“Understanding precedes action.”
--Richard Saul Wurman, TED founder

“We need to know with a fresh conviction that we share a common humanity and that our diversity in the world is the strength for our future together.”
--Nelson Mandela
CSU Chico Internationalization

Dr. Dean Fairbanks
Professor and Chair
Department of Geography and Planning
Study Abroad Advisory Committee
https://www.youarewelcomehereusa.org/
Outline

• Overview
  • Survey objectives

• Survey Outcomes
  • General trends on campus
    • International students
    • Study abroad

• Summarize

• Next steps
Overview

• What?
  • Faculty climate with respect to international students and utilizing of returned study abroad students

• Why?
  • New international student enrollment growth plan Spring/Summer 2017
  • Initial questions: are faculty ready? What is needed for student success?

• How?
  • Survey the faculty attitudes
Internationalization Benefits

- Diversity in student population
- Diversity in student experiences beyond US
- Enriched learning experience for all
- Increased funding for student centered mission
- Local economic impact
CSU Chico Enrollment History

International Student Population

F07 S08 F08 S09 F09 S10 F10 S11 F11 S12 F12 S13 F13 S14 F14 S15 F15 S16 F16 S17

Projected Fall 18
Blue = coastal CSUs
Orange = interior CSUs
Large symbol = City size > 250K
Small symbol = City size < 250K
Based on Camus Size We Should be at ~650
Currently at 431
Survey Outcomes

- Delivered Spring 2017 - online
- 35% response rate out of 920 TenureTrack/Lecturers
  - Demographic responses
  - Faculty experiences with international students
  - Faculty experiences with returnee study abroad students
Demographic Responses

- **Faculty response rate**
  - Highest from BSS and HFA
  - CME however represented the highest response rate for their total faculty
  - NSC poorest

- **Faculty Profile**
  - Lecturers and full professors represented 62% of respondents
  - Overwhelming responses from faculty on campus <= 4 years
  - Even female/male response
  - 70% White, 8% Asian, 4% Hispanic, 1.5% Black
  - International faculty vs. not international faculty – even split
  - 60% of respondents had international experiences beyond only leisure travel
Faculty Experiences with International Students

- 72% have had students in classes last 3 years
  - 1-5% in class population
  - Lower division and Upper division, UD highest
    - Follow-up question confirmed, >90 seat course, student is unrecognizable.
- >80% of the respondents sensed No Change in student population, but…
Experiences – contd.

• Stark binary response – in class experience
  • Overall positive and negative – split
  • Ask to qualify answer
    • Depends, mixed experience
    • Writing issues, cheating/plagiarism
    • Good work ethic

• Benefits
  • Perspectives, cultural issues, sharing, helpful

• Challenges
  • Language, writing, assignment understanding, memorization focused, lack of problem solving skills
Are these students integrated?

- Faculty unsure/no and yes – split
  - No/Unsure
    - Stick to own groups, struggle with team projects, program culture not tolerant of their needs
  - Yes
    - No difference in any student, work well with others, mandatory advising helps, language barriers fade with practice, very resourceful
Are faculty familiarizing themselves with international students in classes?

- Not really, majority of respondents No/unsure
- But those that did
  - Only possible in smaller classes (<50)
  - Ask about their needs
  - Ask about their biography, why US and Chico?
  - Incorporate their cultural examples in lecture
  - Keep up with contemporary issues of their countries/regions to bridge theme of day in lecture
CSU Chico
International Student Enrollment by Country of Origin
2007 - 2017

Top 10 Countries of Origin

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saudi Arabia</td>
<td>28.0%</td>
</tr>
<tr>
<td>Brazil</td>
<td>2.8%</td>
</tr>
<tr>
<td>China</td>
<td>14.9%</td>
</tr>
<tr>
<td>Germany</td>
<td>2.0%</td>
</tr>
<tr>
<td>India</td>
<td>12.4%</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>1.9%</td>
</tr>
<tr>
<td>Japan</td>
<td>9.5%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>1.8%</td>
</tr>
<tr>
<td>Kuwait</td>
<td>6.3%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

Nations

Percentage

- 0.01 - 0.92
- 0.93 - 6.27
- 6.28 - 14.95
- 14.96 - 28.06

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Data source: Office of International Education
Do faculty adapt teaching/evaluation to presence of international students?

- No really, a student is a student—all are here to learn and earn a degree.
- However, those that made an effort
  - More writing feedback and many short ones; allow rewrites
  - Provided more assignment examples
  - Adopted iClickers – encourages participation, addresses shyness
  - Avoid multiple choice tests; open short answer better
  - Use comparative examples from their countries
  - Encourage to office hours – groups can be best
- Follow-up question – majority of faculty have had no training in teaching/evaluating international students. Only those in School of Educ. Teaching education as a second language classes.
What do faculty need to succeed?

- Lecturers feel lost – they do not know what international student support units there are on campus. Makes sense, tenure-track density is now 55% on campus.
- Encourage/promote/honor faculty who teach or conduct research internationally.
- Help international students understand and cope with the conflict between cultural expectations and academic expectations
- Orientation on cheating/plagiarism and appropriate classroom behavior
- ARC support for international students
- More support for ESL! Promote the ESL center more.
- Notify instructors in advance of international student enrollment via roles.
- Need EOP-like process for them – monitor their progress. 5week & 11week
Faculty experiences with returnee study abroad students

- Respondents split on whether they had had students in class or not
- Respondents largely unsure if study abroad student numbers had changed
Faculty attitudes on study abroad students

- It’s mixed. Behind in major curriculum, but personal transformation is amazing
- They set a good example and provide good classroom discussion
- Need to better incorporate their cross-cultural knowledge in classroom
- Valuable perspective, the longer they stay abroad the better.
- Now self-assured, speak more in class, lead discussions.
- Greater tolerance and positive academic behaviors to their peers
Can they be utilized in the classroom?

- Give mini-lectures on experiences. Flip the classroom.
- Untapped resource. Interview them and have them assist with acclimating the international students.
- Provide feedback on what teaching techniques worked for them overseas.
- Great idea but how to do I start? Any help?
- The longer they stay abroad the greater the value in the classroom.
- Worried about country bias – Outgoing vs. Incoming
  - Western Europe vs. Middle East and East Asia.
CSU Chico
International Student Enrollment by Country of Origin
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Top 10 Countries of Origin
- Saudi Arabia 28.0%
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- China 14.9%
- Germany 2.0%
- India 12.4%
- United Arab Emirates 1.9%
- Japan 9.5%
- Taiwan 1.8%
- Kuwait 6.3%
- Sri Lanka 1.7%

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Data source: Office of International Education
CSU Chico
Male Study Abroad Enrollment
by Country of Destination 2000 - 2015

Top 10 Countries of Destination

Spain 22.4%  Mexico 5.6%
Italy 14.3%  United Kingdom 4.9%
Germany 9.0%  France 4.2%
Australia 8.1%  Chile 4.0%
Czech Republic 5.6%  Japan 4.0%

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Data source: Office of International Education
CSU Chico Study Abroad

16/17 Diversity Profile

- AmerInd: 58.6%
- Asian and Pacific Islander: 9.4%
- Black: 2.2%
- Hispanic: 6.3%
- White: 2.5%
- Two or More: 0.3%
- Decline: 20.7%

17/18 Diversity Profile

- AmerInd: 54.6%
- Asian and Pacific Islander: 7.6%
- Black: 3.2%
- Hispanic: 1.6%
- White: 27.9%
- Two or More: 0.3%
- Decline: 20.7%
Summarize

- Lecturers need help
  - Tenure track density has dropped on campus 74.4% (2002) – 57% (2017)
    - College of Bus - 45% - lowest on campus – ranked 2nd in international students
    - College of HFA - 67% - highest on campus – ranked 4th
- Share instructional ideas with all faculty to help with internationalization efforts.
- Simple systems of tracking (i.e. EOP progress report) could be put in place to monitor student progress
- Faculty in general have no clear idea of how international recruitment works
  - Ask OIE staff to provide a presentation at the International Forum.
- Faculty can see the benefits but want more help to form it better.
  - International student support
  - Study abroad engagement
Future

- Next Steps:
  - Follow the new international student strategic enrollment plan
    - Recruitment in this plan is inextricably tied to student success.
  - Two new surveys! Spring 2018
    - Ask American students about attitudes towards internationalization
    - Ask international students to reflect on their experiences at Chico: on and off campus
4 Develop and implement strategies for addressing campus challenges to sustaining community and alumni relations

4.1 Stronger support services: initial advising and orientation
4.2 Intrusive advising system
4.3 Integrate domestic & international students academically and in activities
4.4 GA-, RA- and TA-ships & peer mentorship system
4.5 Instructional support for areas serving international students

From International Student Recruitment Plan presented Summer 2017 Provost and Deans
Thank you!
Specifics to Promote Comprehensive Internationalization

1. CSU Chico needs to continue to promote global learning.
   - Internationalizing our major’s curriculum, welcoming international students and promoting study abroad is a high impact practice.

2. Have faculty collaborate with faculty who work more with international students.

3. Have OIE and ESL in conjunction with the Registrar develop a resource guide for faculty teaching international students. Track international students, create a EOP-like reporting system to monitor learning, challenges, etc. Notify faculty of international students in their classes, nationality, etc. so that mindful integration can be a focus in the curriculum.
   - More support for ESL (make it required of IS every semester).

4. Expand role of ARC to support international students. Work with library to develop alternative curricular solutions, e.g. digitizing readings.

5. Have OIE and Registrar note in a class roster if a returnee study abroad student is in a class, where they went and for how long. Provides identification and interaction potential to enrich a class.

6. Promote concept of “Dual Citizenship” on campus
   - Nationality = legal status
   - Global = set of personality traits, attitudes, and values operating in relationship with peoples of other cultures and countries.