



# **U.S. IMMIGRATION PATTERNS OVER TIME - COLORADO'S INTERNATIONAL STUDENT POPULATION AND INTERNATIONALIZATION OF HIGHER EDUCATION**

**THURSDAY, 4/13, 3:00 TO 4:30 PM,  
STURM HALL 254**

CREATING A WELCOMING CLIMATE: A SUGGESTED  
FRAMEWORK AND EXAMPLES FROM COLORADO INSTITUTIONS

# PRESENTERS

- Shyrel Smith-Hosseini, International Special Projects Manager, **Global Education & Innovation Institute**, Red Rocks CC, Lakewood
- Spencer Ellis, Academic Policy Officer & Citizen's Advocate, **Colorado Department of Higher Education** (formerly at Regis University)
- Lynne Warner, Director, **DU**, ISSS (since 12/2015)

# WORKSHOP TOPICS

- Raise **awareness** about historical migration to the U.S. and the subgroup of non-immigrants at DU, i.e., international students
- Provide some **data** about DU international Students and other schools in Colorado
- Suggest **existing models** for framing internationalization at home-- not so much identify what already exists at DU but seed new ideas
- Briefly identify what current **literature findings** indicate to raise questions and suggest **next steps**
- **Showcase examples** from my colleagues at CO institutions on welcoming international (and all) students
- Make **connections** to collaborate: Please introduce yourself to the person near you whom you do not know

# WHO WE ARE: THE DU OFFICE OF INTERNATIONALIZATION

- **Five units under Internationalization Banner:** Associate Provost for Internationalization, – *Luc Beaudoin with Diane Anderson and Casey Dinger*
- Center for World Languages and Cultures – *CWLC/Alison Nishi*
- The English Language Center – *ELC/Matt Griffin*
- Office of International Education – *OIE (Study Abroad) Denise Cope*
- International Student and Scholar Services – *ISSS/ Lynne Warner*

# INTERNATIONAL STUDENT AND SCHOLAR SERVICES (ISSS)



- **Marlene Arnold** – *Senior International Student Advisor & Employment Services Manager*
- **Alea Benson-Littlejohn** – *Program Coordinator*
- **Laura Buhs** – *Assistant Director & International Scholar Advisor*
- **Gina Ellison** - *International Student Advisor*
- **Tom King** – *SEVIS Coordinator*
- **Kelly Parpovic** – *Senior International Student Advisor & Sponsored Programs Manager*
- **Adrianna Romero**- *Graduate Assistant, JD Program*
- **Lynne Warner** – *Director*

# FIRST DOCUMENTED IMMIGRATION TO U.S. 1776-1875

## An Open Door Process

- 1790: Process for Naturalization initiated
- 1798: President authorized to expel dangerous aliens
- 1864: Federal legislation to encourage immigration
- **First Restrictions:** 1875-1917 with exclusions for Chinese from 1882-1943, only Japanese allowed, and had to be literate. 1907 Commission to review policy on intake of 1 million southern and eastern Europeans resulted in Quota Act of 1921, with national origin quota
- 1952 INA-with racial quotas for Asians, and quota system, also preferences for aliens with special skills but in **1965 eliminated racial and national quotas**

# TODAY

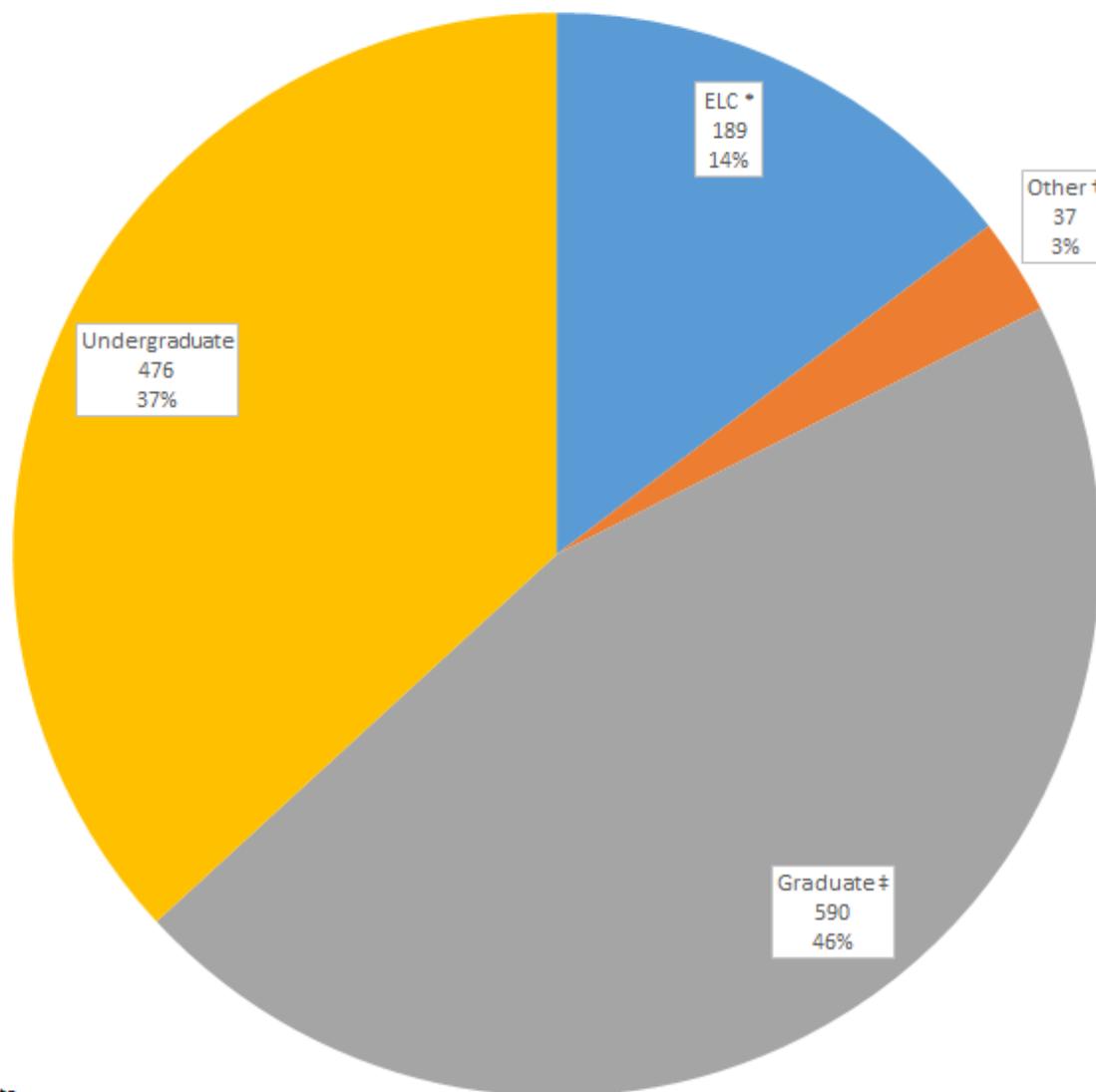
- 36 Acts, amendments, or legislative changes since 1965
- 19 Acts, amendments, or legislative changes since 9/11
- Immigration law is considered second only to tax law in complexity.
- **Family-based** Immigration and Other (students and visitors, etc.)
  - 480,000 annually
- **Employment-based** Immigration
  - 140,000 annually
- **Humanitarian Categories**
  - Asylees and Refugees
  - Diversity Lottery (55,000)
  - Other (undocumented numbers have decreased and 58% entered prior to 2000)

- EO/Executive Orders: “Stay” on the 3/16/17 travel ban affecting non-immigrants temporarily extended by U.S. District Court judge until June 14, 2017
- Questions about changes regarding employment/New EO expected
- Responding to campus and community climate issues (students not feeling welcome, reports of discrimination, etc.) No students should be “essentialized” as they are not monolithic groups. Review deficit, older models of engagement and critiques (Killick,Tinto,Museus)
- Collaborate to internationalize DU, work with graduate and UG student groups
- Other concerns: Cost of living in Denver, on-campus housing for graduate students (HRE working on this), effects of global disruption, etc., currency fluctuations

1292 International Students

10.6% of Student Population is International

92 Nations Represented



### Top Ten Countries

China	Libya
Saudi Arabia	Taiwan
India	Indonesia
Canada	United Kingdom
Kuwait	Angola/Iran/South Korea

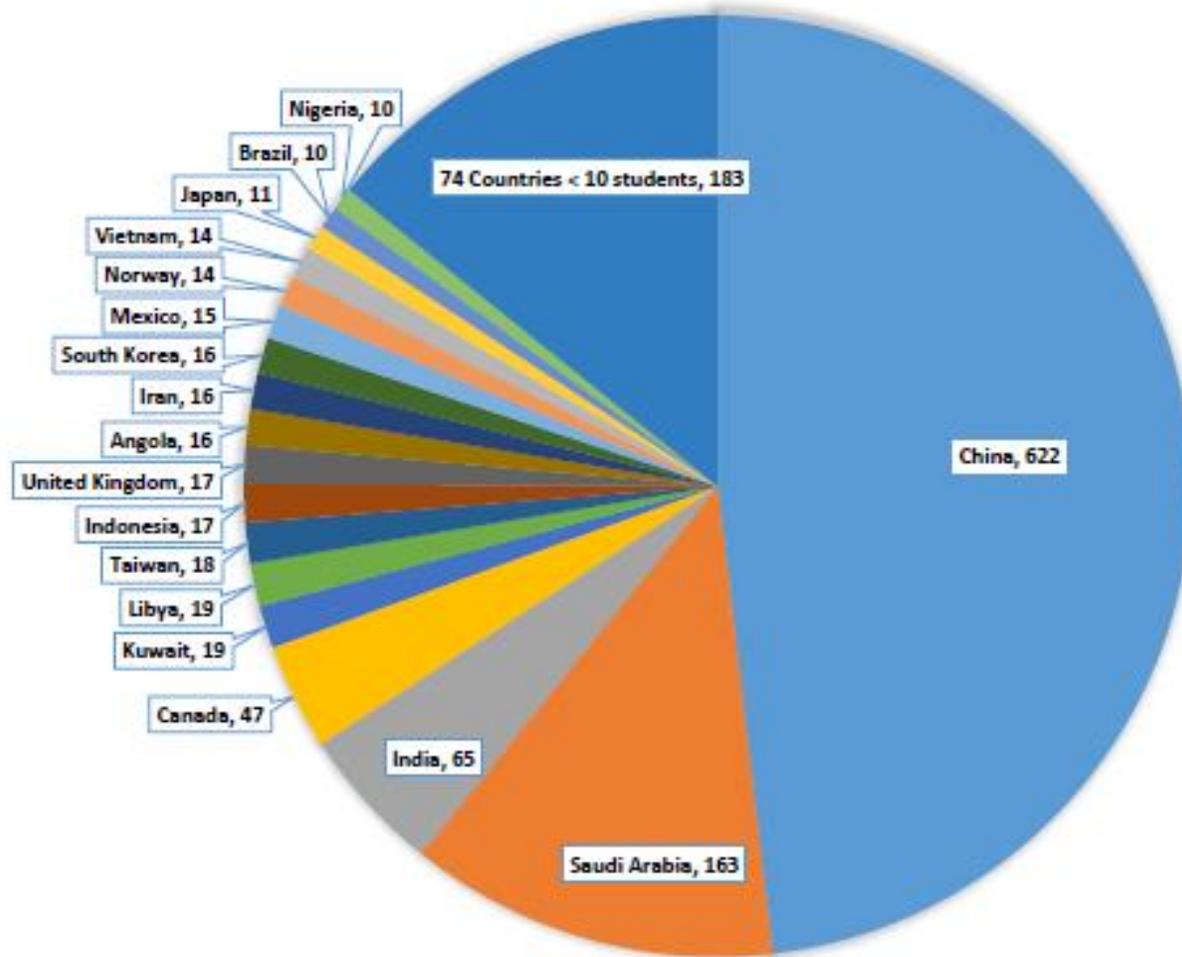
\* ELC: Pre-collegiate English language students

† Other includes non-degree, certificate and exchange students

‡ Includes 18 online & 79 continuous enrollment students



### FALL 2016 INTERNATIONAL STUDENTS BY COUNTRY 92 NATIONS REPRESENTED



# WHAT ARE SOME DEFINITIONS OF INTERNATIONALIZATION? VOCABULARY DIVERSE WHEN DESCRIBING IT

- “**Comprehensive internationalization**,” as defined by ACE/American Council on Education, is a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected.
- Finding the Global Self, David Killick, 2015. The overlap of **Self-in-the-world and Act-in-the-world** capabilities is explored by “doing, in order to find who I am” a concept available to students, faculty and staff, suggesting surprise and not shock. Helping students and others to understand their journey through learning about multiculturalism and social justice and tying the “local to the global”. Good ex. is Peace Corps training.
- Jane Knight suggests a review of the fundamentals of the definition to map it against current practices and review values underpinning it. Otherwise, questions arise about elitism, neo-colonialism etc. (Stein, et al 5/2016).

# APPROACHES TO INTERNATIONALIZATION— WHAT IS DU'S PATH?

- **Activity:** curriculum, student/faculty exchange, tech assistance and international students
- **Competency:** developing skills, knowledge, attitudes and values of students, faculty and staff
- **Ethos:** creating a culture or climate that values and supports international/intercultural perspectives and acknowledges that the international dimension is fundamental to the definition of a university
- **Process:** stresses integration or infusion of an international dimension into teaching, research and service-how does sustainability of this approach continue?
- Qiang,Z. (2003, 250-51) in Killick, David (2015)

# THE CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) MODEL OF COLLEGE SUCCESS

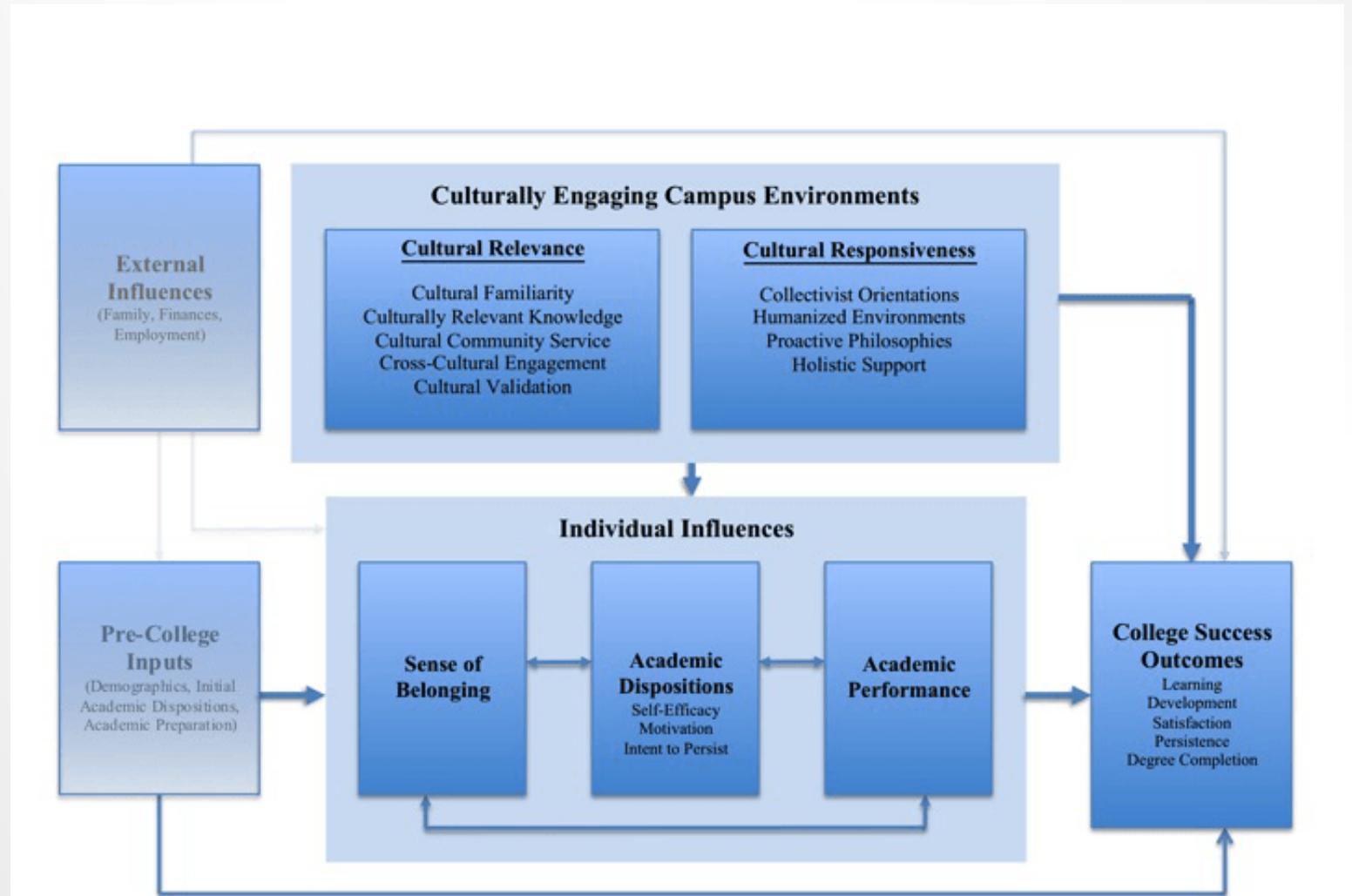


Figure 1: The Culturally Engaging Campus Environments (CECE) Model of College Success

# CULTURAL ADJUSTMENT ISSUES SUPPORTED BY RESEARCH

- As many of you know, **international students** face many issues of cultural adjustment, such as—
  - Language difficulties prevent meaningful interactions
  - Cultural differences exacerbated by greater degrees of difference
  - Difficulty building deep relationships
  - U.S. classroom norms and expectations often undefined
  - Loss of support system of family and friends and no substitute model
  - Pressure from family to succeed academically in the U.S.
  - Overall homesickness
  - The notion of “saving face” may impact the ways in which international students do or do not ask for help
- **Domestic non-majority students** also face similar difficulties

# CROSS-CULTURAL COMMUNICATION STRATEGIES TO HELPING STUDENTS TO MAKE A CONNECTION

- Be mindful when using American idioms and expressions
  - Paraphrase discussions
  - Ask students to summarize things to make sure they understand.
- Consider differences based on a student's culture
  - A student saying “yes” if you ask if s/he understands, because it would be rude to say “no”.
  - “Face” saving behaviors
- Develop an awareness of cultural differences in non-verbal behavior/ Edward T. Hall (foundational readings)
- ‘Informed Cosmopolitanism’ (is) the development of ‘**cultural intelligence**’ and shared interests

NEXT STEPS

# REASONS FOR FOSTERING INTERNATIONALIZATION

- **Prepare people for a globalized and competitive world** as cited in ACE's Blue Ribbon Panel Report, which is increasingly borne by educators on campus. Only 9.4% of U.S. undergraduates will have a study abroad experience. (IIE Open Doors 2014 report). I see all of us as being "educators" to some degree so we have the responsibility on-campus
- The sheer range of social milieu. The myth of "Contact Hypothesis"
- **Framing the challenge:** Interestingly, Integrated Threat Theory framework (Stephen & Stephen, 2002) is helpful in understanding why students may not connect with each other. Appears to be a lack of "in-group" student preparedness/awareness of how to connect and engage with "out-group" fellow students
- **Perceived** threats to academic success and group identity create anxieties around "mindful" forms of interaction and a taboo around the discussion of difference, leading to a passive xenophobia" for the **majority**. Socializing methods may be different, for ex. social drinking and language can also be a barrier.

# OTHER PERSPECTIVES: STEIN, ET AL

- Social cartography



# RECOMMENDATIONS

- **Identify the DU Ethos:** “**We as a university must be inclusive in order to be excellent.**” University of Idaho President Chuck Staben said this in his introductory remarks (at UD’s Cultural Literacy and Competence Symposium). **(In the broadest way possible).**
- **Trainings:** The university might wish to support efforts to develop one-day trainings taught by staff and faculty towards an interdisciplinary International Certificate Program.
- **Challenge the status quo:** Create awareness and disruption around ‘Passive xenophobia’ by inviting mindfulness, and promoting intentional activities in the classroom and outside-- particularly in campus housing. Support moderated and frank discussion of differences, group identities and how they are developed in order to learn about culture, which can reduce anxieties.

# NEW RESEARCH

- Journal of Diversity in Higher Education Breaking the Silence: Saudi Graduate Student Experiences on a U.S. Campus Tamara Yakaboski, Karla Perez-Velez, and Yousef Almutairi. Online First Publication, April 3, 2017.  
<http://dx.doi.org/10.1037/dhe0000059>
- Neil Harrison, University of the West of England, Nicola Peacock, University of Bath (2010) British Educational Research journal 36 (6) 877-902  
<http://dx.doi.org/10.1080/01411920903191047>
- Killick, David. Developing the Global Student. (2015).
- Montgomery, Kerrie Ann, University of Denver (2016), Surviving and Thriving: The First-Year Transition Experiences of Chinese Undergraduate Students in the United States
- Museus, Sam. CECE, Culturally Engaging Campus Environments. (2014)
- Stein, Sharon et al. (May 2016) Comparative & International Education, vol. 45, Issue 1, Article 2. Towards Different Conversations about the Internationalization of Higher Education.
- The University of Minnesota, (2014). Seeking Best Practices for Integrating International and Domestic Students/ISSS
- The Global Imperative: Making UB (U. at Buffalo) an International University-Report of the International Strategy Task Force
- Ward, Heather, ACE, (Internationalization in Action Internationalizing the Co-curriculum. Part One: Integrating International Students
- WES (World Education Series 2016, report 08): Improving **the International Student Experience**: Implications for Recruitment and Support

# PARTNER WITH EXISTING PROGRAMS

- ISSS, IE, CWLC, ELC/ INTZ units
- Grad Student Organizations in the Colleges
- Student Organizations, for ex. International Student Organization (ISO)
- Office of International Admissions, Cranofacial Biology, Campus Life & Inclusive Excellence, Center for Middle East Studies, Chemistry, CWC, Counseling Psychology, Daniels College of Business, Higher Ed. Leadership, Dept. of Geography & the Environment, gSSP/MAIDP, GSSW
- Health and Counseling Center (HCC), HERS
- Honors Program, Internal Audit, International Studies, Institutional Research & Analysis, JKIS
- MFJS/Korbel School
- Law School and Illif/Joint JD, Languages & Literatures
- Media Film & Journalism Studies
- Office of Teaching and Learning, Office of Institutional Partnerships
- Pioneers CARE
- Residential Education, RMS
- Ritchie School of Engineering, School of Physical Therapy, Shared Services,
- Undergraduate Academic Programs, University College
- Writing Center, others in the room today

# REVIEW

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- Provide some **data** about DU international Students and other schools in Colorado
- Suggest **existing models** for framing internationalization at home--not so much identify what already exists at DU but seed new ideas
- Briefly identify what current **literature findings** indicate to raise questions and suggest **next steps**
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- Make **connections** to collaborate