Addressing Challenges of the Intercultural Classroom: Leadership Perspectives

Mark W. Harris, ELS
Robin Matross Helms, CIGE/ACE
Darla K. Deardorff, Duke University
Terence W. Miller, Marquette University
Speakers

Mark W. Harris, L.H.D.
President & CEO
ELS Educational Services, Inc.

Robin Matross Helms, Ph.D.
Associate Director for Research
Center for Internationalization and Global Engagement
American Council on Education

Darla K. Deardorff, Ph.D.
Executive Director, Association of International Education Administrators and Adjunct Research Scholar in the Program in Education
Duke University

Terence W. Miller, J.D.
Director, Office of International Education
Marquette University
Welcome

Since 1961 ELS Educational Services has helped US higher education internationalize

- ELS has brought more than 1.2 million students to the USA for intensive English training and university study

- Each year ELS brings 25,000 students for English and Pathway programs, 17% of all F-1 IEP students

- Last year students from 143 nations studied at 60 ELS Language Centers in the USA

- ELS promotes US higher education at 425 student fairs in 30 countries each year
• ELS trains and/or certified educational counselors in 102 countries where they provide counseling on university admission to students and their parents at 2600 locations in local language.

• ELS has been recognized by the US Department of Commerce for our outstanding contribution to the promotion of Higher education in the USA.

• ELS has been recognized by 14 foreign government scholarship programs including the Boloshak Presidential Scholarship Program.

• The week ELS was recognized by the Honorable Ministry of Education and Human Resources of India with the 2016 Best Counseling Service National Award.
Successful Integration of International Students via an On-Campus Intensive English Program

Benefits to your institution

• Students improve English proficiency in all skill sets (reading, writing, speaking, listening)

• Beginning studies in the on campus IEP 4-6 months before matriculation into their degree program allows students to acclimate to classroom cultural differences such as the need for active student participation and American university academic honesty policies

• Conditionally admitted students in an IEP are able to access campus facilities, meet with departmental administrators and inaugurate college life; likewise, student progress within the IEP permits university administrators to gauge future success

• Conditionally admitted students who meet the English requirement on campus are nearly twice as likely to matriculate
Preparedness for University Study

- **Very Highly or Well Prepared**
  - Direct Admission #1: 43.8%
  - Conditional Admission #2: 33.3%

- **Minimally or Not Well Prepared**
  - Direct Admission #1: 22.9%
  - Conditional Admission #2: 10.4%
ELS Student Academic Performance

At the end of 2013, 400+ former ELS students who matriculated into undergraduate level programs had an average cumulative GPA of 2.93.

In the same time-frame, 300+ former ELS students who matriculated into graduate level programs had an average cumulative GPA of 3.39.
Addressing the Challenges of an Intercultural Classroom: Building Blocks and Data

Robin Matross Helms, Ph.D.
Associate Director for Research
Center for Internationalization and Global Engagement
American Council on Education
American Council on Education (ACE)

Mission and Goals

• Umbrella organization
• Leadership and advocacy
• National and international mission

Membership

• Approximately 1800 institutions
• All sectors of U.S. higher education
ACE Center for Internationalization and Global Engagement (CIGE)

www.acenet.edu/cige
Building Blocks of an Intercultural Classroom

- Integrating International Students
- Curriculum Internationalization
- Faculty Expertise and Commitment

Intercultural Classroom
Mapping Internationalization on U.S. Campuses

• Survey administered in 2001, 2006 & 2011
• Between 750 and 1050 respondents (31-50% response rate)
• Includes a range of institution types:
  – Associates (community colleges)
  – Baccalaureate (4-year liberal arts)
  – Master’s
  – Doctoral
• 2016 survey launched in February
International Students

Recruiting efforts intensifying
- Strategic recruiting plans
- Enrollment targets
- Financial aid for international students
- Money for staff travel
- Agents

Numbers are up (Open Doors, 2015)
- 10% increase in 2014/15
- 974,926 students total

However: support for international students is flat
## International Student Support

### Percent of Mapping institutions that offer:

<table>
<thead>
<tr>
<th>Co-curricular Programs</th>
<th>Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>International festivals or events</td>
<td>Orientation to institution and/or U.S. classroom</td>
</tr>
<tr>
<td>Meeting place for students interested in int'l. topics</td>
<td>Assistance in finding housing</td>
</tr>
<tr>
<td>Buddy program to pair U.S. and int'l. students</td>
<td>Orientation to the U.S. and local community</td>
</tr>
<tr>
<td>Language partner program</td>
<td>Host family program</td>
</tr>
<tr>
<td>Residence hall with programs to integrate U.S. and int'l. students</td>
<td>Support services for int’l. students’ dependents</td>
</tr>
</tbody>
</table>

Nearly 40% of international students in the U.S. report having no close American friends.
Curriculum

#1 Reason to Internationalize:
“Prepare students for a global era”

Percent of institutions that have developed int'l./global learning outcomes

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>64</td>
<td>80</td>
</tr>
<tr>
<td>Masters</td>
<td>53</td>
<td>71</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>50</td>
<td>69</td>
</tr>
<tr>
<td>Associate</td>
<td>36</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>55</td>
</tr>
</tbody>
</table>

2006 vs 2011
Curriculum

• 55% of institutions engaged in efforts to internationalize the undergrad curriculum

• Mixed picture for student course requirements:
  • More institutions require courses that feature global trends and issues
  • Fewer require courses that feature perspectives, issues and events from outside the U.S.
  • Steady declines in foreign language requirements
## Faculty

<table>
<thead>
<tr>
<th>Tenure and Promotion</th>
<th>Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 8% of institutions have guidelines specifying international work or experience as a <strong>consideration in faculty promotion and tenure decisions</strong></td>
<td>• 68% of institutions <strong>consider international background, experience, and interests when hiring</strong> faculty in fields that are not explicitly international</td>
</tr>
<tr>
<td>• No change since 2006</td>
<td>• Up sharply from 32% in 2006</td>
</tr>
</tbody>
</table>
Faculty

Increase in the percentage of institutions that offer:

- Opportunities to improve foreign language skills
- Workshops on internationalizing the curriculum and on global learning assessments
- Funding for travel to meetings and conferences abroad
- Funding to study or conduct research abroad

Decrease in the percentage of institutions that offer:

- Funding to take students abroad
Challenges in the Intercultural Classroom: Faculty As Key

Dr. Darla K. Deardorff, Ph.D.
Executive Director, the Association of International Education Administrators Adjunct Research Scholar in the Program in Education, Duke University
Classroom Challenges

1. Language
2. Expectations
3. Classroom interactions
4. Relationship with professor
5. Workload
Student Perspectives: Recommendations to Faculty

1. Focus on professor-student relationship
2. Understand what students are used to (don’t assume!)
3. Be very clear on expectations – provide examples
4. Pay attention to underperforming students
5. Be intentional about connecting domestic and international students in the classroom
6. Don’t single out international students
7. Connect students to campus resources (study skills, writing center, etc.)
8. Use examples from students’ home countries
Faculty Perspectives: Lessons Learned

1. Really get to know your students
2. Provide a welcoming classroom environment
3. Don’t make any assumptions about your students
4. Be willing to adapt your communication style
5. Use visuals and non-verbal cues
6. Learn a few basic words in other languages
7. Clearly state what is expected and provide many details
8. Honor the cultural backgrounds of all students in your class
9. Be OK with not knowing
10. Continue learning about yourself and building your own intercultural competence
Working with Faculty

- Allies
- Relevance
- Framing
The Intercultural Classroom

Terence Miller, J.D.
Director, Office of International Education, Marquette University
Intentional Initiatives

Why are intentional initiatives necessary?

Intercultural Competence

Curricular

- Online Resources
- Framework for Course Design
- Events/Workshops

Intensive English ELS

Co-Curricular

- MU: Chinese-English Language Exchange, Global Village, etc.
- Peer mentoring
Intentional Initiatives

Example Content – Online Resources

Marquette University Library Guide

University of Dayton TAGS
Strategies for Engaging the Intercultural Classroom

- Planning Interaction
  “Transcultural Wisdom Bank”
- Creating Environment for Interaction
  Introductions & Icebreakers
- Supporting Interaction
  Clear Expectations
- Engaging with Subject Knowledge
  Structured Activities
- Developing Reflexive Processes
  Reflection & Peer Assessment
- Reflection/Professional Development of Faculty & Staff
- Fostering Communities of Learners
  Online Interaction & Peer Mentoring
Questions and Comments
Thank You

We would like to thank our distinguished guest speakers and especially, you, our attendees, for joining us today.