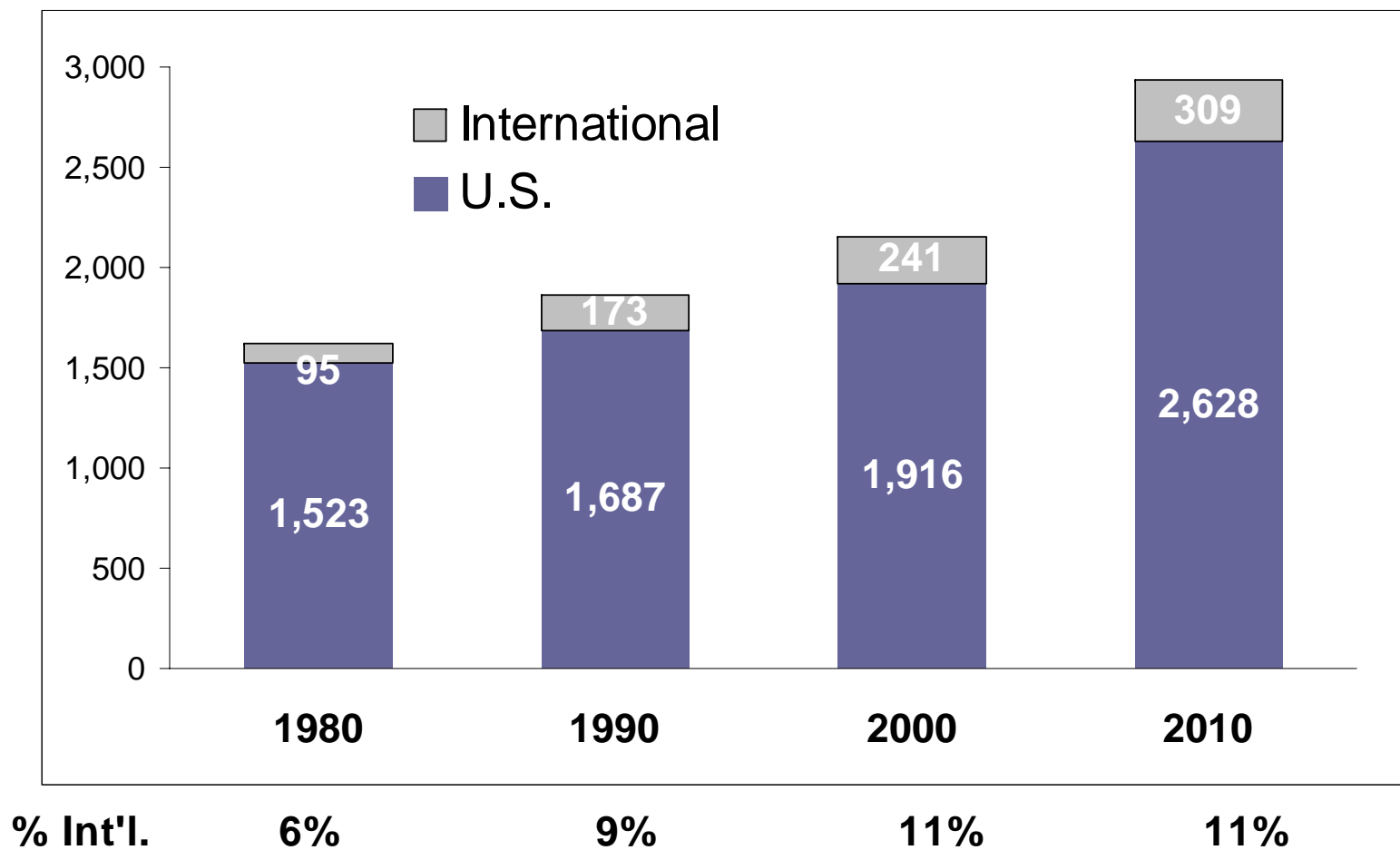
**82%**

**39%**

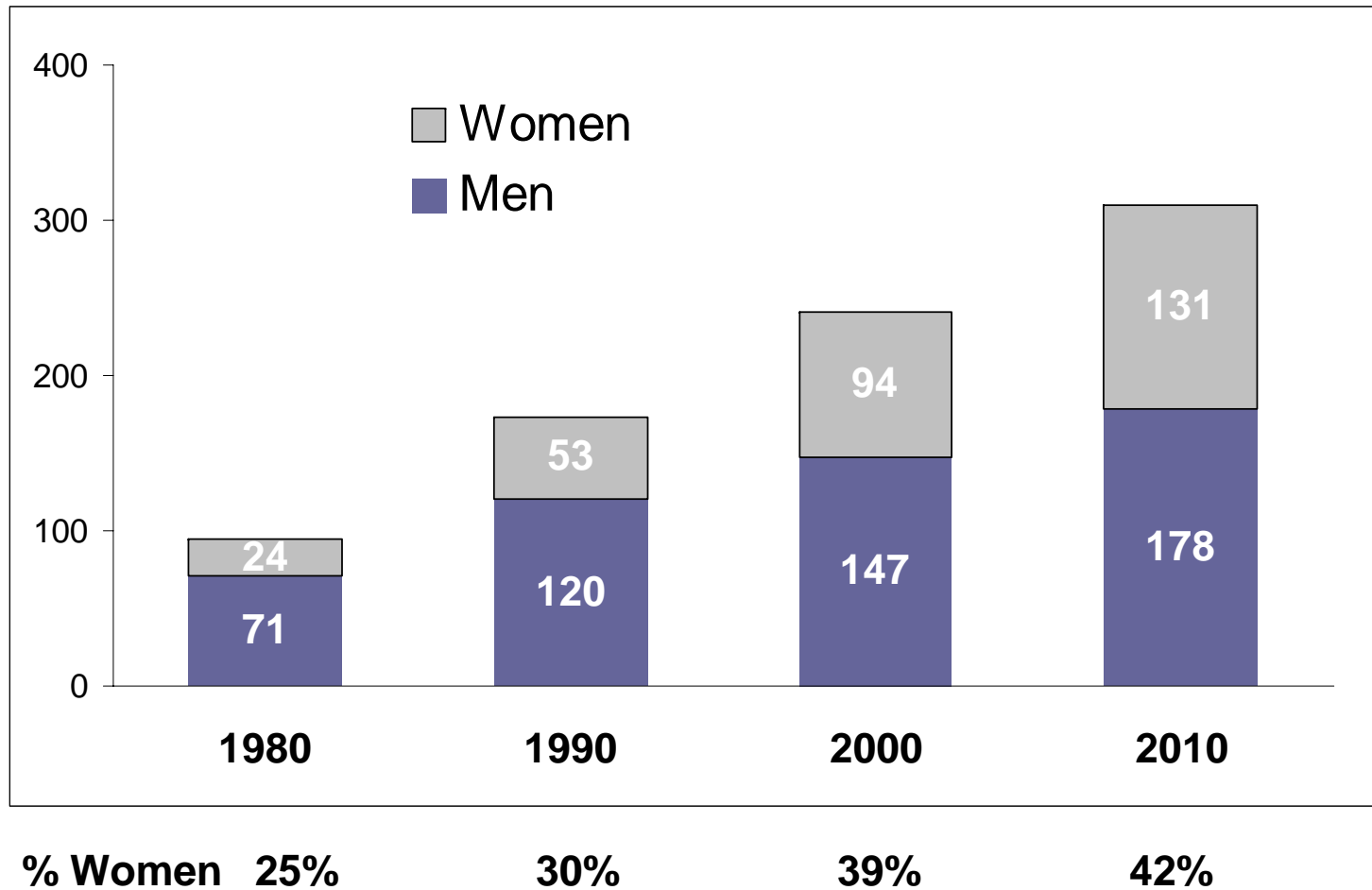
**29%**



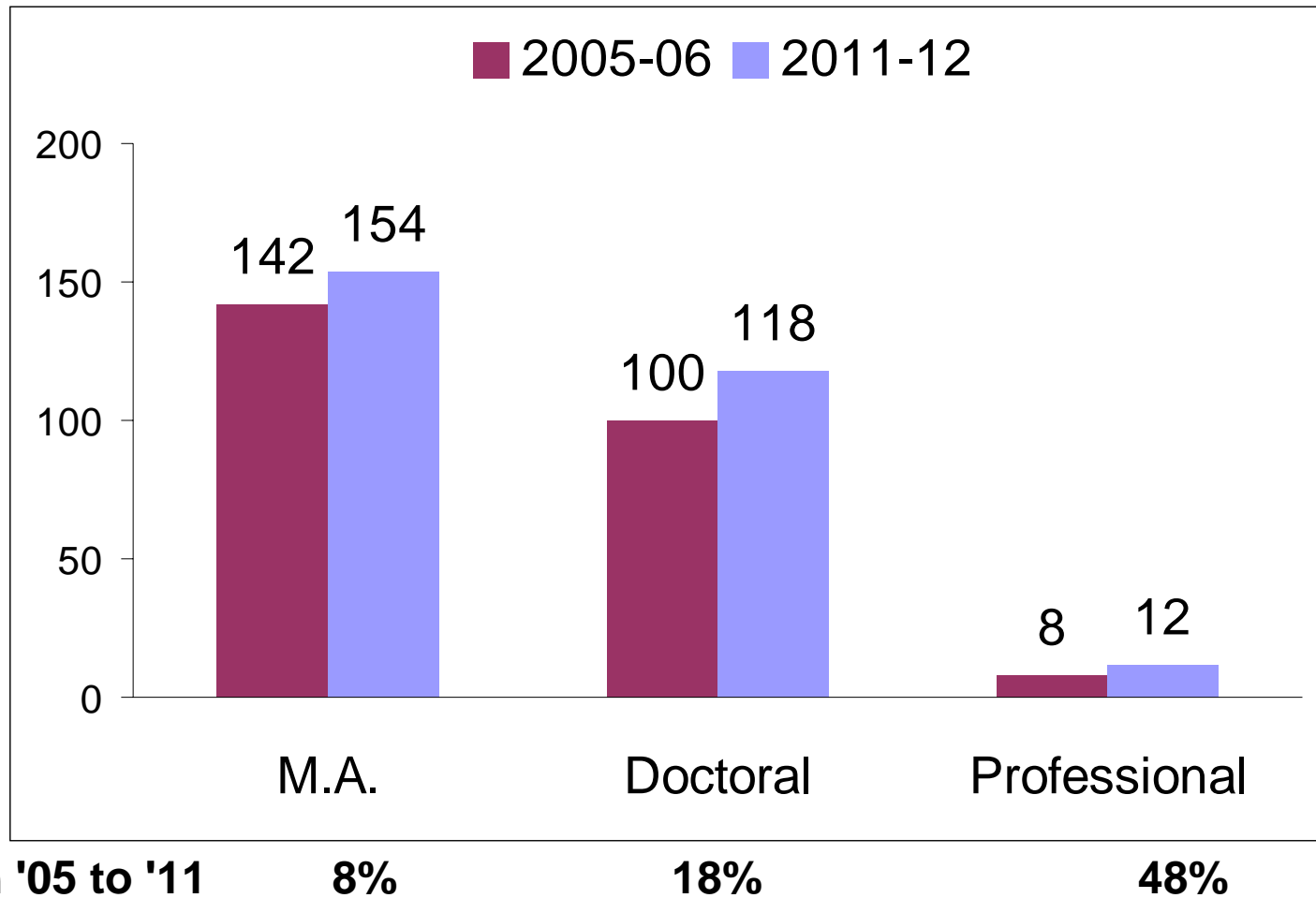
# International vs. U.S. Graduate Students (in '000's)



# International Graduate Students, by Gender (in '000's)



# International Graduate Students, by Degree (in '000's)



# Numbers by Continent: Change '01-'02 to '11-'12

Continent	2001-02	2011-12
Africa *	10,836	11,970
Asia *	174,670	207,974
Europe	34,268	24,633
Latin America	21,759	19,793
Middle East *	16,347	23,292
North America	11,906	11,265
Oceania	1,663	1,512
<b>TOTAL *</b>	<b>271,182</b>	<b>300,430</b>

*\* Increase in past decade.*





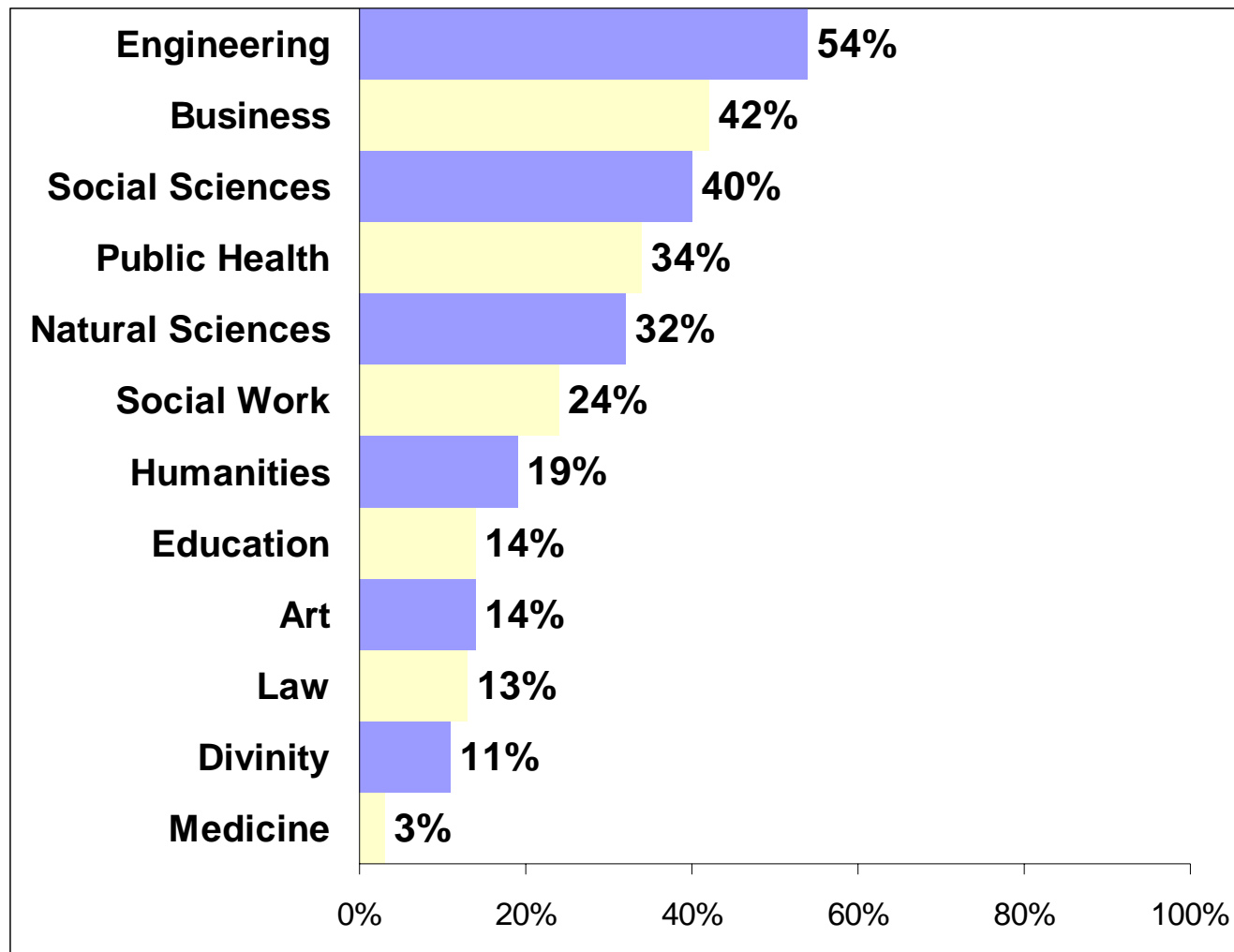
# Top Countries Represented: Change '01-'02 to '11-'12

Continent	2001-02	2011-12
China *	50,969	88,429
India *	49,730	59,014
South Korea	23,676	21,260
Taiwan	15,923	12,007
Canada	11,810	11,190
Turkey	7,106	6,198
Saudi Arabia *	1,775	6,133
Iran *	1,295	5,747
Japan	9,691	4,403
Thailand	7,672	3,789

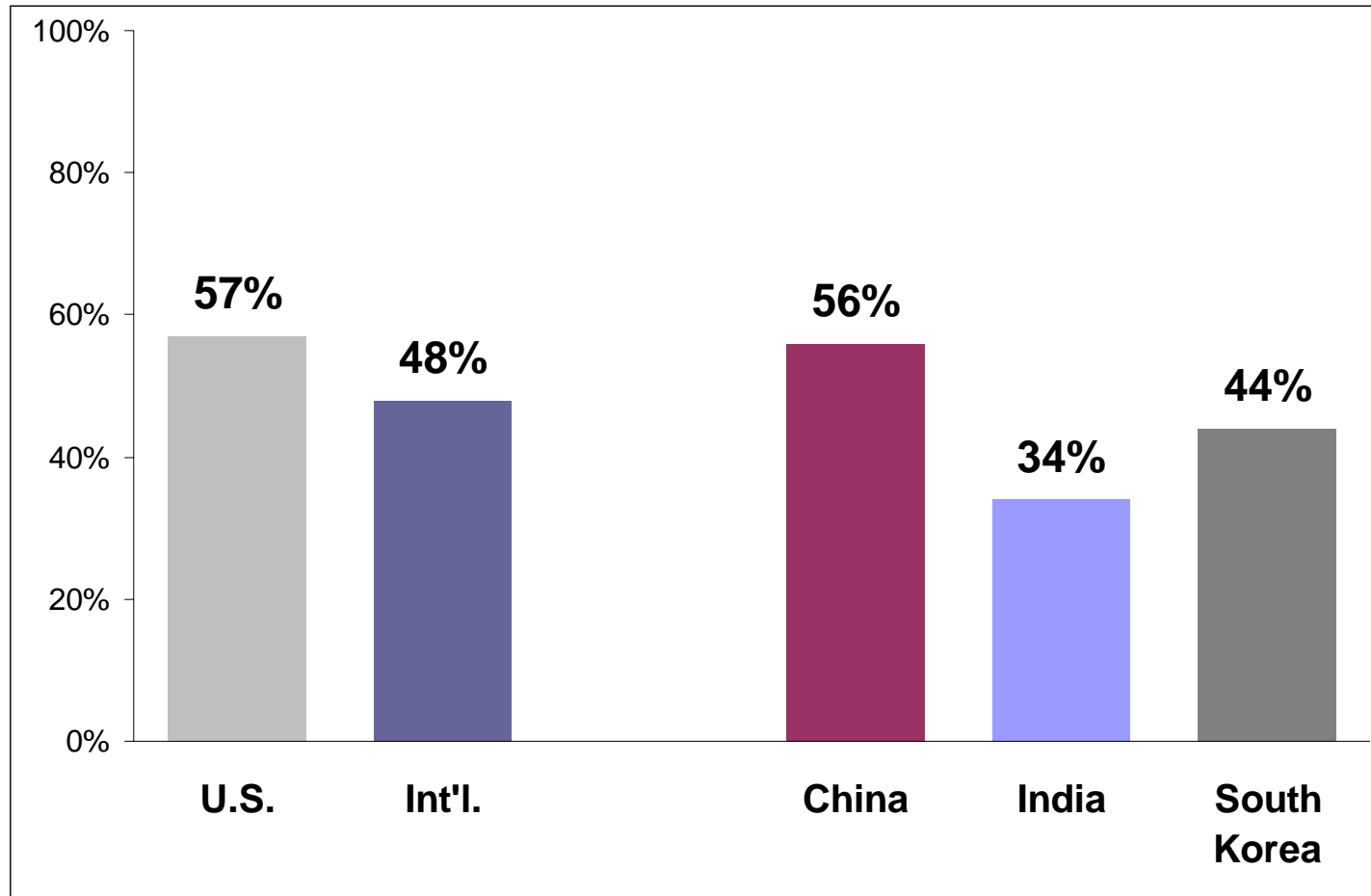
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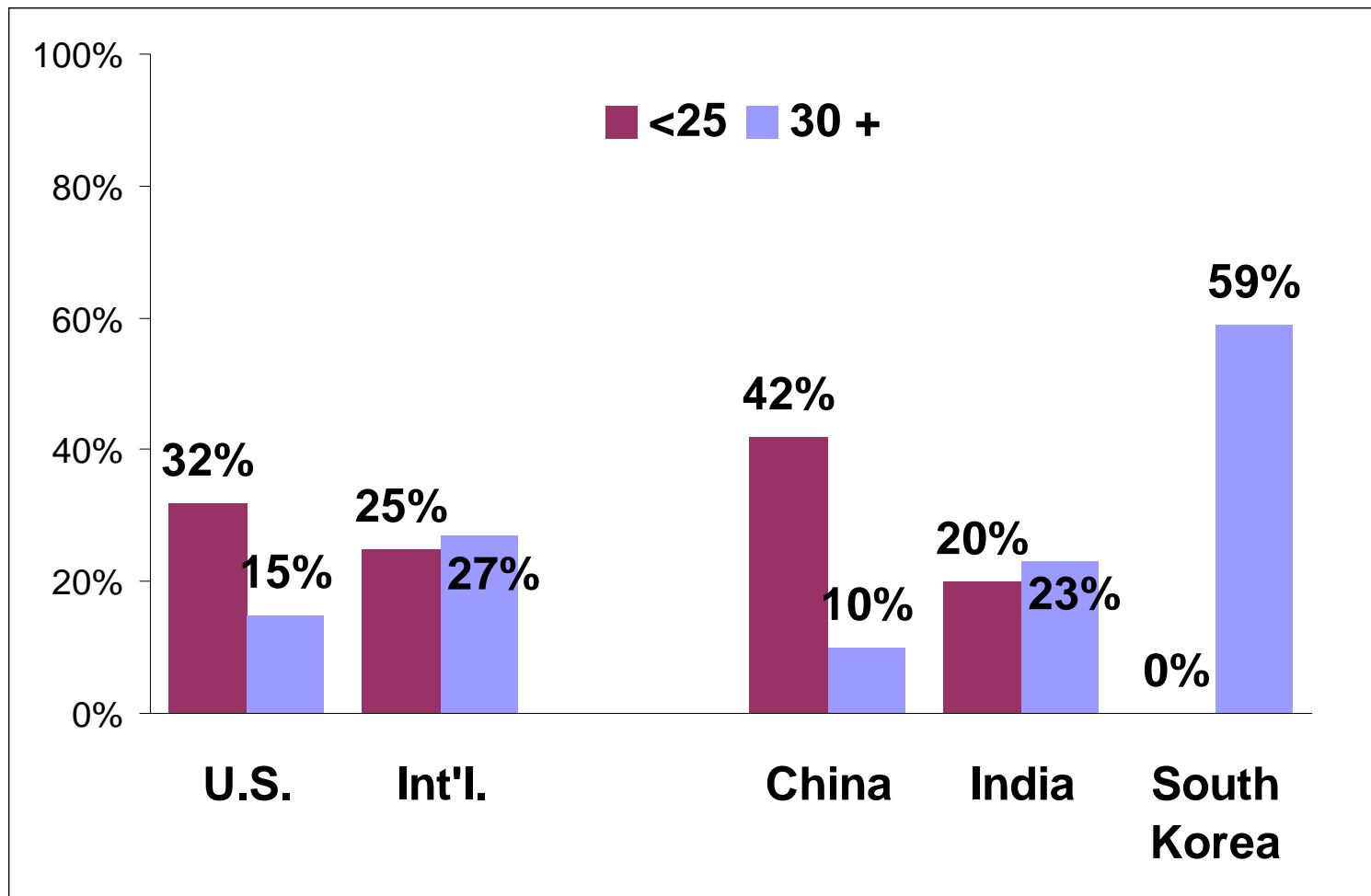
# % International Varies by Program at Selected Urban Universities



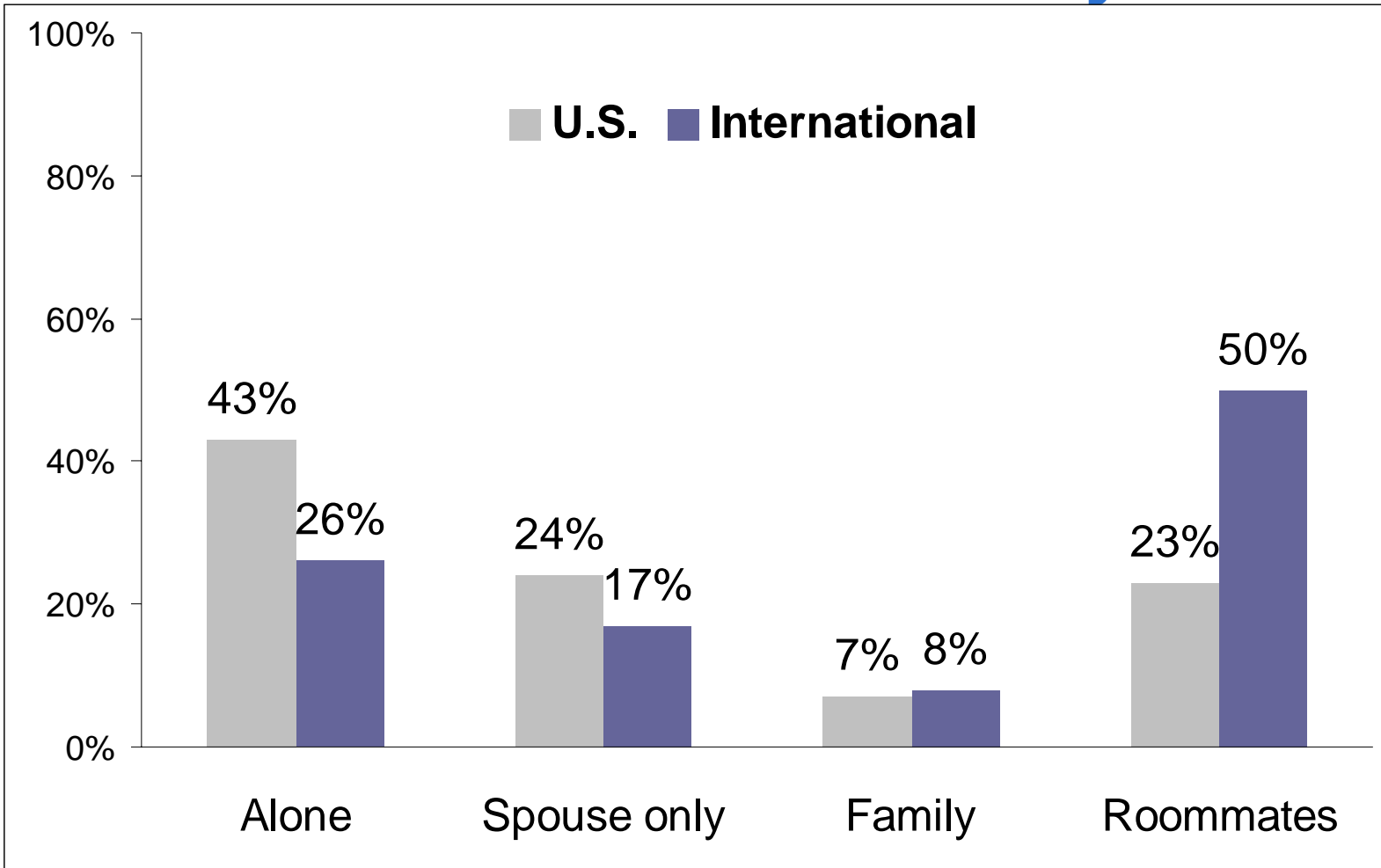
# % Women Varies by U.S./Int'l. and Country at an Urban University



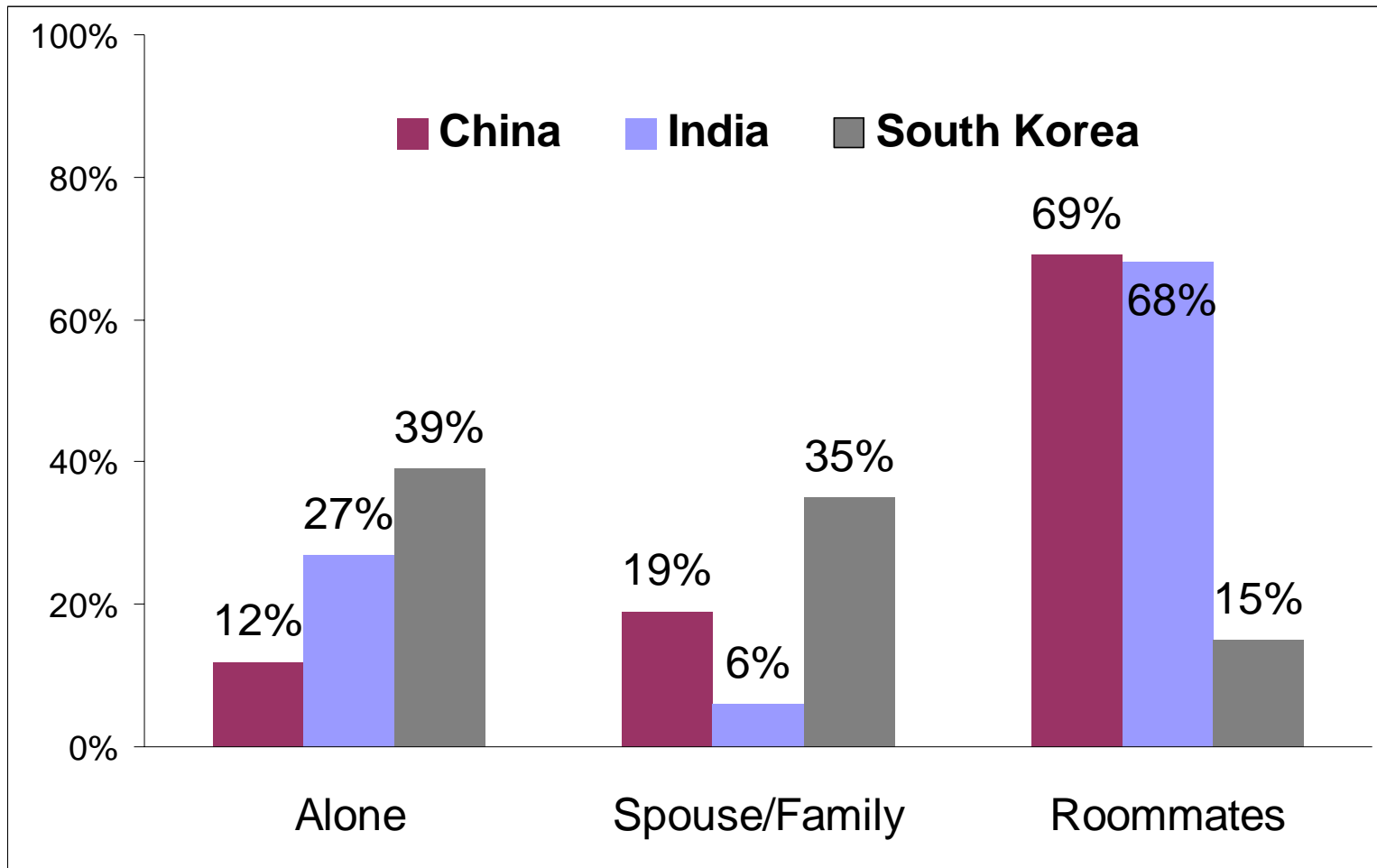
# Age Varies by U.S./Int'l. and Country at an Urban University



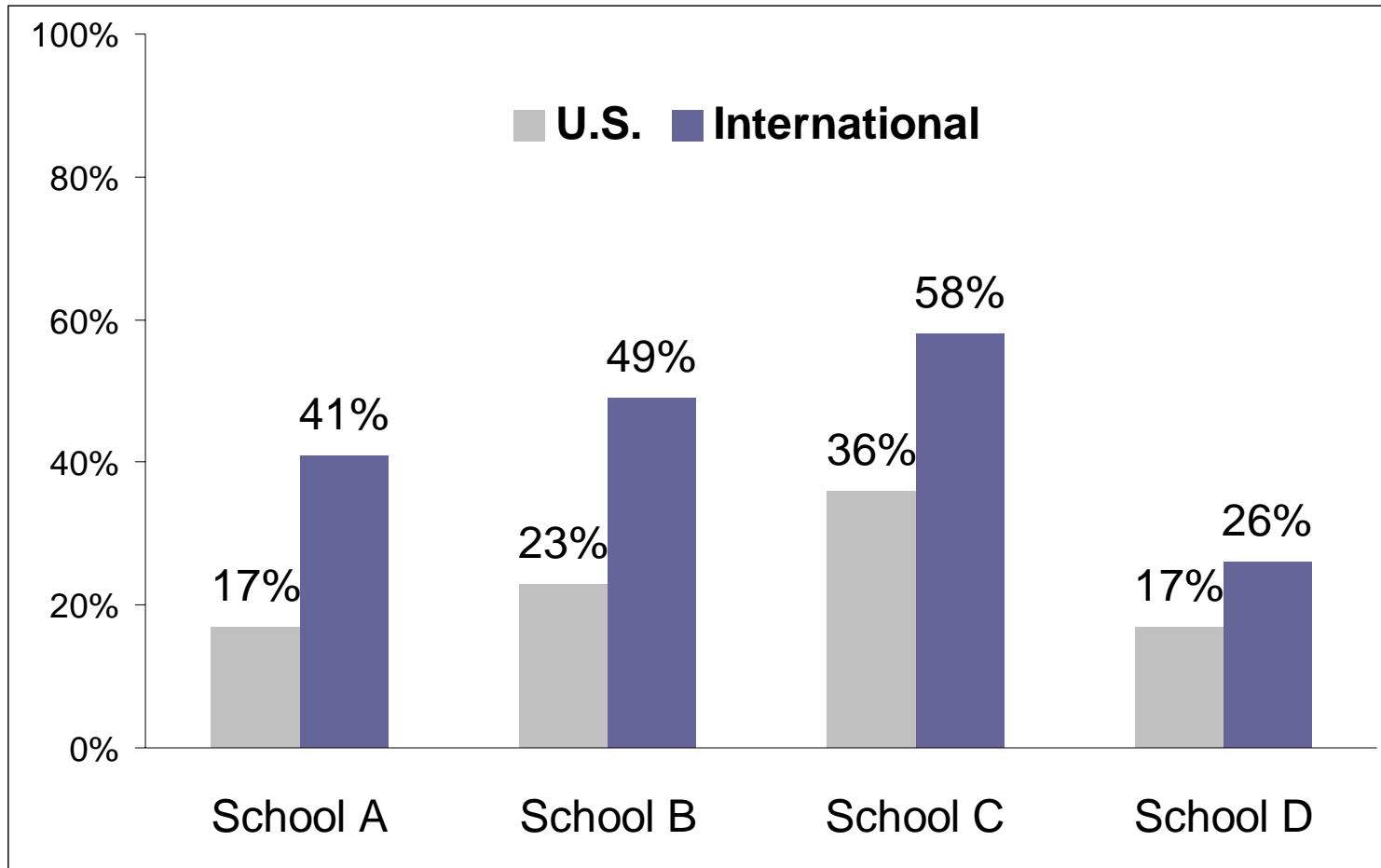
# Living Situation Differs by U.S./Int'l. at an Urban University



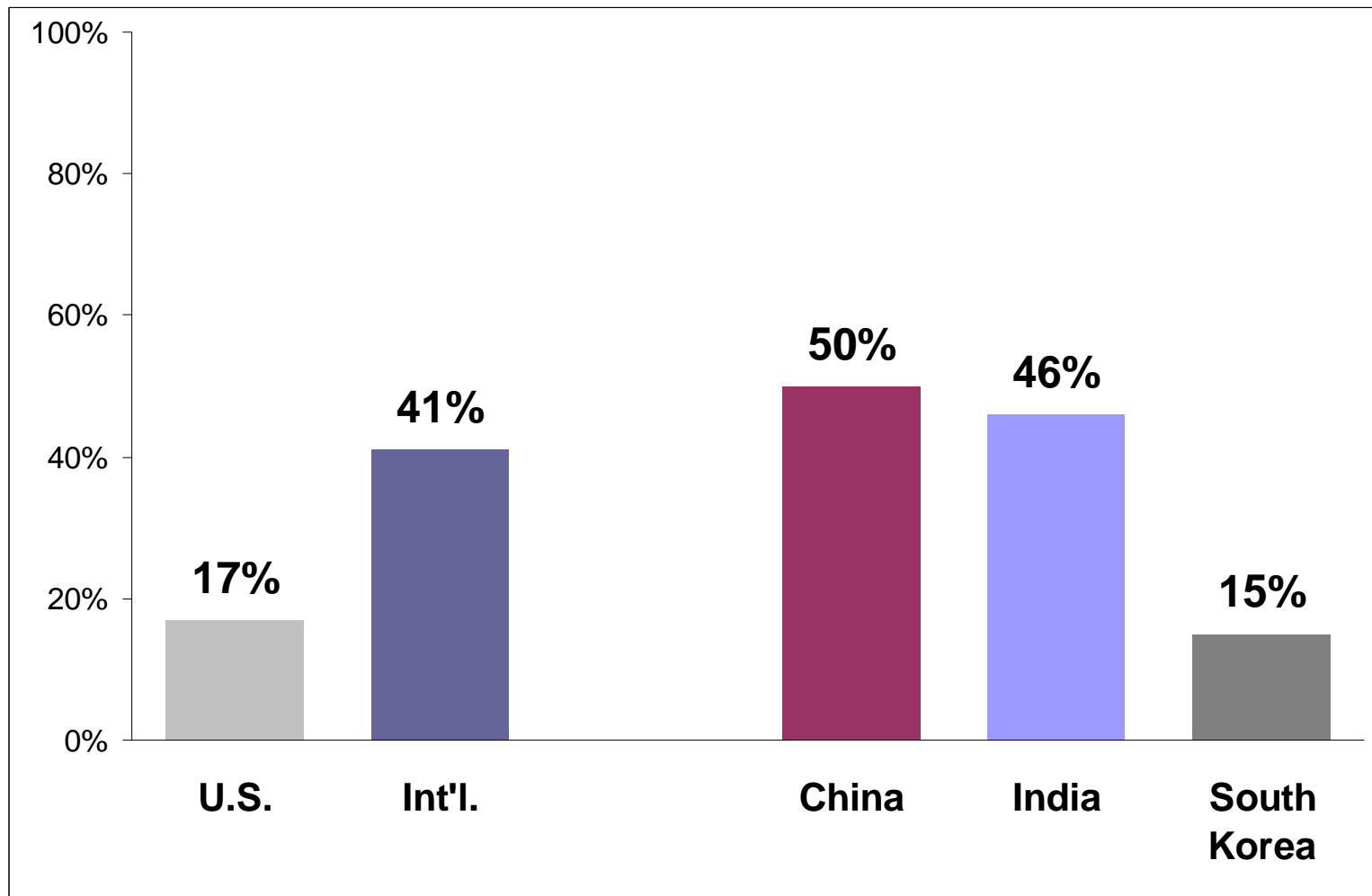
# Living Situation Differs by Country at an Urban University



# % Living in University Housing Differs by U.S./Int'l. at Selected Urban Universities

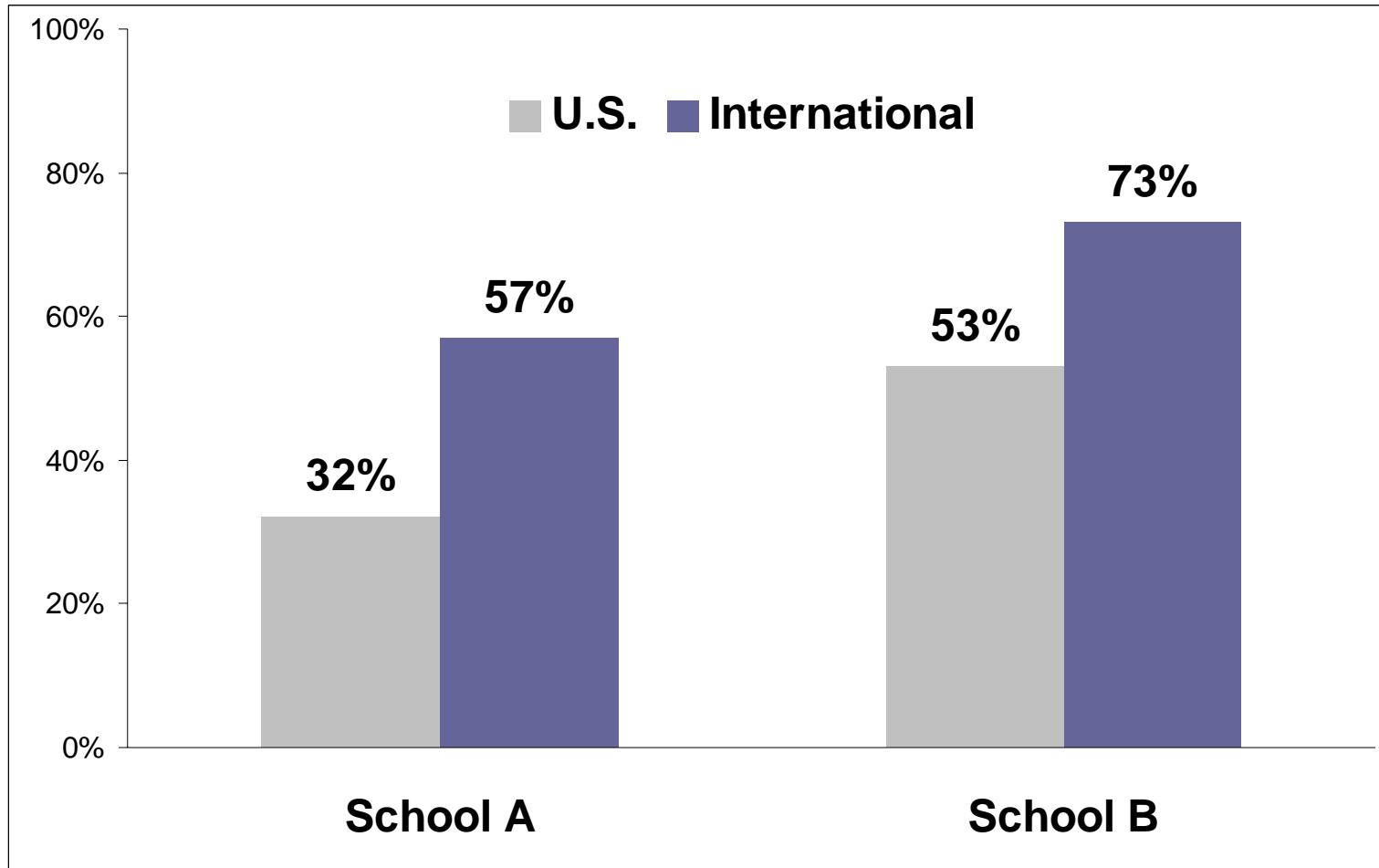


# % Living in University Housing Differs by U.S./Int'l. and Country at an Urban University

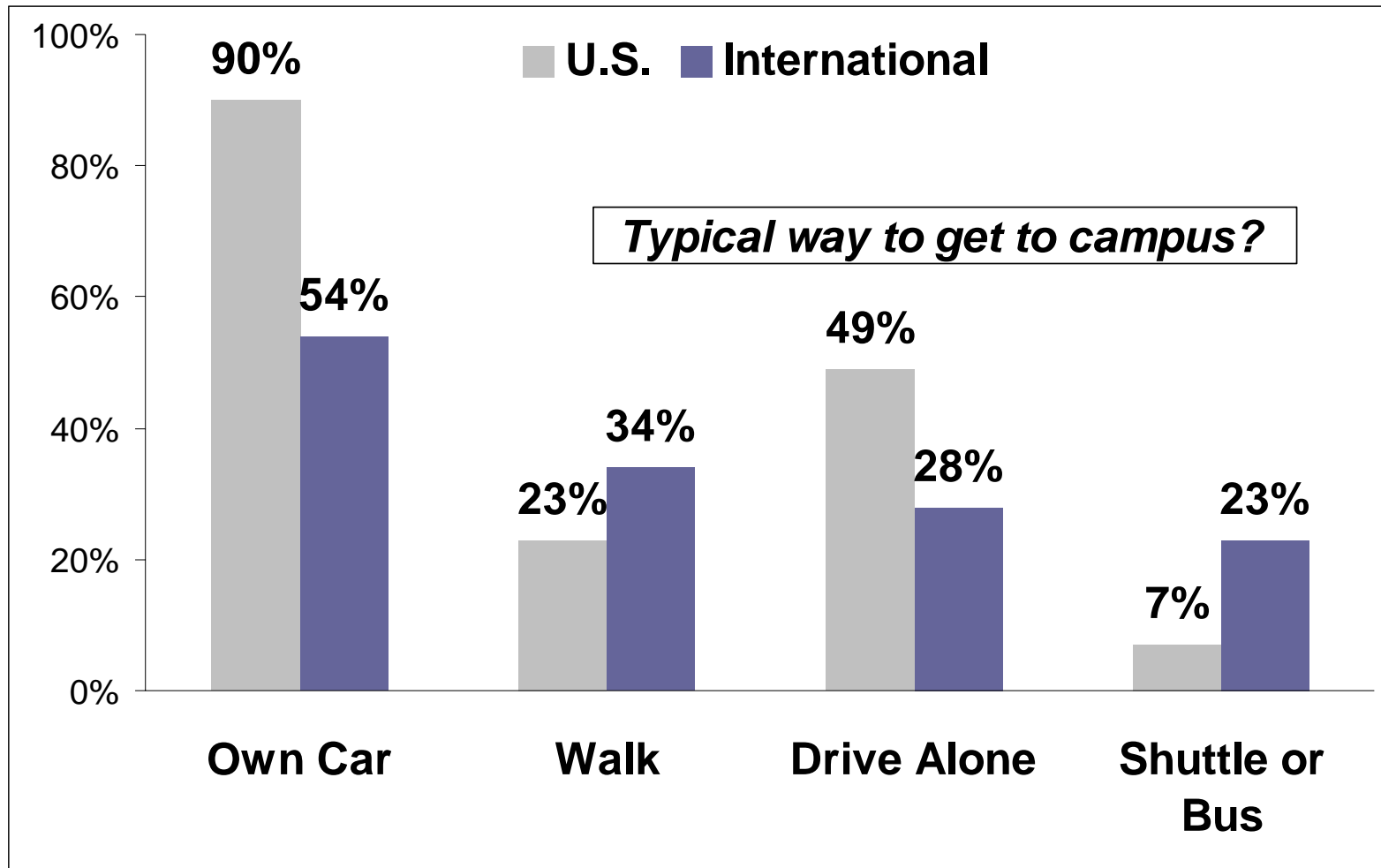




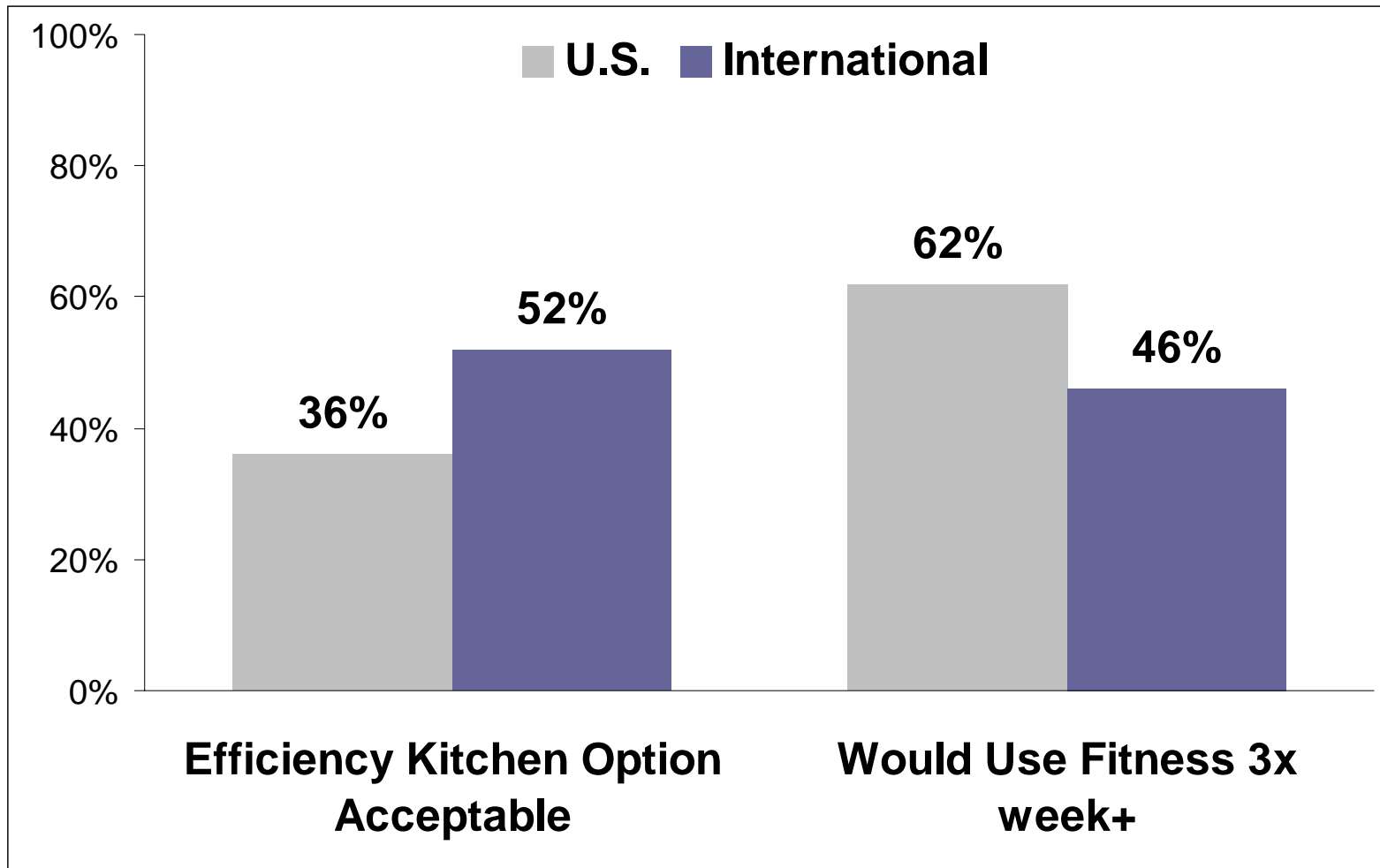
# % Living Close to Campus Differs by U.S./Int'l. at Selected Urban Universities



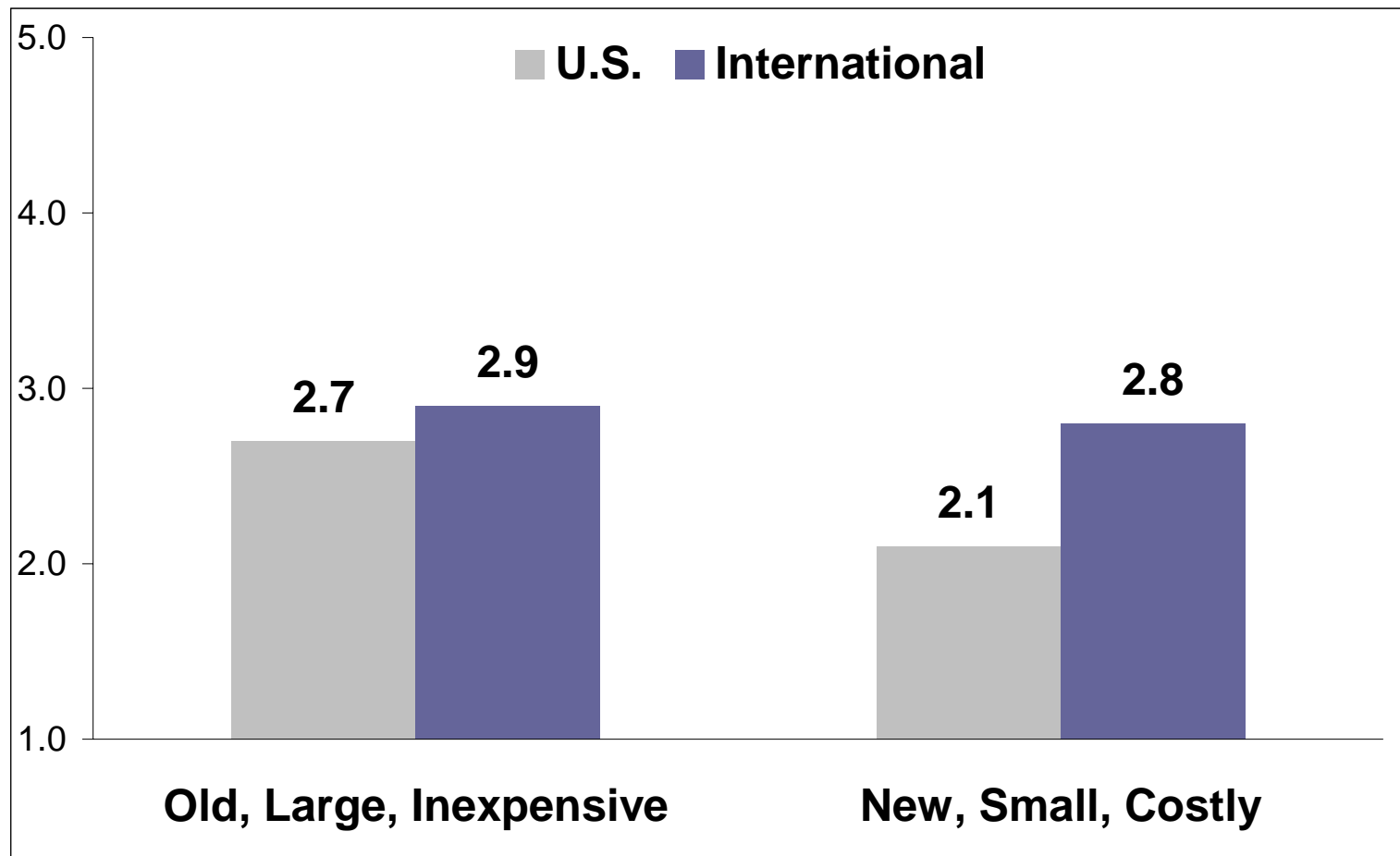
# Transportation Choices Differ by U.S./Int'l. at an Urban University



# Lifestyle Choices Differ by U.S./Int'l. at an Urban University



# New and Small More Acceptable to Int'l. at an Urban University



*Based on scale from (1) Not at all likely to choose to (5) Very likely to choose.*



# STAKEHOLDER INTERVIEWS

- Dean of Graduate School
- Director of Career Services at Professional School
- Faculty Admissions Chair, Department of Engineering
- Director of Graduate Housing
- Director of International Center
- University Planner
- Director of Campus International House



# LANGUAGE AND CULTURE

- Accepting students with low language abilities is a disservice. Need tutoring in speaking, writing.
- Unfamiliar with internship concept/ need orientation to U.S. workplace culture.
- Try to understand U.S. students culture of alcohol and jollity, group dining...and to fit in. Alienated as smokers.
- Bring previous experiences with sustainability to campus.
- Used to socialized medicine – don't understand our healthcare system.



# ATTITUDES

- Is asking a question challenging & rude?  
Is seeking help a weakness?
- Does the loudest voice win? Is loudness a coverup?
- Respectful speaking mistaken for deference or lack of confidence
- Spectrum from humble to entitled
- Accommodating conservative religious attitudes
- Different expectations re: acceptance of others, and diversity



# ACADEMICS

- Speaking foreign language in lab is alienating to U.S. students, self-defeating
- Lab safety – too important to allow language to get in way – need more supervision
- Understanding U.S. definitions of plagiarism
- Problems compound when faculty are also Int'l.
- Emphasis on booklearning, vs. creative engagement in subject
- Students with language problems will take 2<sup>nd</sup> tier academic or work placements





## CAMPUS EXPERIENCE

- Utilize networks in advance to find housing, cars, furniture
- At first, stronger interest in University housing, if available
- Initial fear of going off campus
- Less likely to have cars
- Extra work to cope with language may leave little time to experience campus activities
- Range of budgets from low to high



# HOUSING AND DINING

- More likely to choose roommate, for cost, and for acculturation, but not familiar with this from UG days
  - ½ want roommate from own country,  
½ want U.S. roommate
- Lack of familiar foods can add to homesickness – prefer apartments for own cooking
- Choices: cost sensitive, open to small living units, may prefer new construction, living close to campus
- Need introduction to lottery concept for housing
- Sense of privacy differs by culture. Different types of common spaces with different usage



# DEMOGRAPHICS

- Some groups older, more work and other experience
- Engaged/married: establish the beachhead
- More husband-wife teams, fewer children
- More female students
- Spousal support: isolation, poor language, unable to work legally, do not drive, health insurance coverage
- If don't bring spouse, adds to depression, and extra cost to return home for visits, and VISA problems
- Growing number of short term Grad Visiting Scholars  
– mostly International



# CAMPUS ADMINISTRATIVE RESPONSES

- Special orientations for Int'l students- from a few days to several weeks
- Spouses have own orientation, day program
- Youtube videos - webinars
- Language drop-in support groups
- Multiple entry points for student services—centralized, department, student-organized
- Do not have int'l students, but want exposure to int'l concepts



# MORE CAMPUS RESPONSES

- Provide cable TV to cover Worldcup soccer
- Shuttles to ethnic grocery stores
- Univ housing fully/partially furnished
- Provide social activities not around drinking
- Chinese students have profound problems but have strong network; some groups (Eastern Europe/Turkish) students have no network.
- Orientations work better at department level – provide support to departments



## And...MORE CAMPUS RESPONSES

- Provide rotating ethnic food in dining halls – insight into other cultures for all students
- Incorporate int'l perspective into academic topics.

Encourage Int'l students to bring their perspectives to add to campus discourse

- Develop inclusive programs such as Jewish-Islamic academic group in one department



# TABLE AND GROUP SHARING

- **PROBLEMS**
- **ANECDOTES**
- **STRATEGIES AND SOLUTIONS**



# EMERGING TOPICS AND DISCUSSION

- Council on Graduate Studies reports that Int'l. *applications are down* this year. Beginning of trend? (Notes: Int'l. enrollments stay the same; questions of data integrity.)
- After the Boston Marathon tragedy, some Int'l. students report worries about *safety* on U.S. campuses. Is this new and noteworthy?
- Push towards *lower time to degree* not good for Int'l students. Have 1<sup>st</sup> year divided into 2 to allow for more language training, less pressure.





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*Thank you for attending!*

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