



2013 Conference

Welcome to : Higher Education's Adaption to a Global Setting and Future

February 20, 2013

David Ayers, Purdue University

Charles Calahan, Purdue University

Joe Potts, Purdue University

Agnes Sohn, University of Illinois at Urbana-Champaign

Re-imagining Higher Education in a Global Context



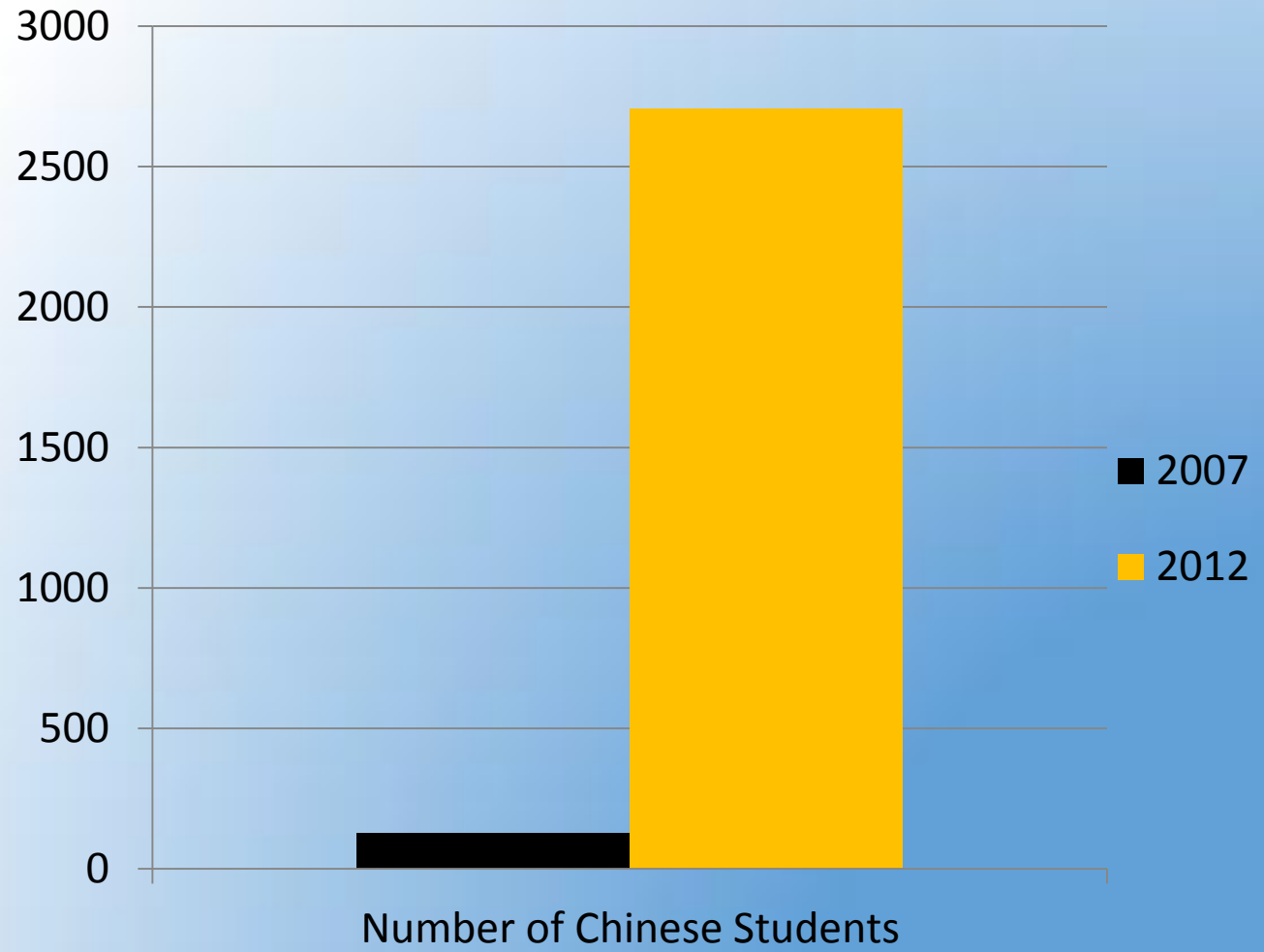
2013 Conference

August 23, 2011



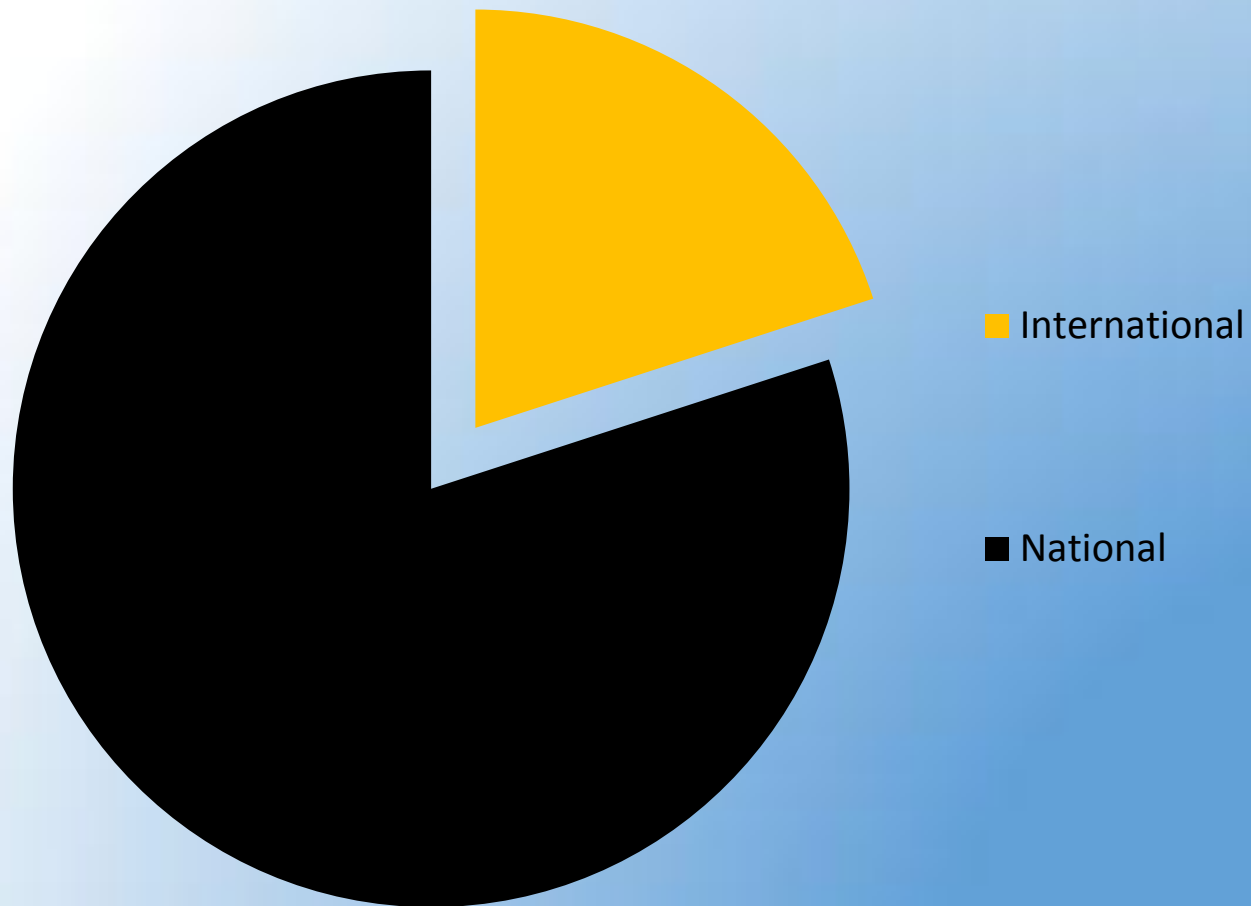
Re-imagining Higher Education in a Global Context

INTERNATIONAL STUDENTS AT PURDUE



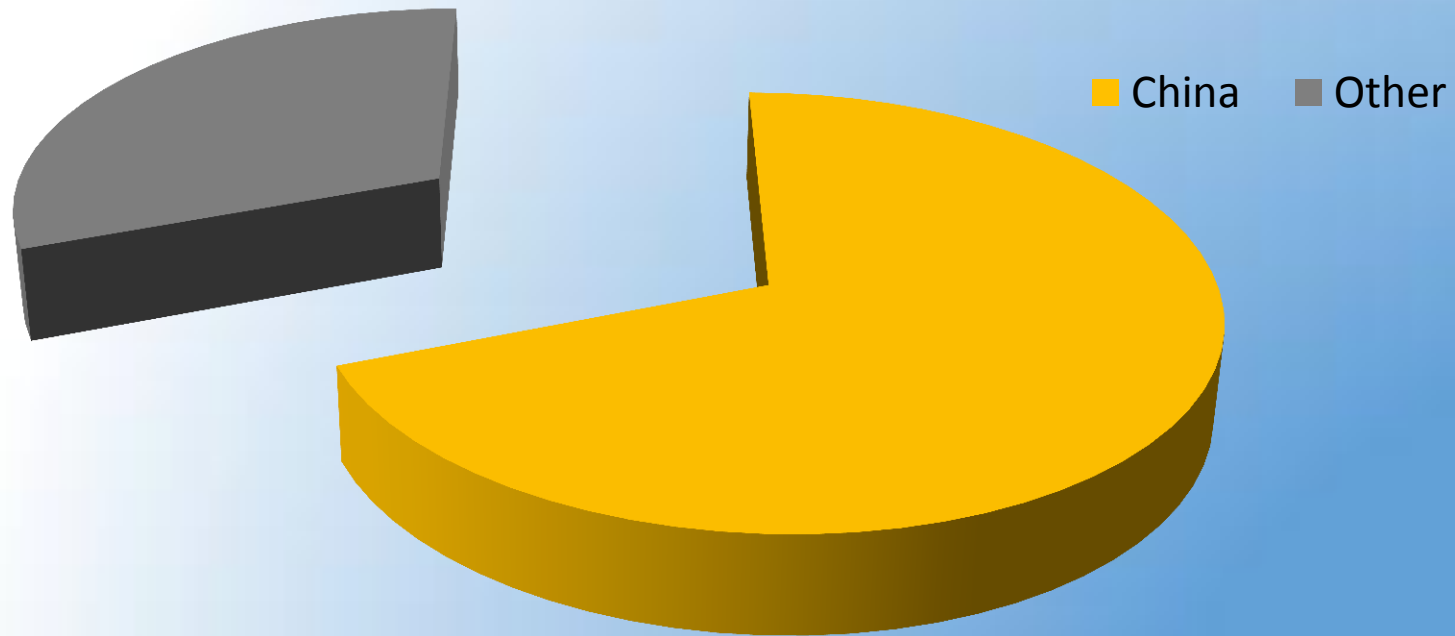
INTERNATIONAL STUDENTS AT PURDUE

2013 Conference



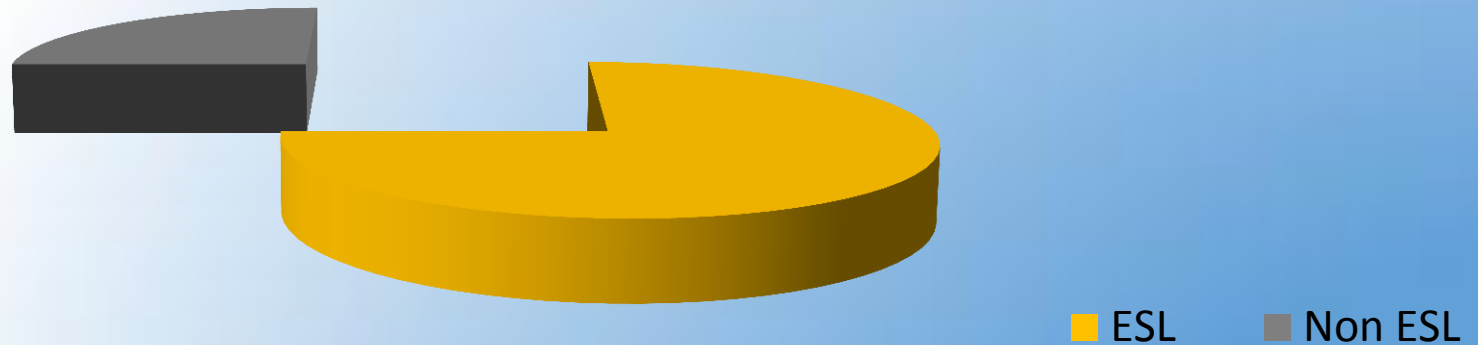
INTERNATIONAL STUDENTS AT PURDUE

2013 Conference



INTERNATIONAL STUDENTS AT PURDUE

2013 Conference





2013 Conference

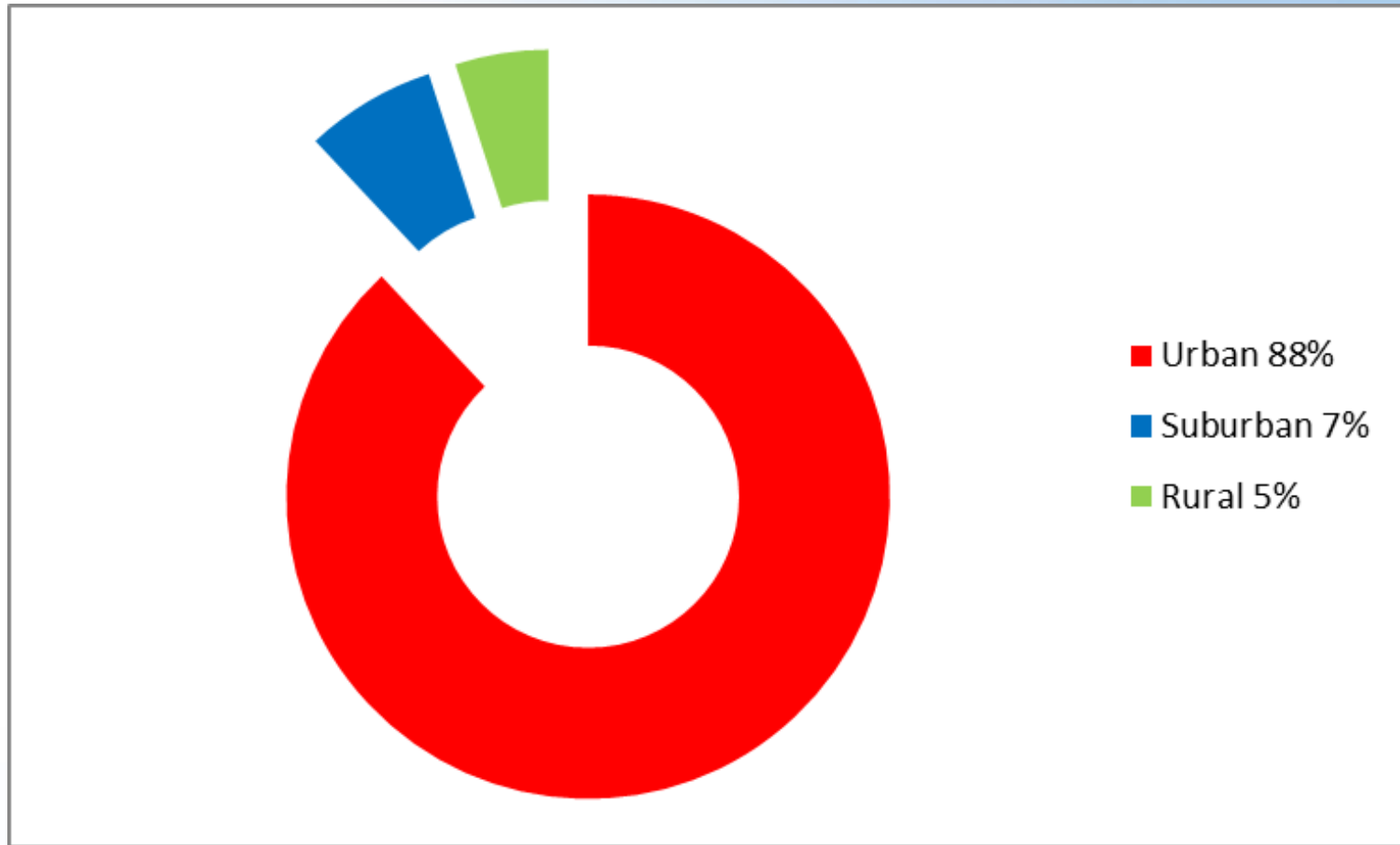
Do you really know your students?

When caring administrators, decision makers, and faculty better understand their students, universities are more prepared to help students know themselves and to really motivate and empower students to do their best.

Administrators and faculty instructors are increasingly pressured to help students achieve meaningful outcomes and understand how education relates to their aspirations.

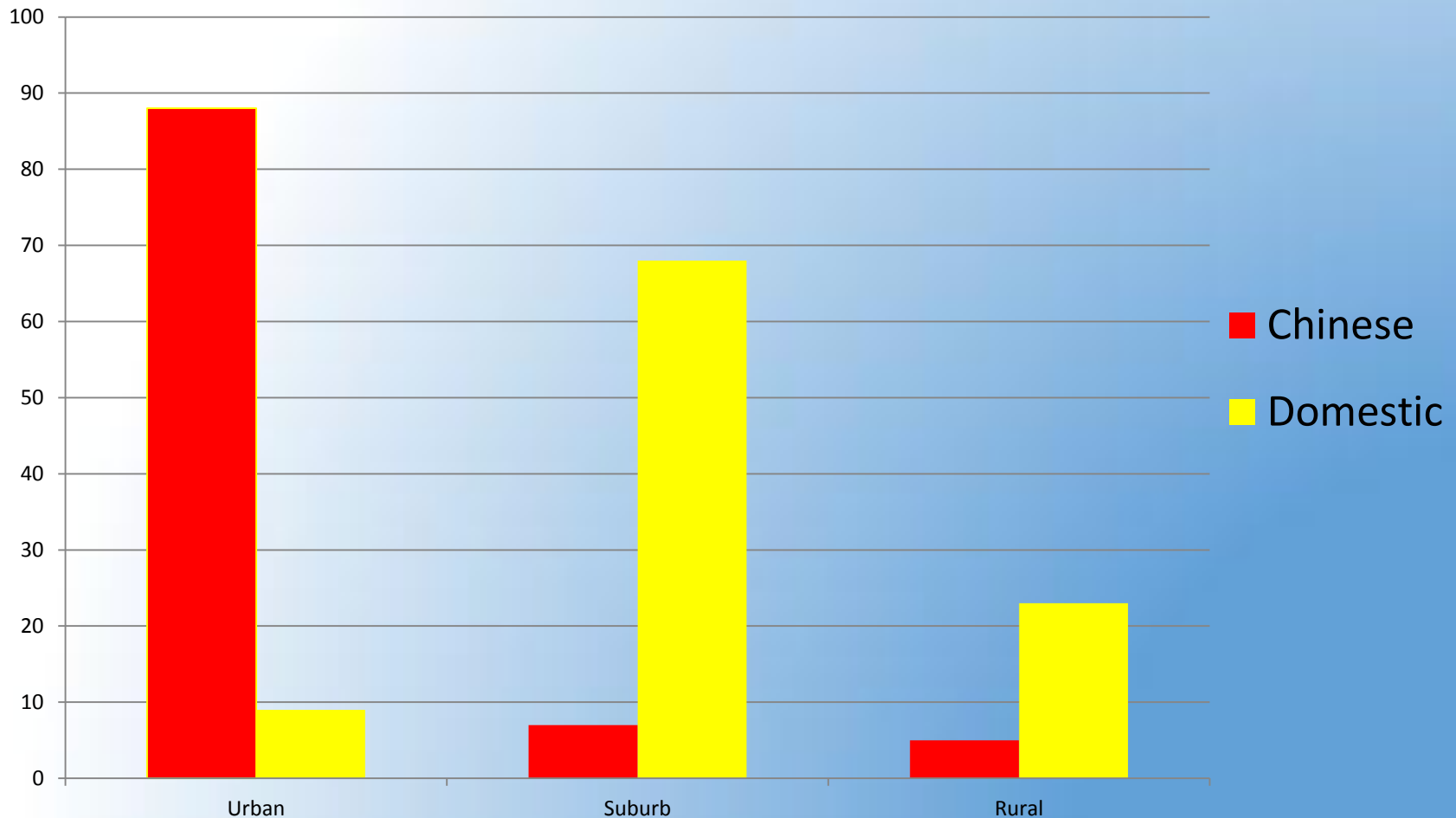
Adapted from a *Search Institute* February 7, 2013 email

Place you were living at age 16



Place you were living at age 16

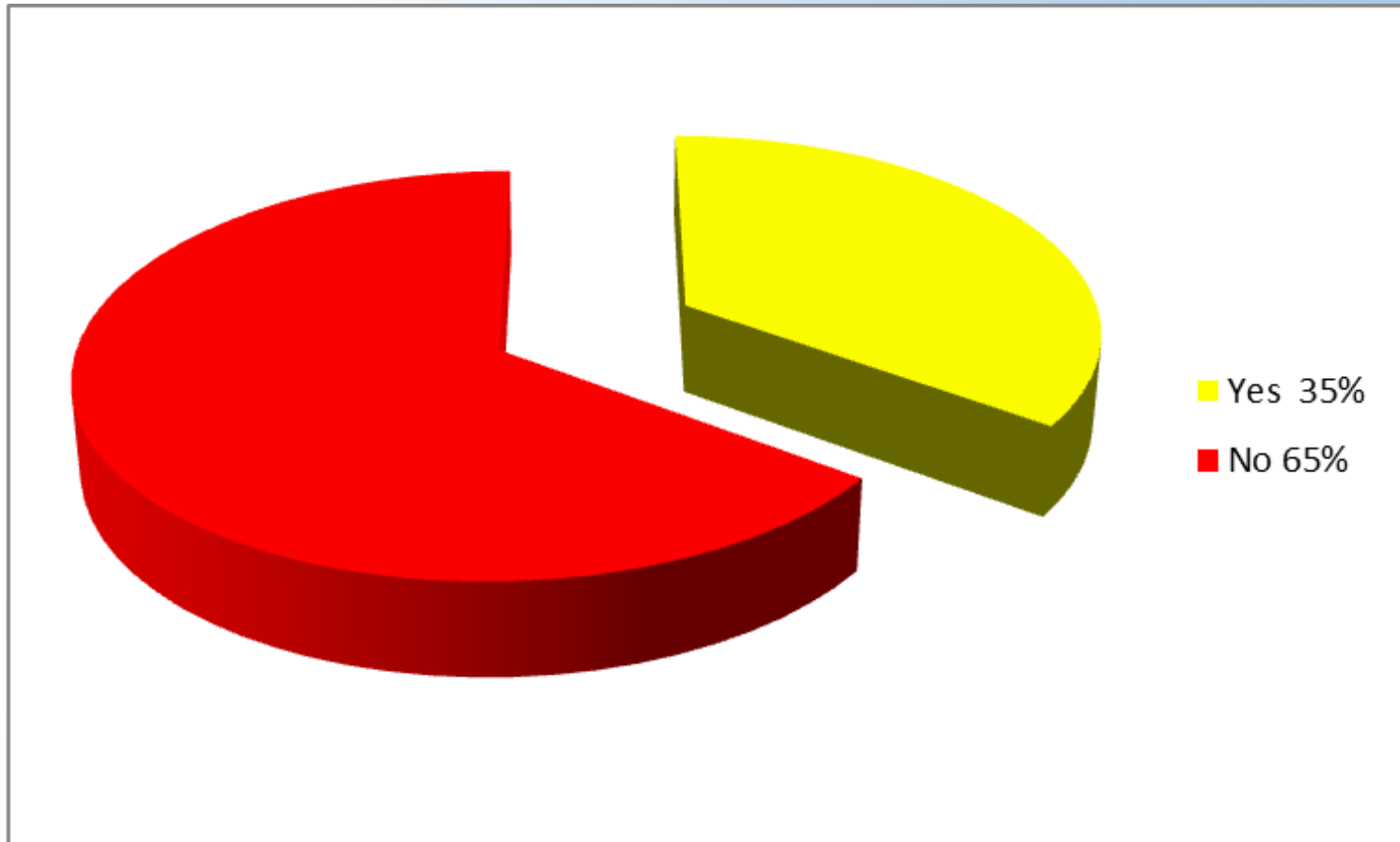
2013 Conference



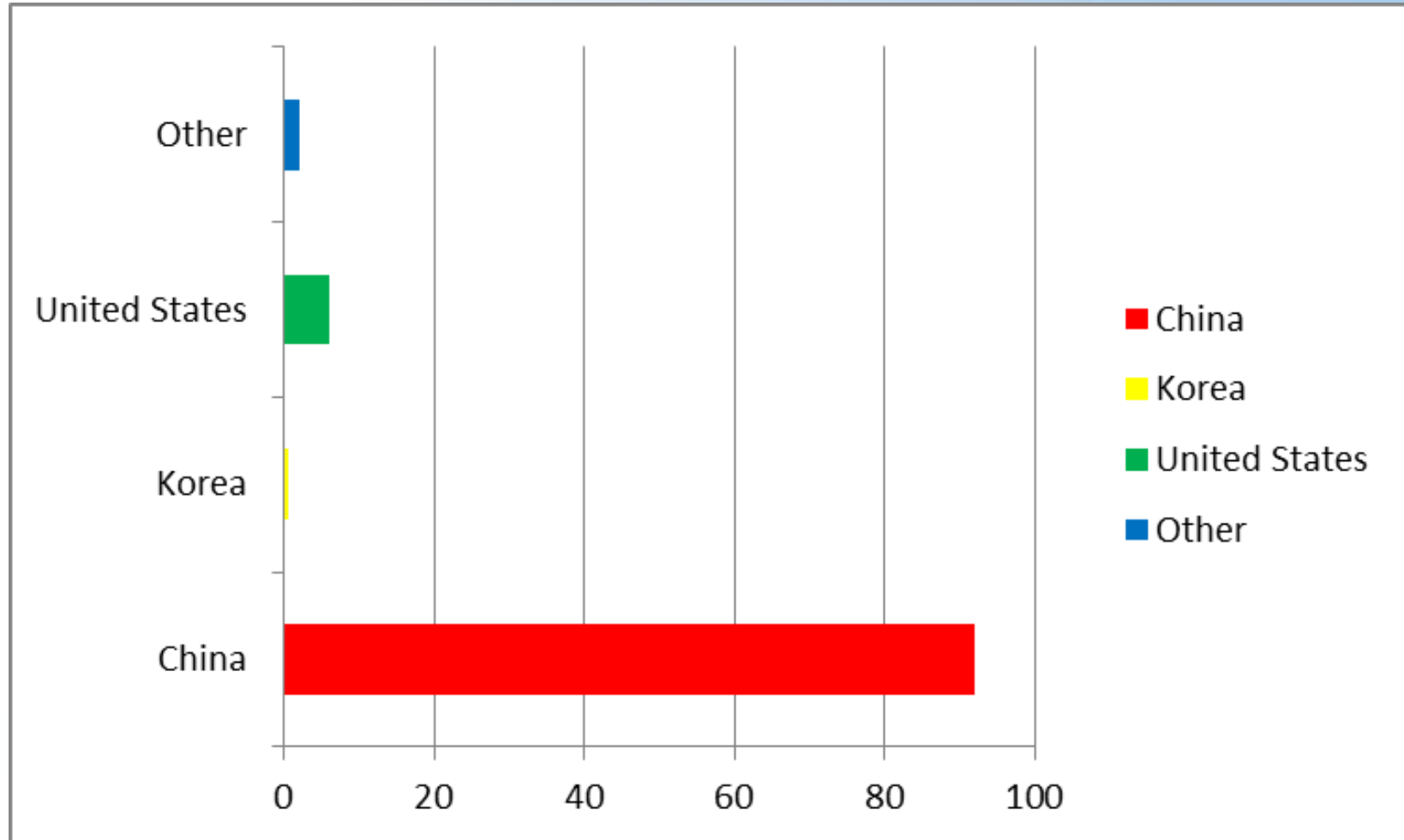
Did you take the “GaoKao” or the college entrance exam?



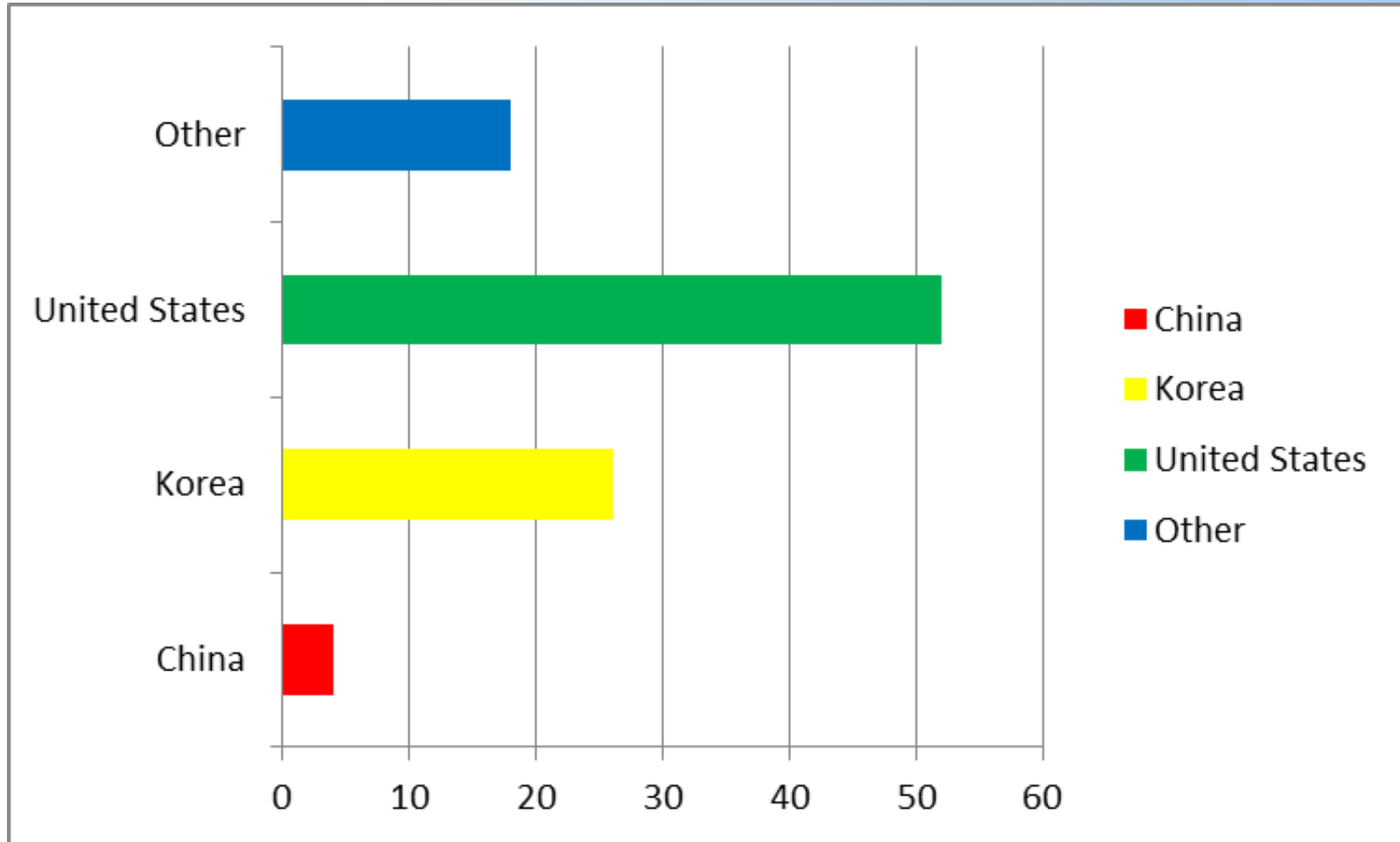
Did you apply to Purdue with the help of a company or hired agent?



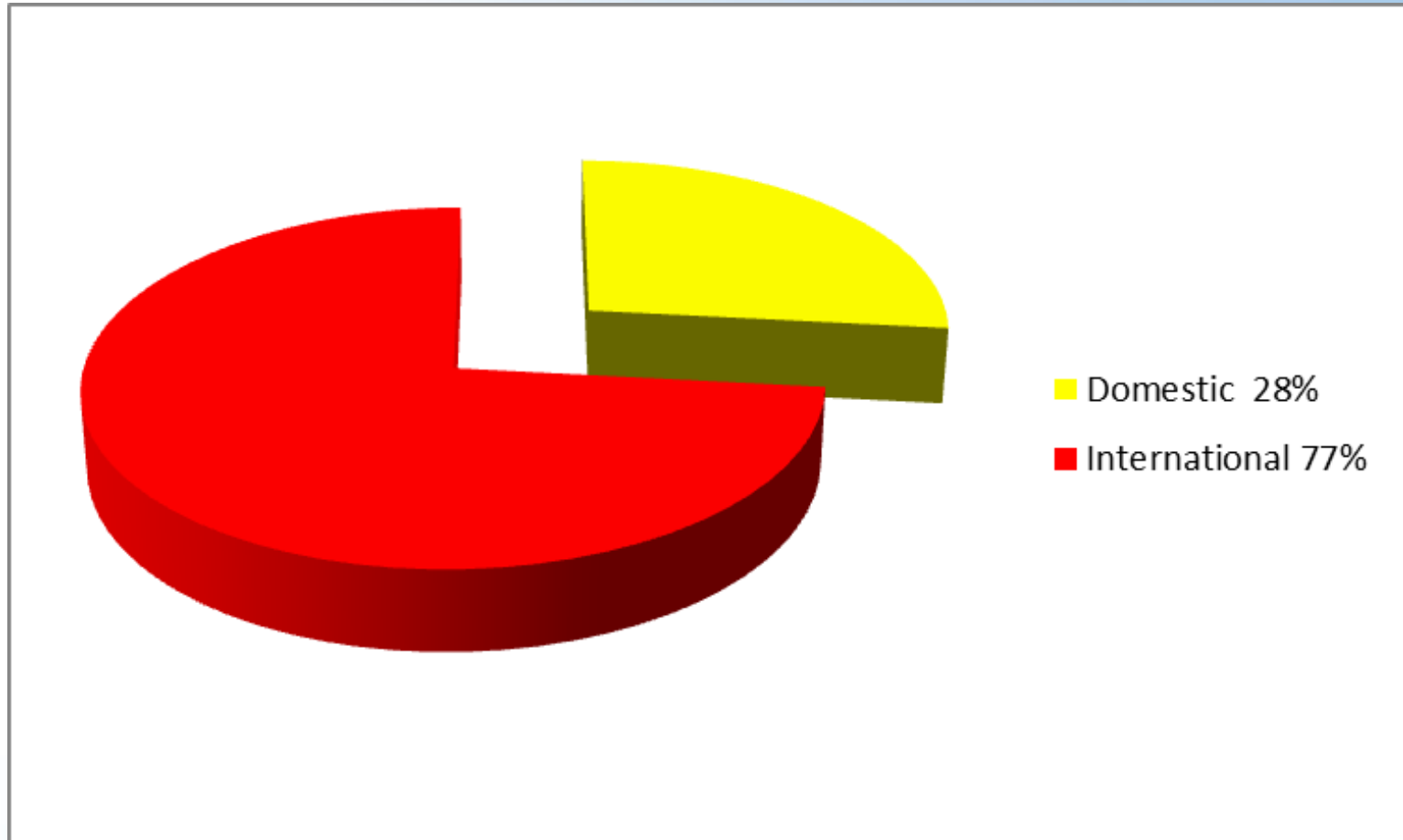
Chinese Students: Where did you obtain your high school diploma?



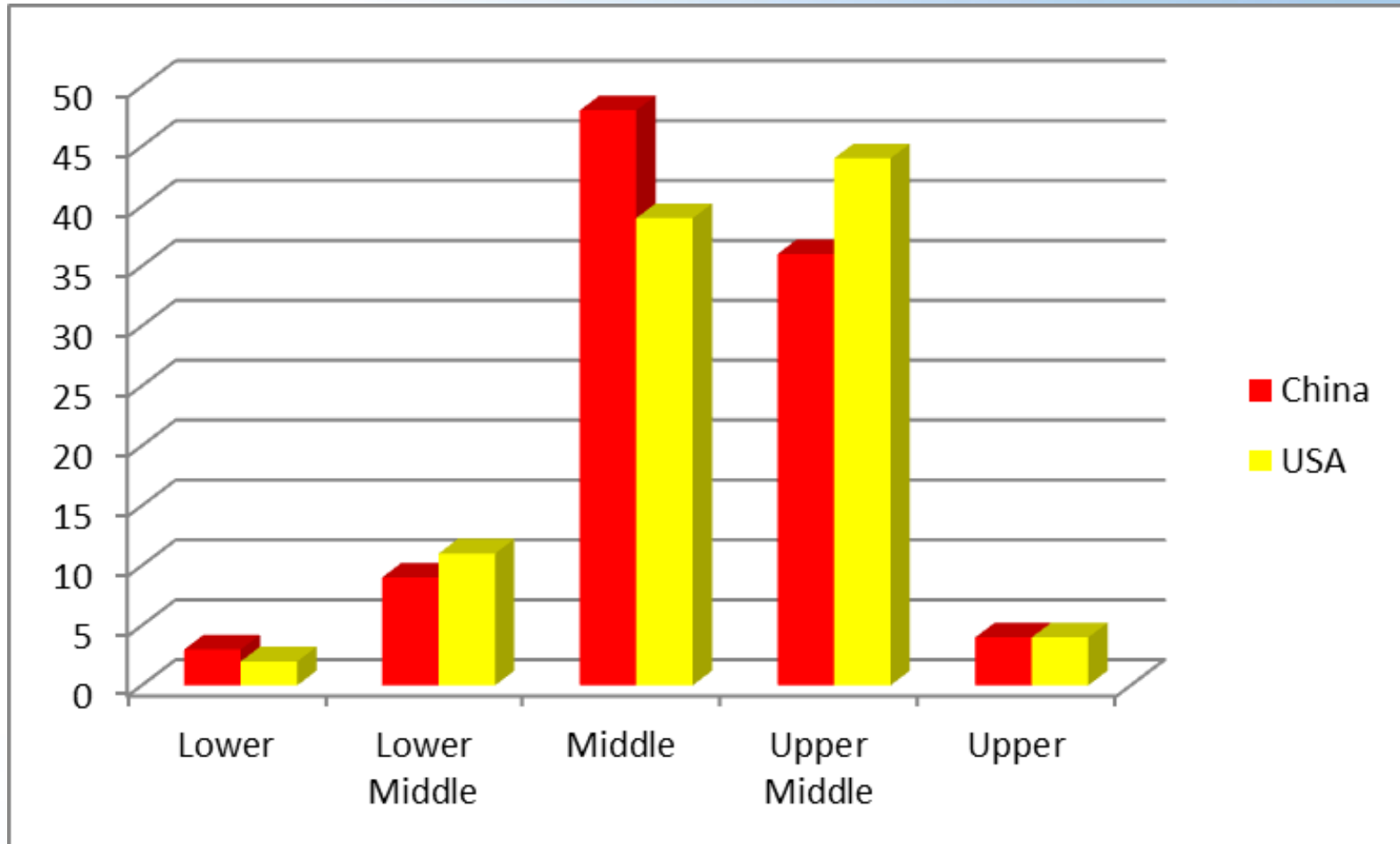
Korean Students: Where did you obtain your high school diploma?



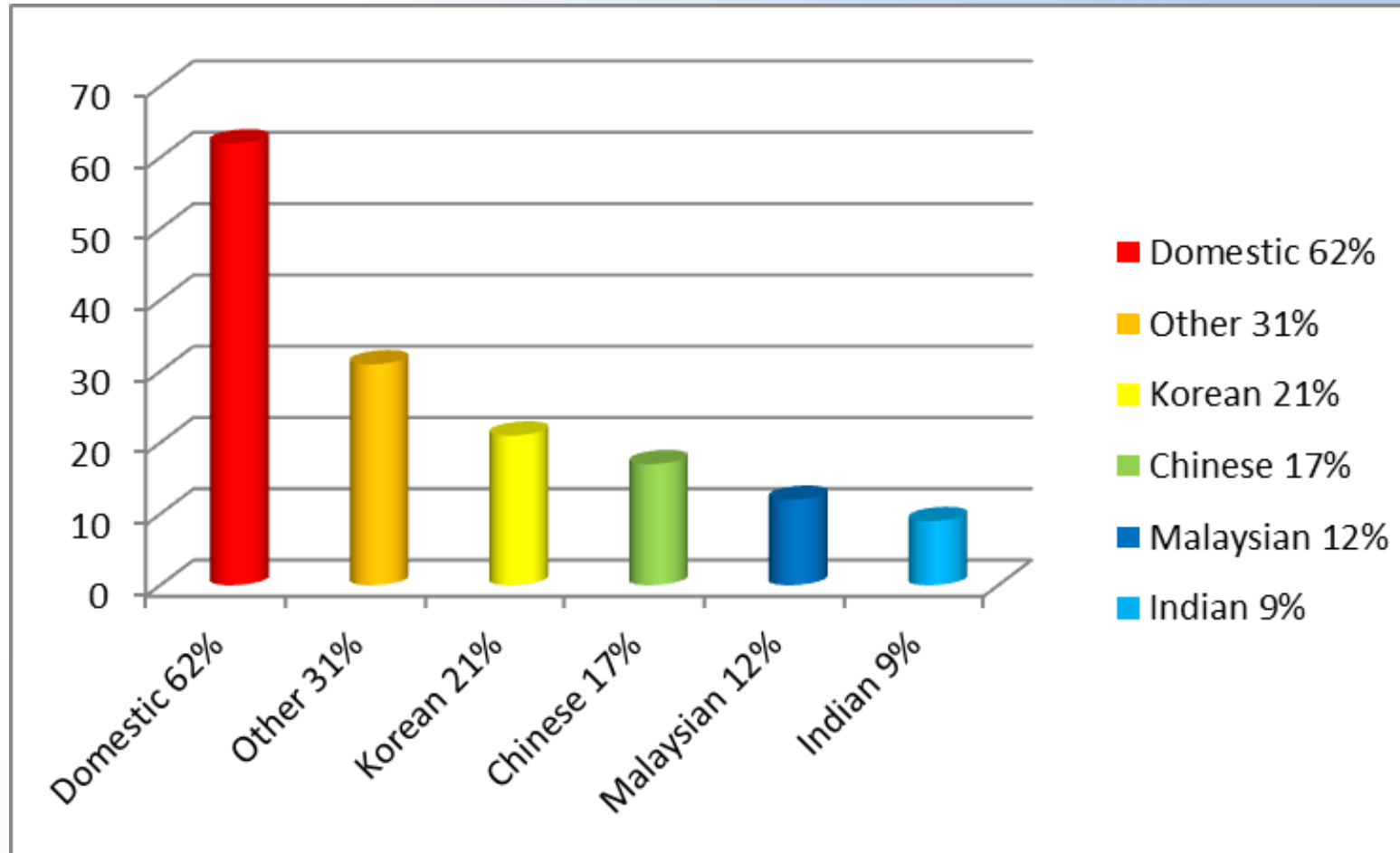
Type of Roommate



My family is _?_ class.

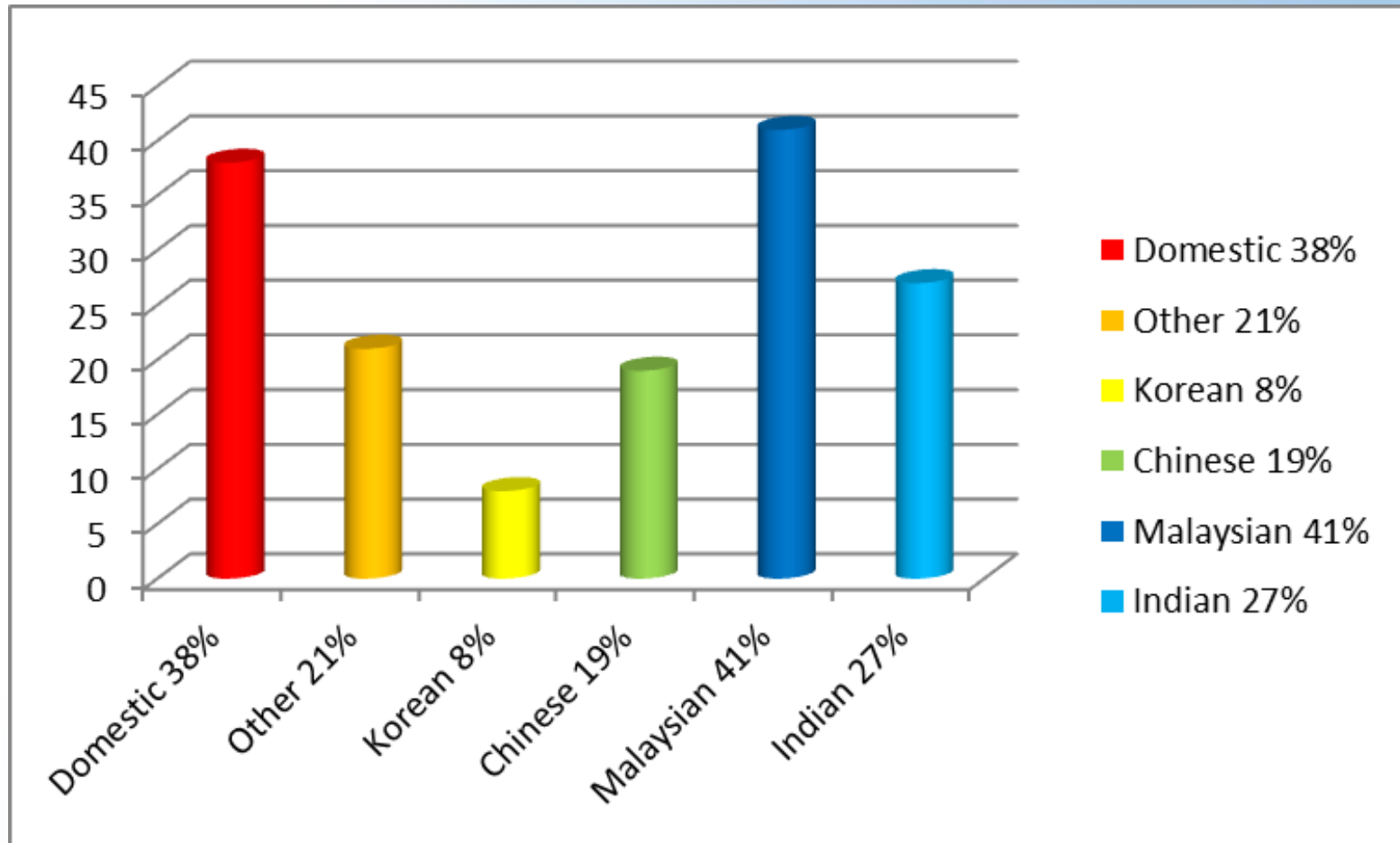


Do you own a car?



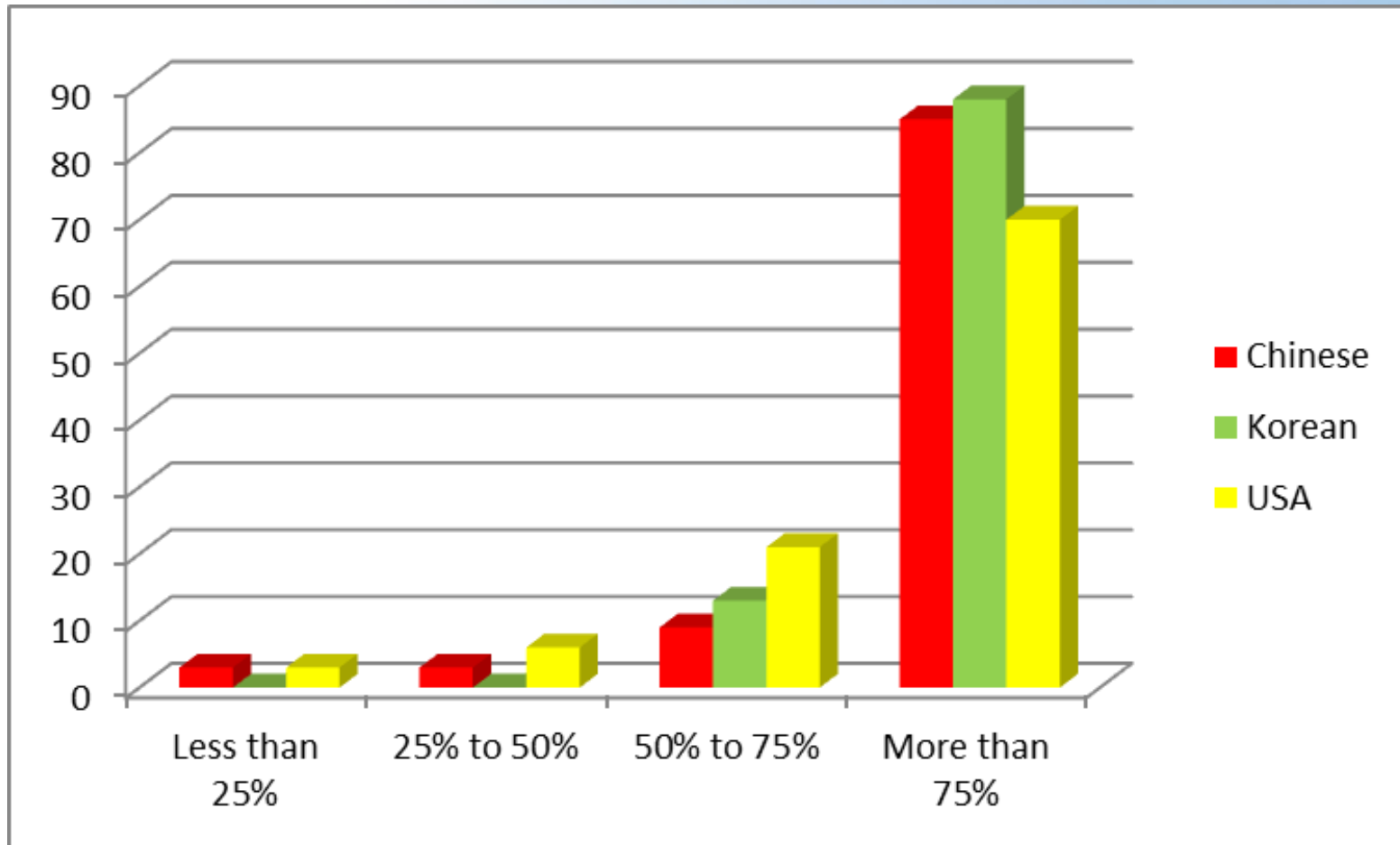
Do you have a part-time job?

2013 Conference



What percent of your weekends do you spend in West Lafayette?

2013 Conference



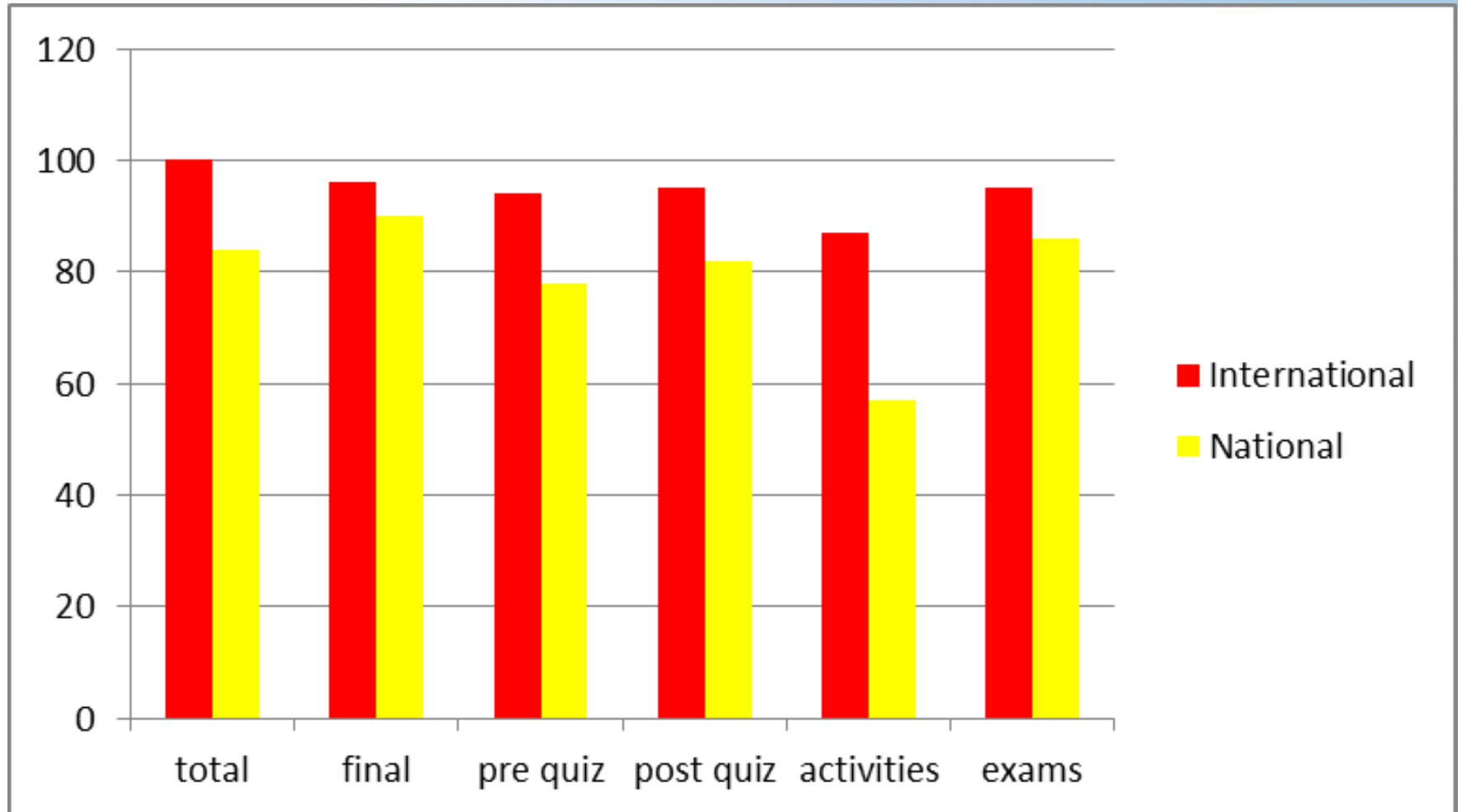


2013 Conference

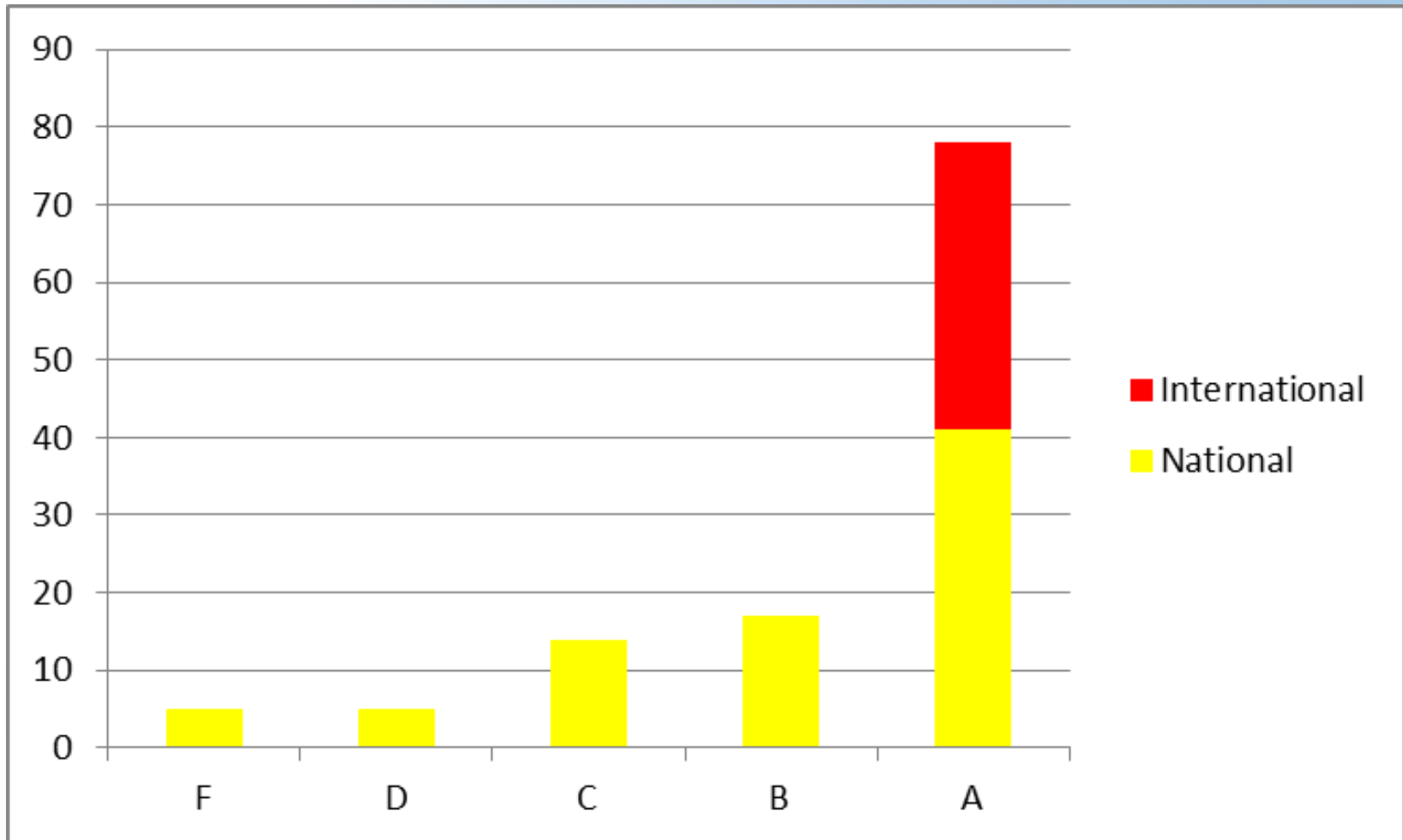
If provided the right kind of institutional support, how well do these new international students perform in the classroom?

Percent of Points by Requirement

2013 Conference

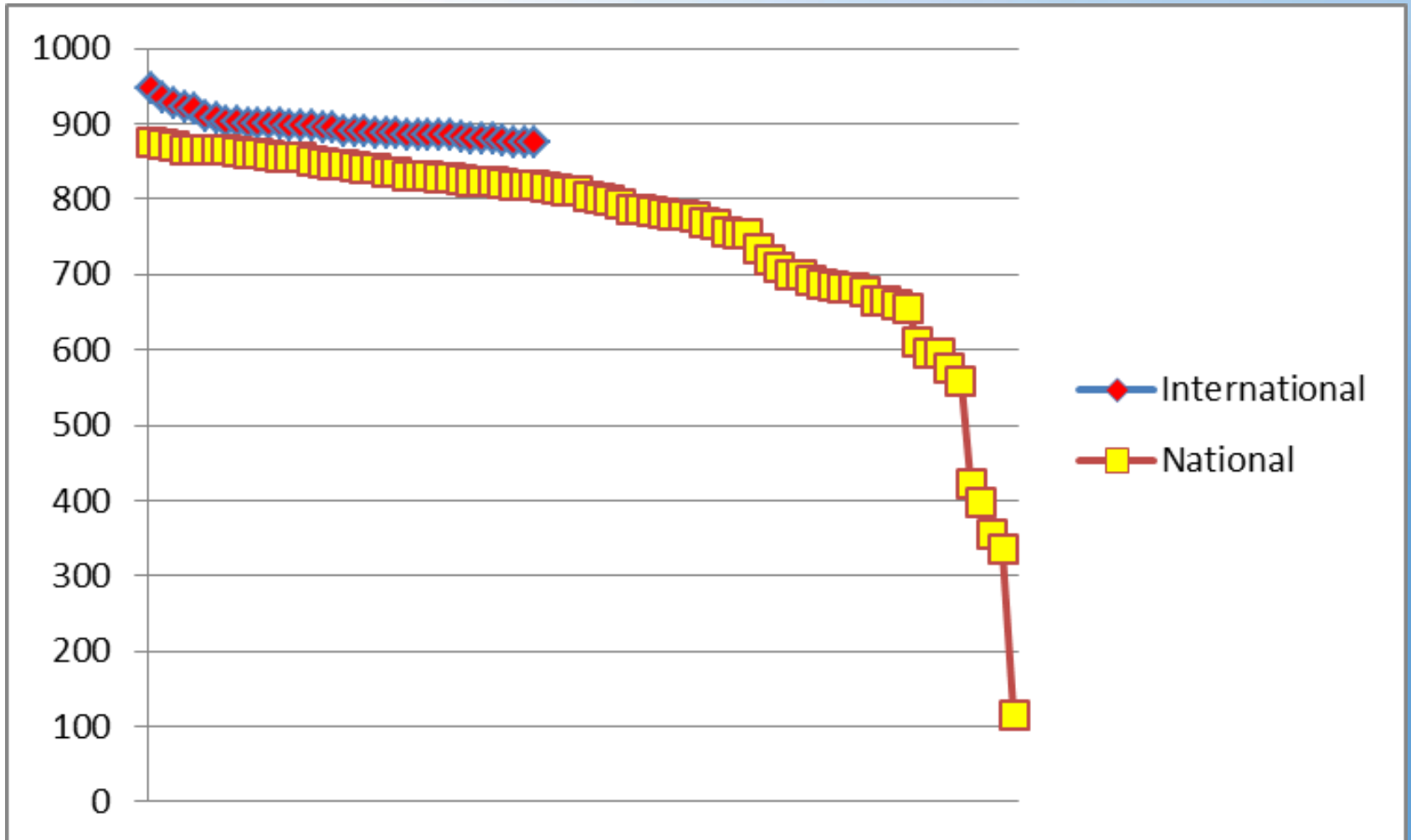


Distribution of Letter Grades



Distribution of Total Points

2013 Conference



For Discussion later:

In what ways can senior administrators and university decision makers empower successful teaching and learning for both national and current international students?

The American University Meets the Pacific Century

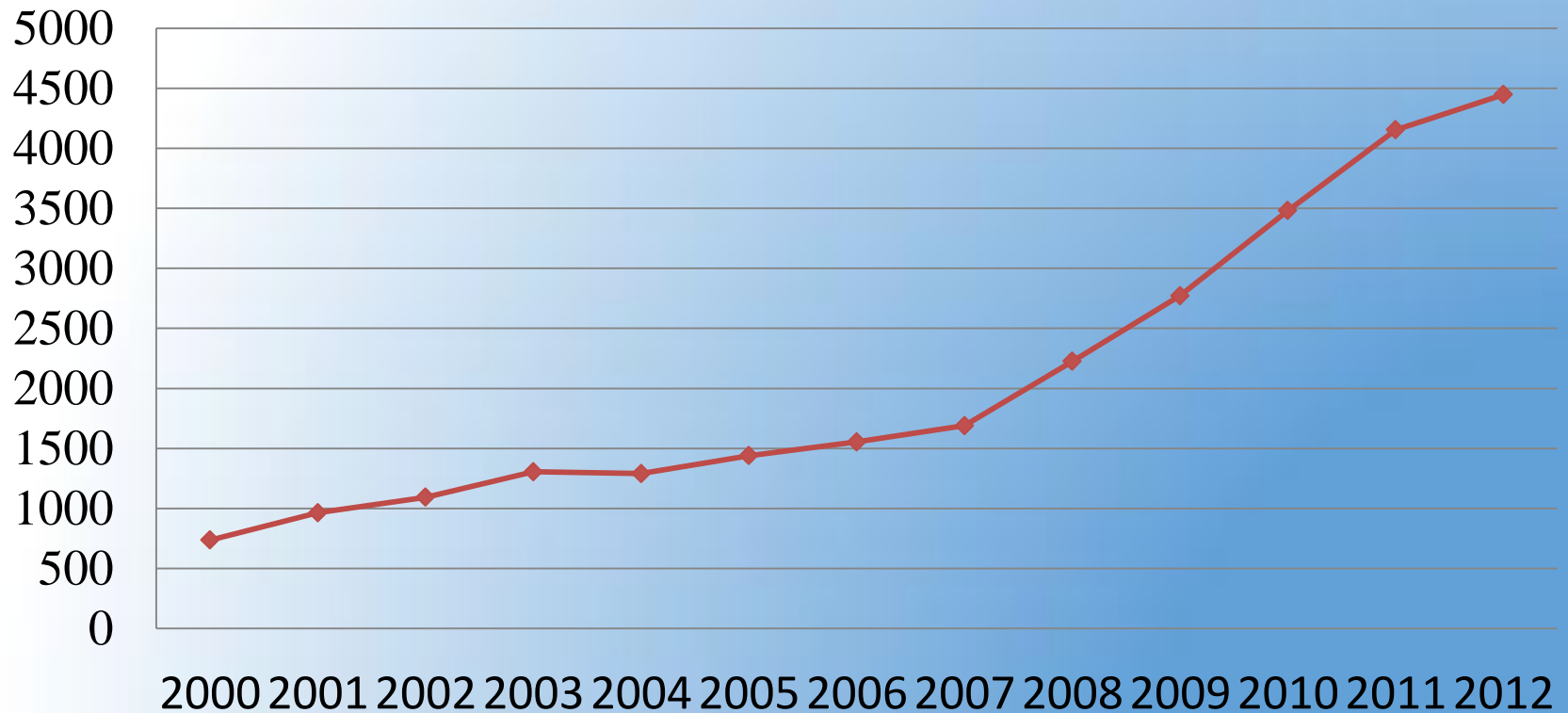
- University of Illinois as a contact zone
- Focus on Colleges of Engineering, Business, and LAS
- Students from China and South Korea, domestic students, faculty, campus services, etc.
- Survey + ethnographic fieldwork (interviews and observations)



Changing Demographics

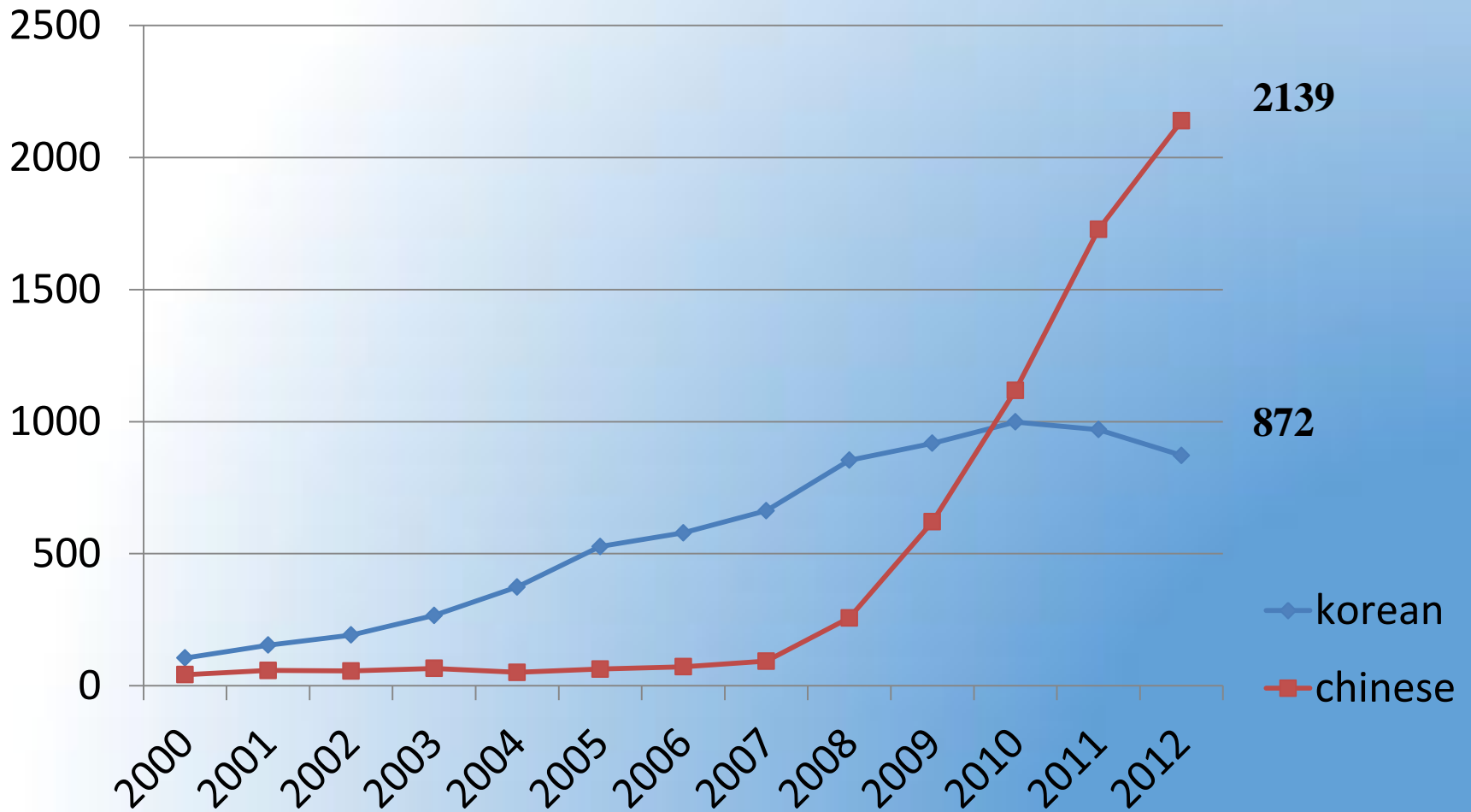
2013 Conference

Number of International Undergraduate Students
***Undergraduate Student Body: 31,901 (2012)**



Korean and Chinese International Students at UIUC

2013 Conference

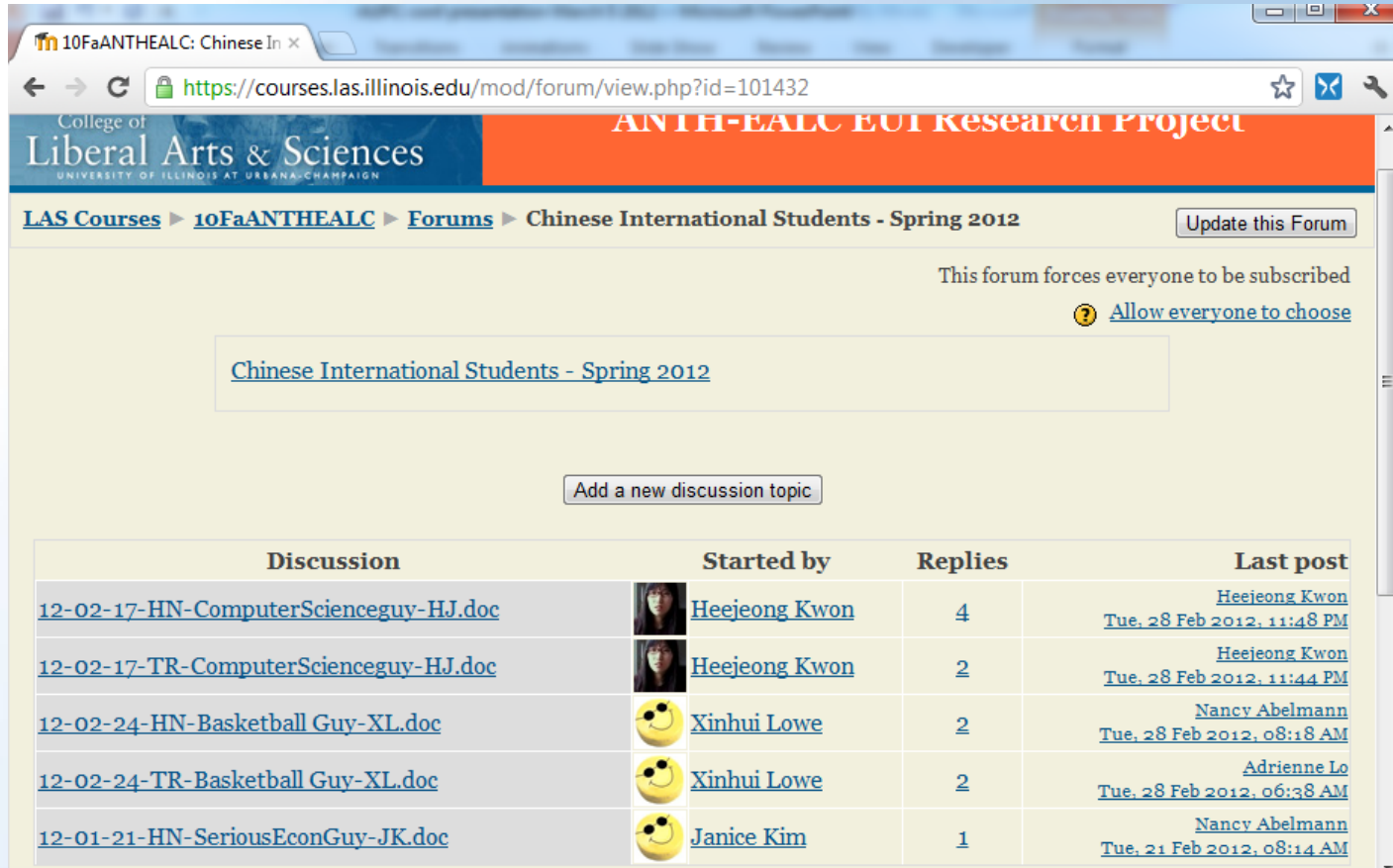


AUPC Research Group



Ethnographic Data: Online Research Environment

2013 Conference



College of Liberal Arts & Sciences
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN


10FaANTHEALC: Chinese In x

https://courses.las.illinois.edu/mod/forum/view.php?id=101432

ANTH-EALC EUI Research Project






LAS Courses ▶ 10FaANTHEALC ▶ Forums ▶ Chinese International Students - Spring 2012

Update this Forum

This forum forces everyone to be subscribed
 [Allow everyone to choose](#)

[Chinese International Students - Spring 2012](#)

Add a new discussion topic

Discussion	Started by	Replies	Last post
12-02-17-HN-ComputerScienceguy-HJ.doc	 Heejeong Kwon	4	Heejeong Kwon Tue, 28 Feb 2012, 11:48 PM
12-02-17-TR-ComputerScienceguy-HJ.doc	 Heejeong Kwon	2	Heejeong Kwon Tue, 28 Feb 2012, 11:44 PM
12-02-24-HN-Basketball Guy-XL.doc	 Xinhui Lowe	2	Nancy Abelmann Tue, 28 Feb 2012, 08:18 AM
12-02-24-TR-Basketball Guy-XL.doc	 Xinhui Lowe	2	Adrienne Lo Tue, 28 Feb 2012, 06:38 AM
12-01-21-HN-SeriousEconGuy-JK.doc	 Janice Kim	1	Nancy Abelmann Tue, 21 Feb 2012, 08:14 AM

To date: 194 interviews, 51 observations

Re-imagining Higher Education in a Global Context

Hypothesis 1: Indifferent Globalizers

#3 How are assumptions about internationalization changing with the globalization and the commodification of higher education?

We hypothesize that today co-existence, rather than friendship and engagement, might satisfy internationalization ideals.

“I just want to naturally make friends”

- *“I do not make friends intently [likely he meant intentionally] I just want to naturally make friends.”*
(Engineering College, Chinese international student, male)
- *“Yeah. Yeah, I like the opportunities. But I am not sure whether I would take the opportunity or not. (laughs) ... But then [the] other American students who are they? They are like, [are] they ... really interested in us – like international students – or because the school force[s] them to do that they do that? That’s different.”*
(Business College, Korean international student, female)

Segregation: “already the best country doing this”

“Yeah separate by races. Not so wrong. That’s very normal. Because whites like to play with whites, blacks like to play with blacks, just like me. I like to play with Asians, It’s just like that, I think... America is OK on this because... I think it’s already the best country doing this...”
(Engineering College, Chinese international student, male)

“So when we come over here, [international] students are just like whatever, we’ll just get over these four years and get a degree right. A lot of students, you’re right, they don’t have the motivation to just go out there and make friends with people from different cultures and they probably don’t understand why they are being asked to do so, because they’re like I came here for a degree and I pay tuition, I do all my homework. Why do you want me to do other stuff, like talk to people, right?” (LAS, Chinese international student, male)

“I mean if there’s going to be an Asian international student in my class . . .”

2013 Conference

“I haven’t had many opportunities to this semester. Just cause the classes I’m taking one engineering class and that’s where most of the international students are. . . . Um, I haven’t gone out and found an opportunity. I guess it didn’t impact me enough, and I know that sounds kind of bad. (laughs) . . . I guess its like a priority issue, which sounds bad” (Engineering College, White domestic student, male)

*“In terms of how I feel about the increase, in terms of my interactions, I personally, I’m sort of **indifferent**, like I mean if there’s going to be an Asian international student in my class, I have no big problem with it as long as they pull their weight in participating . . . But I just don’t agree with using them as a means of revenue.”* (Business College, Asian American student, male)

Hypothesis 2: The Changing Landscape of Race

#1 How are international students changing the dynamics of race at the American university?

We hypothesize that the presence of significant numbers of Asian international students is transforming the experience of being a domestic minority student in higher education.

- *Based on lab member Julie Torres's analysis of the blog of a high level administrator at the U of I.
- The rhetoric of "diversity" is changing at the institutional level, being eclipsed by the discourse of the "global."
- "Global" as the new Black.
- "Global" as the new green.



2013 Conference

Responses to discourse of the “global”

“I mean why don’t we have more people of color from African countries here? Money ((emphasis)). Racis...I don’t know. You know. We have a few. We have a few here and a few that have gone through Global Crossroads. But why don’t we have as many as come from Asia? It’s money! That’s my take. Whatever. So it’s very simplistic, I know. But follow the money.” (Living and Learning Community Administrator)

“The university accepts a lot more international students because they know they can pay up and they don't require aid because they are paying out of pocket.” (LAS, African-American, male)

“We talked about diversity in the sense that we should acknowledge that there is difference and we should be accepting of everyone. I’m not sure if it went anything further in depth than that. It was more a static level.” (LAS, Filipino-American, male)

“I just see them as human beings or my friends”

“ I don’t treat them any differently because they’re from a different country. They assimilated into the U.S. I suppose. [...] I don’t see them differently but I know there’s diversity. [...] I just see them as human beings or my friends.” (LAS, Filipino-American, male)

“It’s not really too much of a difference. [...] We’re not really that different, in terms of...I mean, of course, we all grew up differently, living in a different continent or country, religion, or background. We are different in that sense, but in terms of how we like to have fun or things we enjoy doing, we’re all pretty much the same.” (LAS, African-American, male)

Racial Hierarchies in the U.S.

- *“blondy American girls” — “you know, the skinny and white and blond girls, they don’t really talk to me,”* (LAS, Korean international student, female)
- *“I also learned that, among the American students, they have some, some people have some like interest in [international students], but then some people, just don’t like it, just don’t like people coming from other international [countries]”* (Business College, Korean international student, female)

UIUC memes



Intraethnic othering

*“An Asian American and an international student are **really** different in terms of how they act, how they approach things and stuff like that...I mean I think I’ve worked with international students, and I think it’s really like, **if I enjoy being around them, and they enjoy being around me, I have no problem reaching out.** ...in terms of intentionally avoiding them, I don’t think I do that, but just in terms of cultural contacts, of cliques, of who I hang out with, it just doesn’t happen that often.”* (Business College, Chinese-American student, male)

“the way Koreans work is they go there but they are not really passionate about working there...its about writing one line on their resume, saying KSA, whatever team, 2000-something to 2000-something. It was kind of like everything Korean do is not really because of genuine interest.” (LAS, Korean international student, male)



2013 Conference

Satisfaction with relationships



2013 Conference

Survey Research Conducted Spring Semester 2012

Undergraduate Students from 4 colleges:

College of Engineering

College of Liberal Arts

College of Business

College of Science

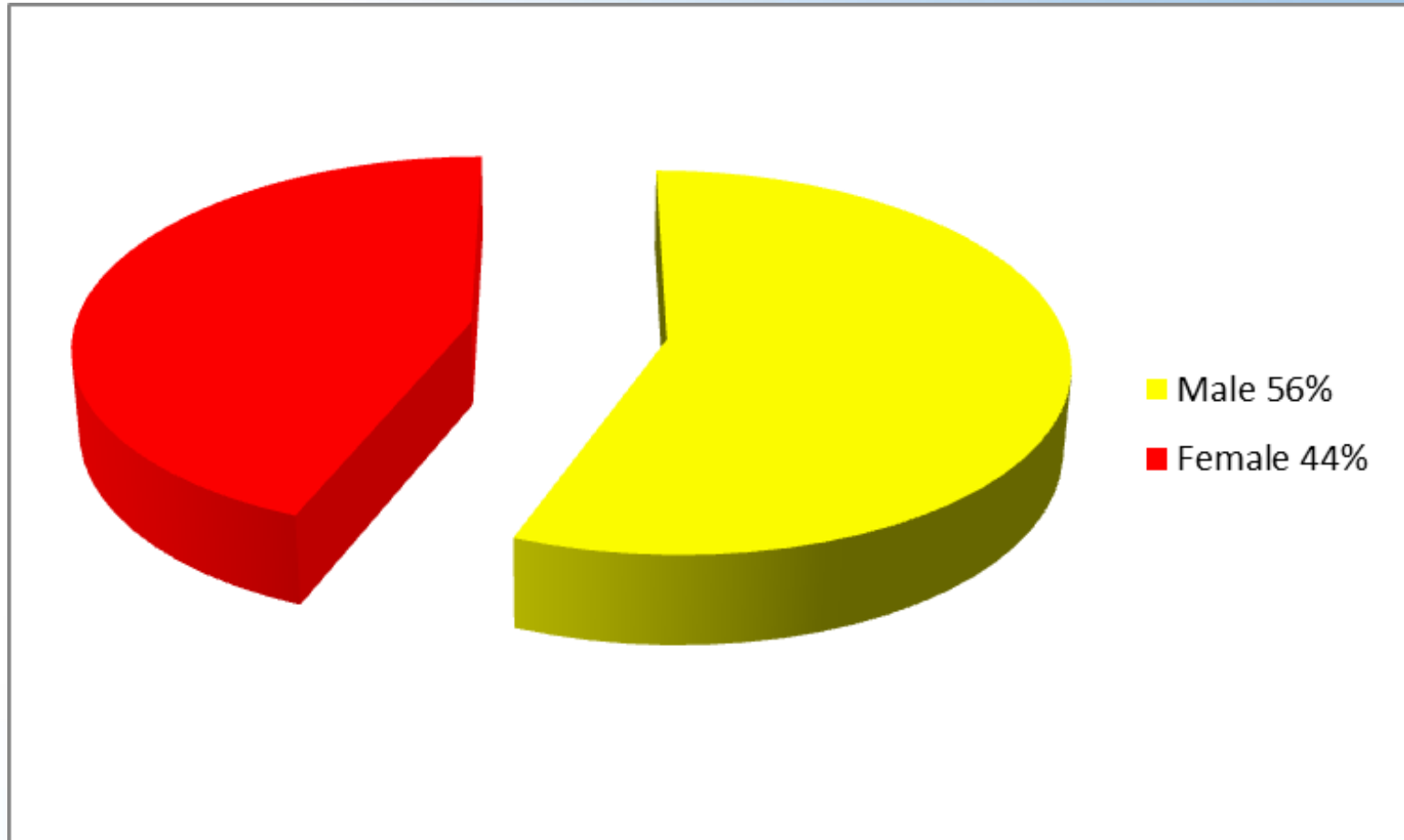
Student demographics:

11,000 Domestic Students (15% CR)

4,000 International students (18% CR)

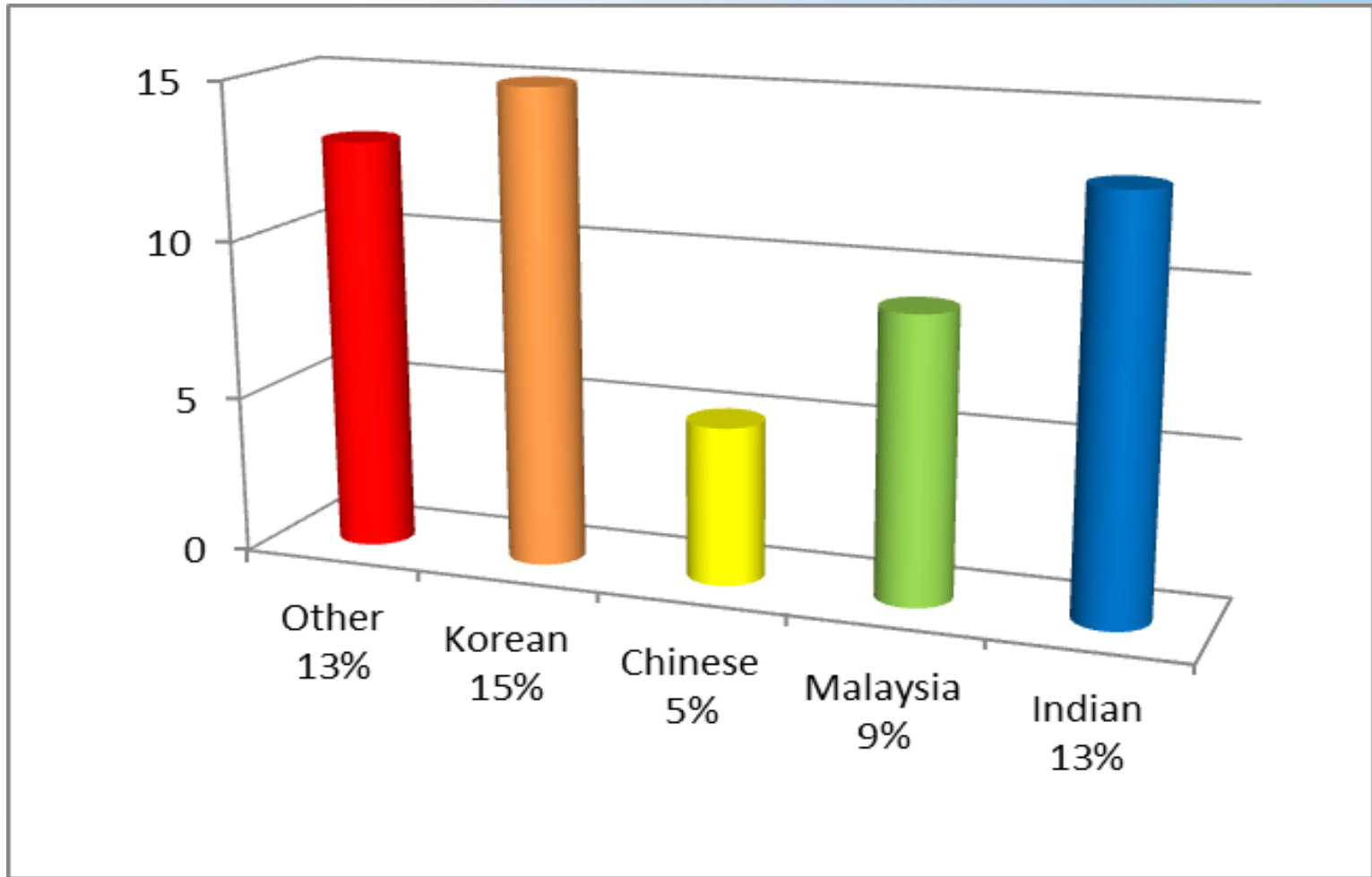
1,803 Chinese students (36% SR, 14% CR)

Gender of Sample

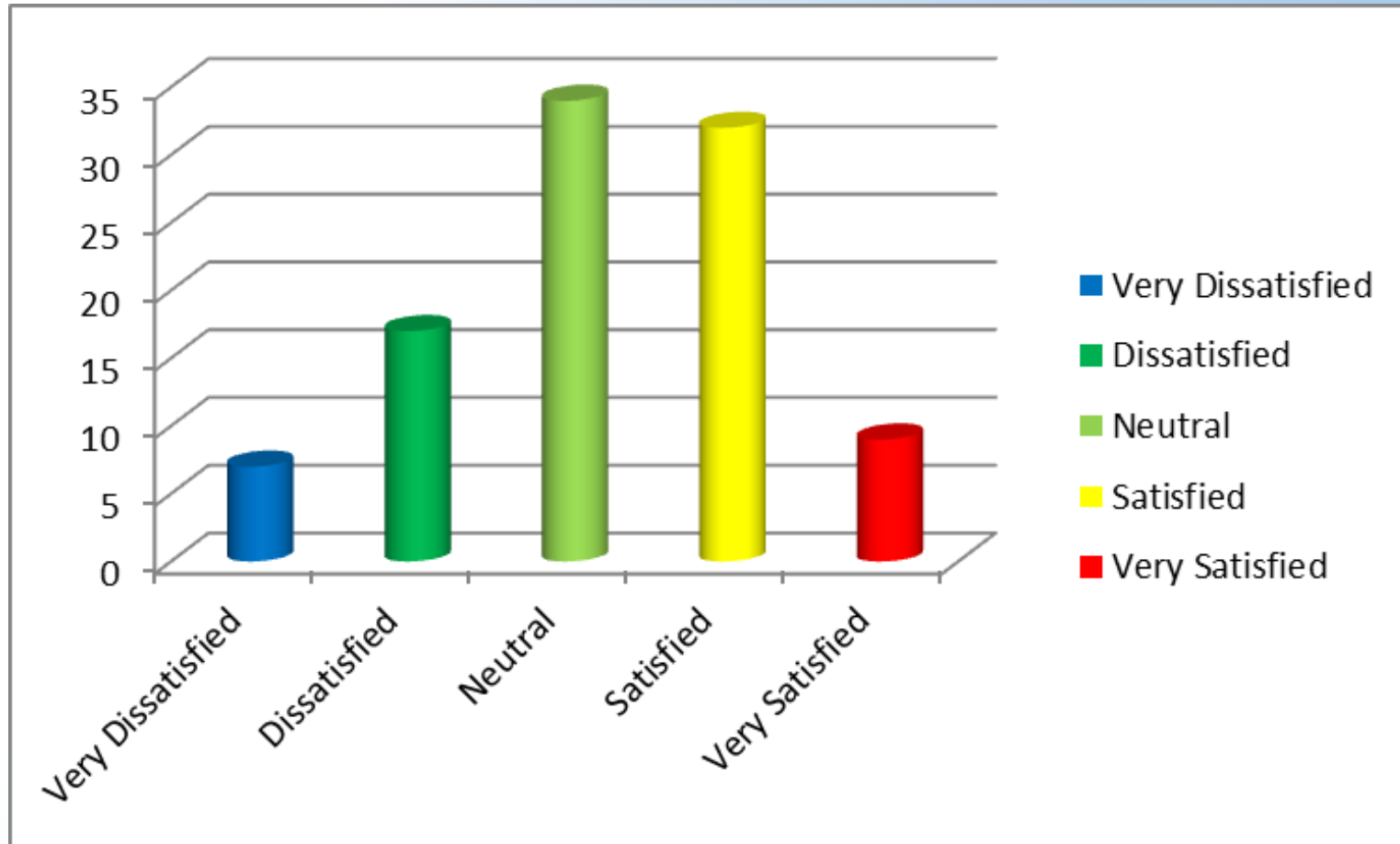


Percent of International students who have a Non-Asian American friend

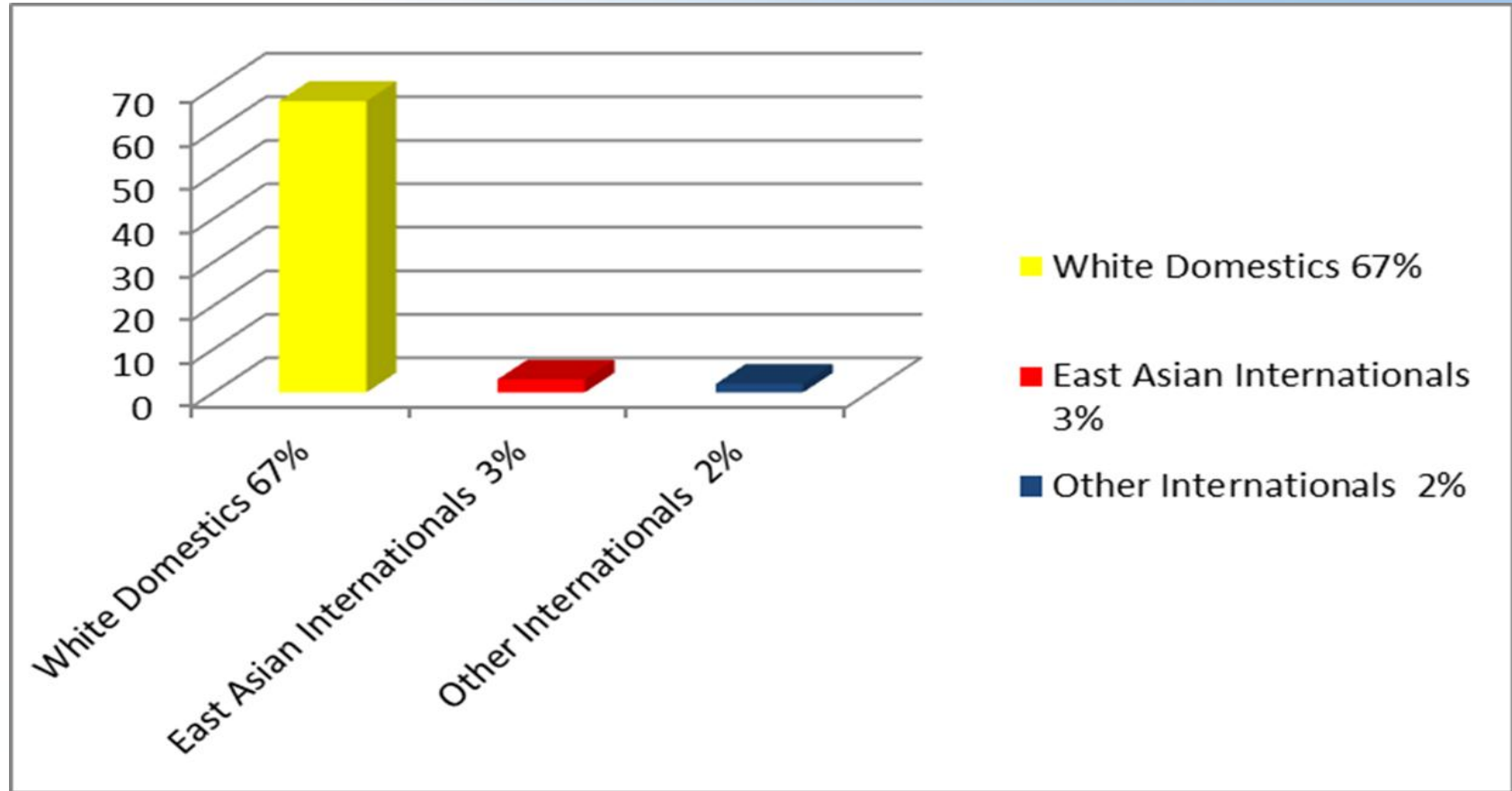
2013 Conference



Chinese Students: Satisfaction with friendships with American students

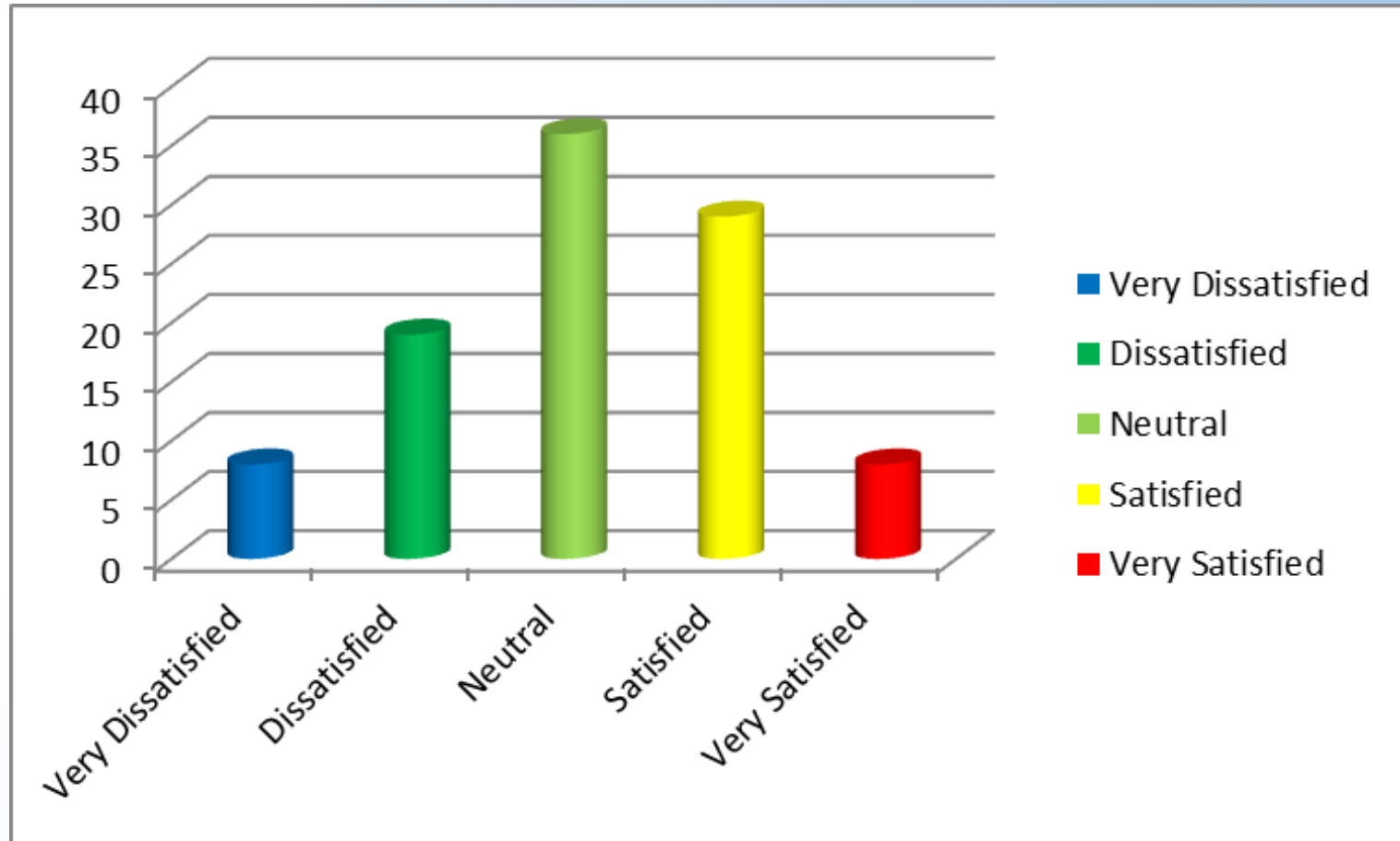


Percentage of international friendships among domestic students

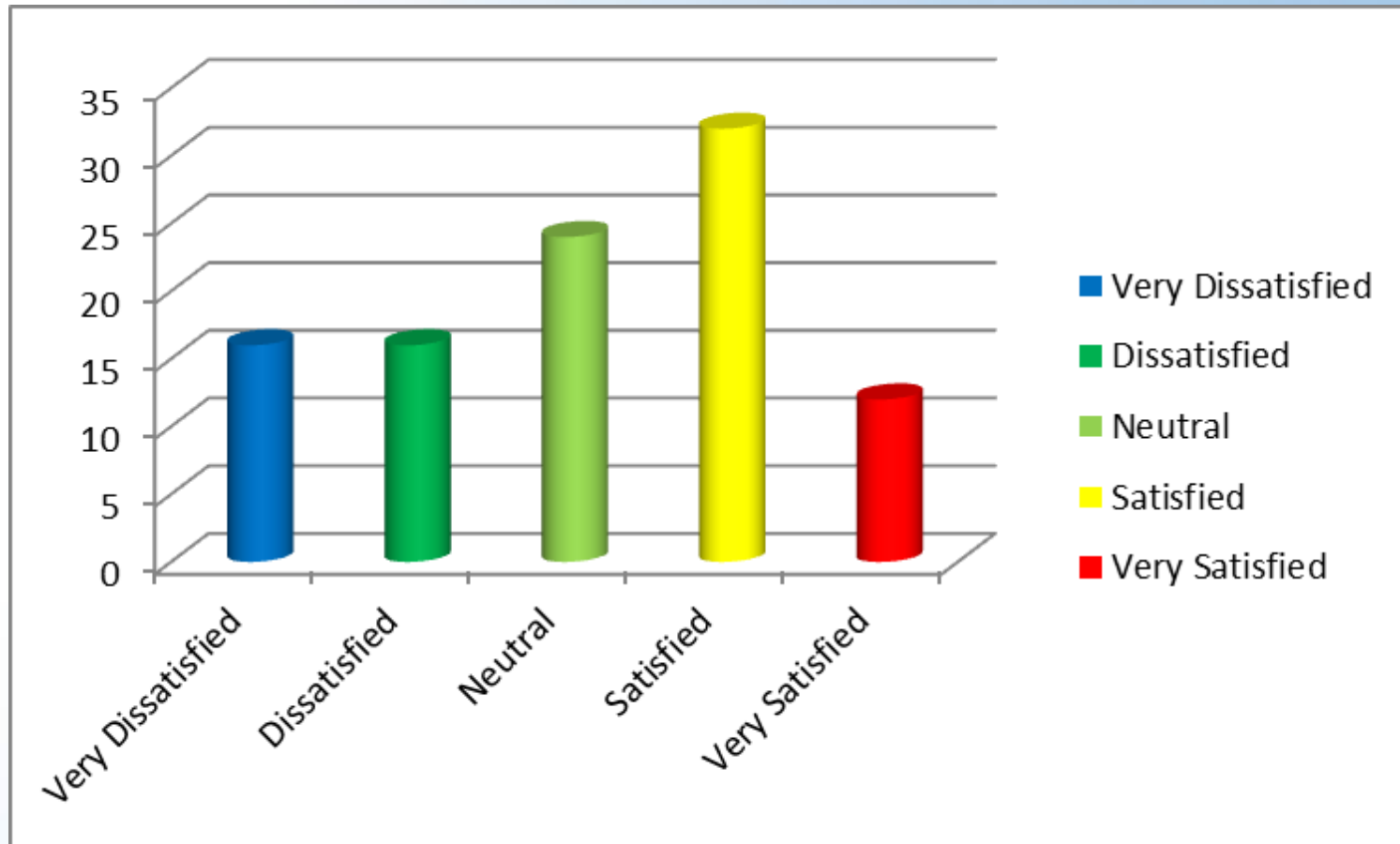


Domestic Student: Satisfaction with day to day interactions with International students

2013 Conference

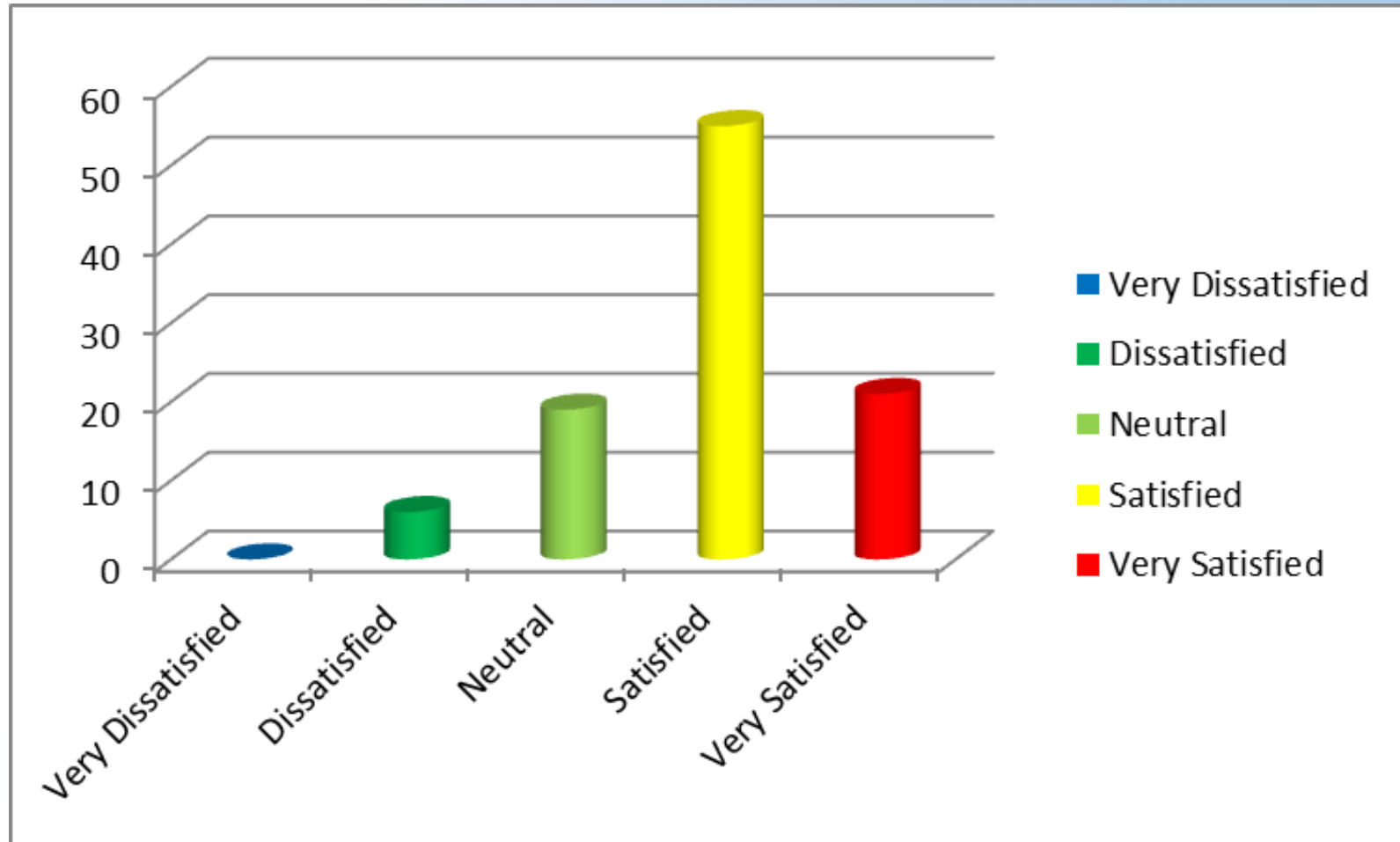


Korean Students: Satisfaction with day to day interactions with American students

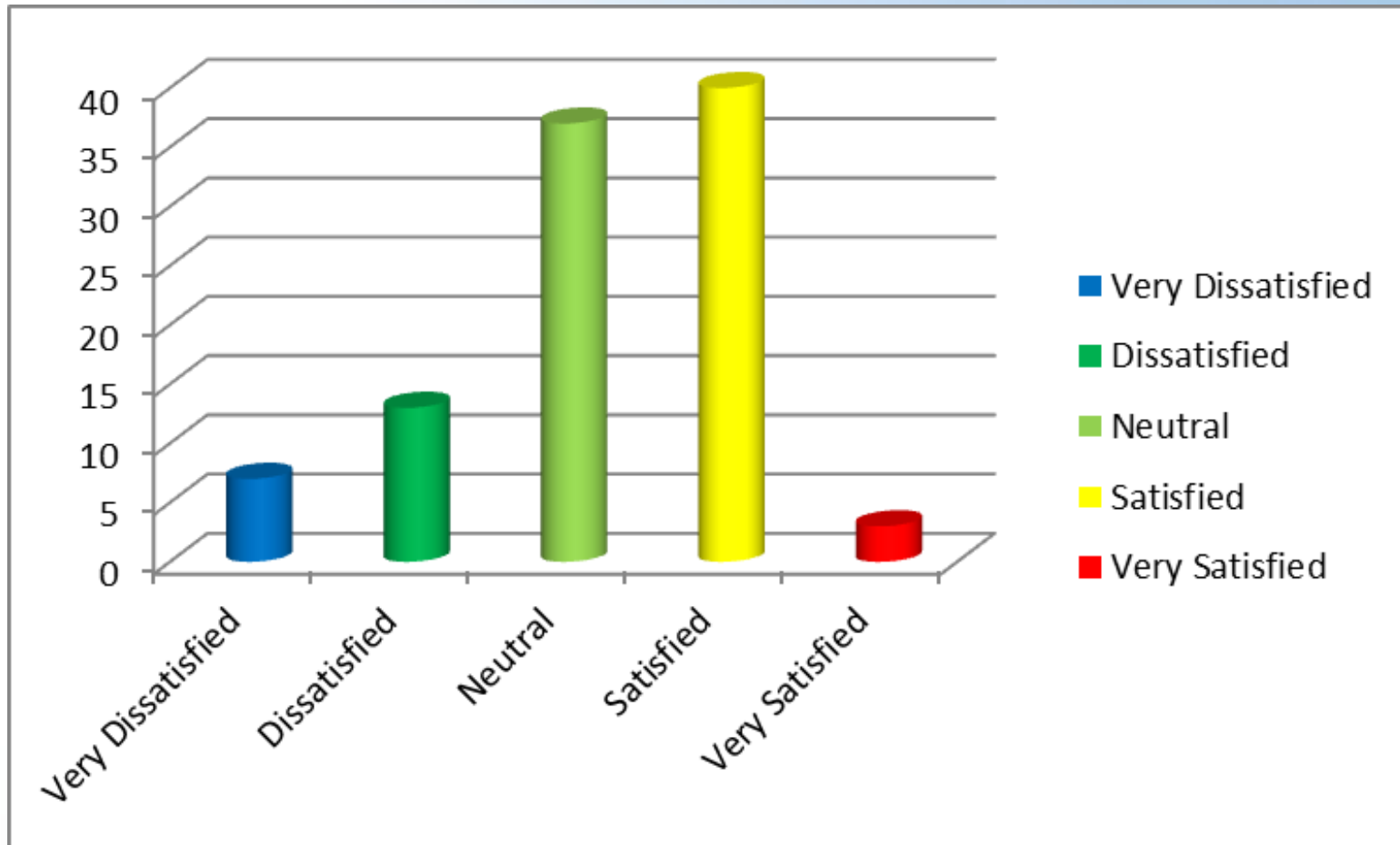


Indian Students: Satisfaction with day to day interactions with American students

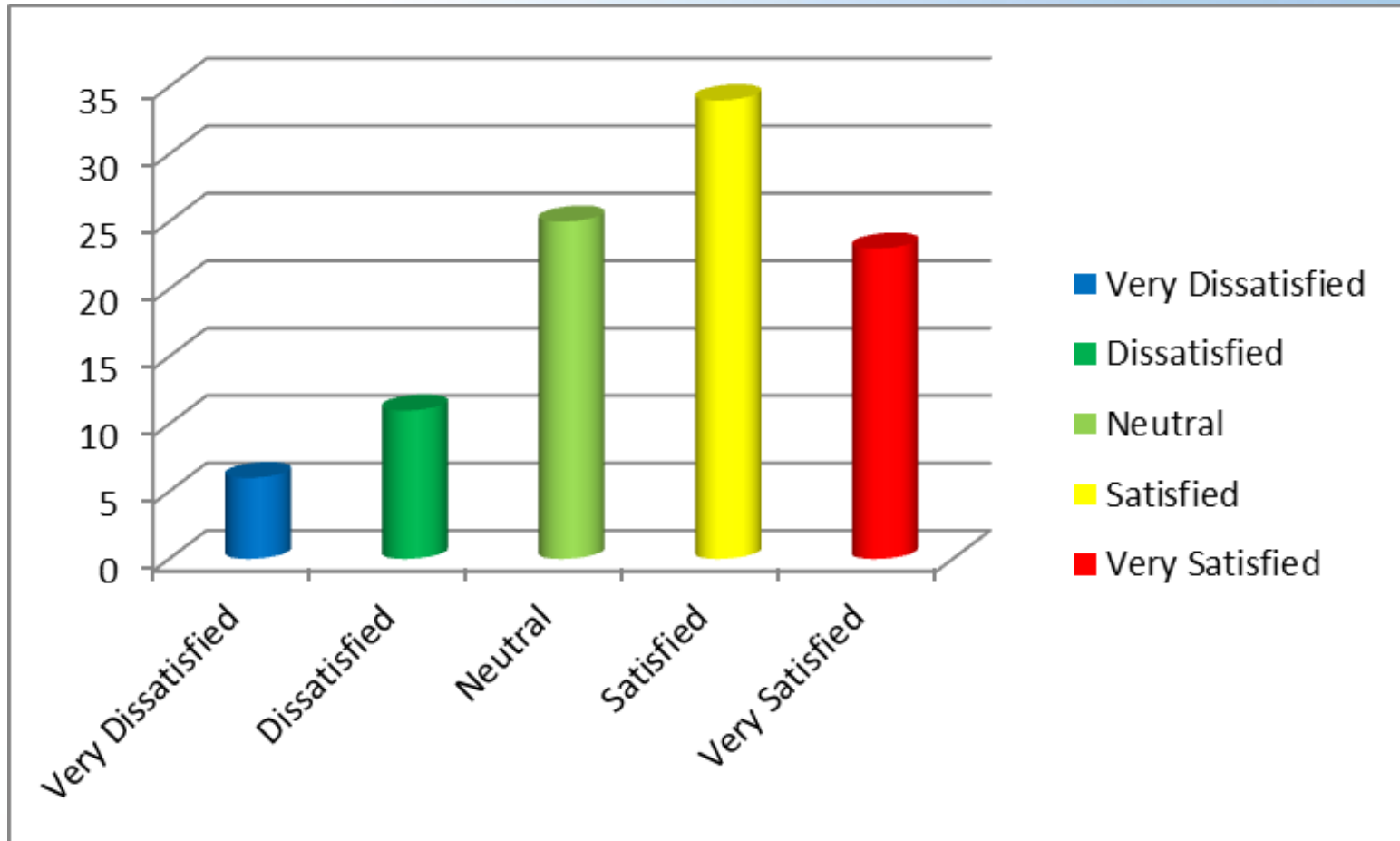
2013 Conference



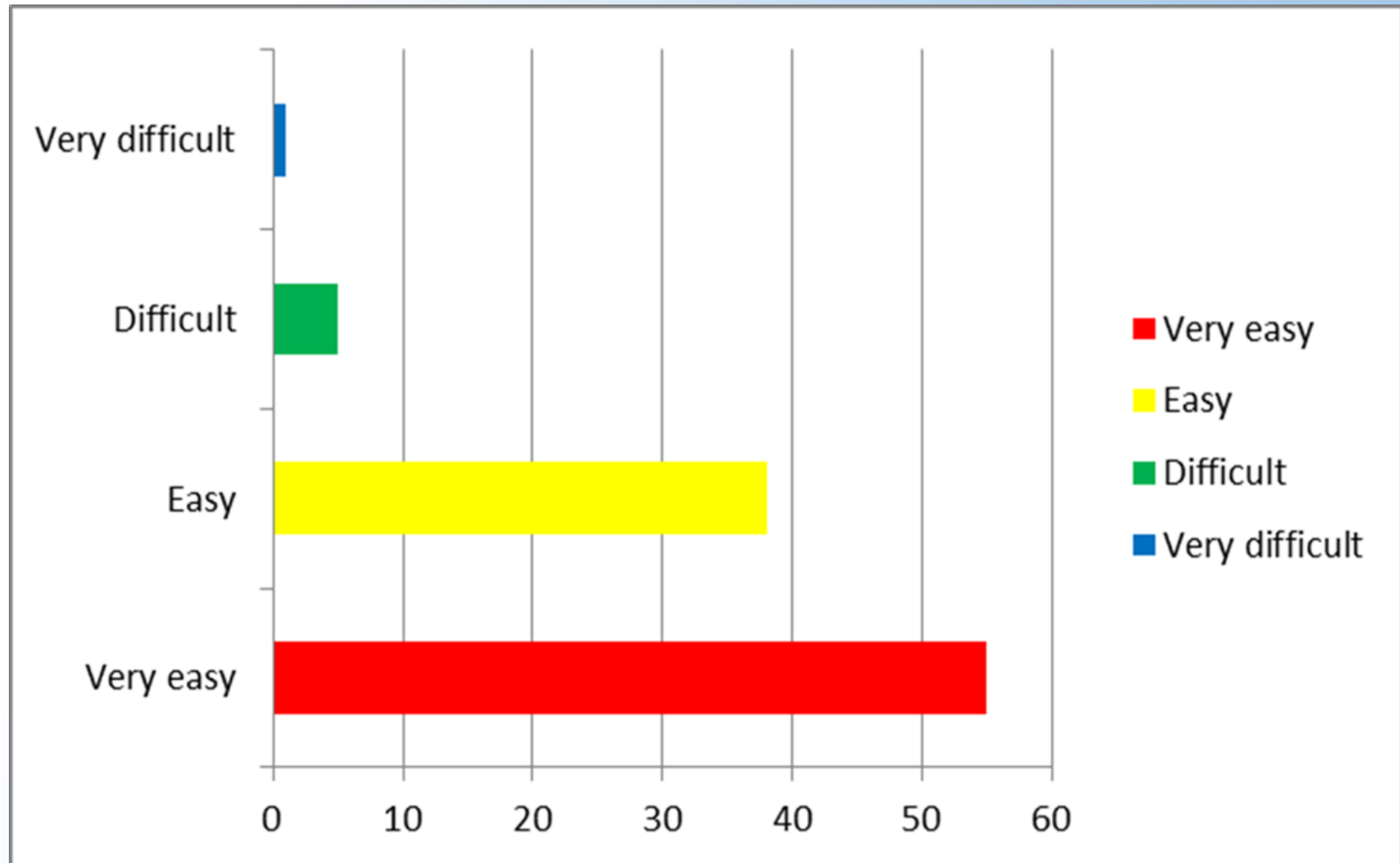
Malaysian Students: Satisfaction with day to day interactions with American students



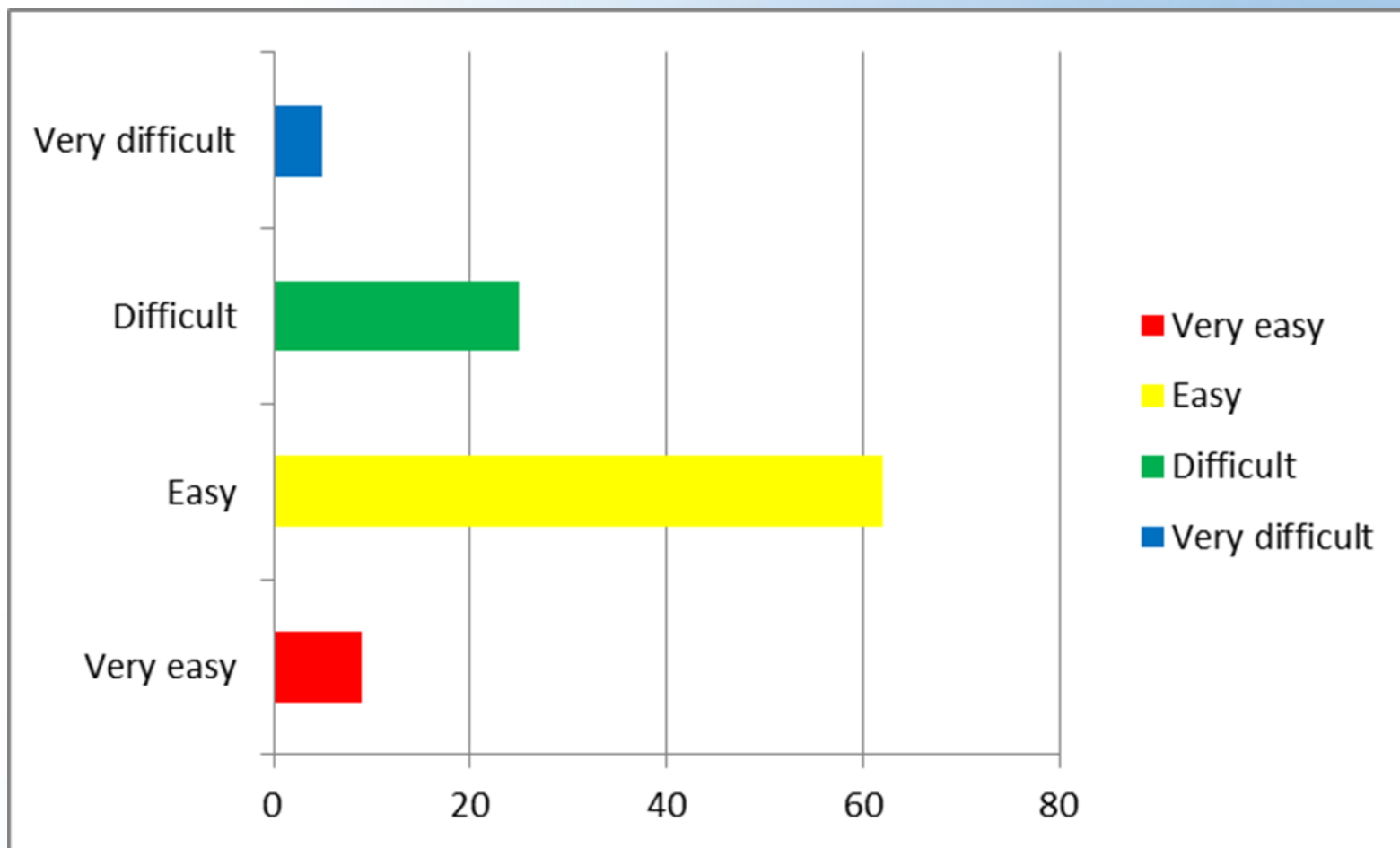
Other International Students: Satisfaction with day to day interactions with American students



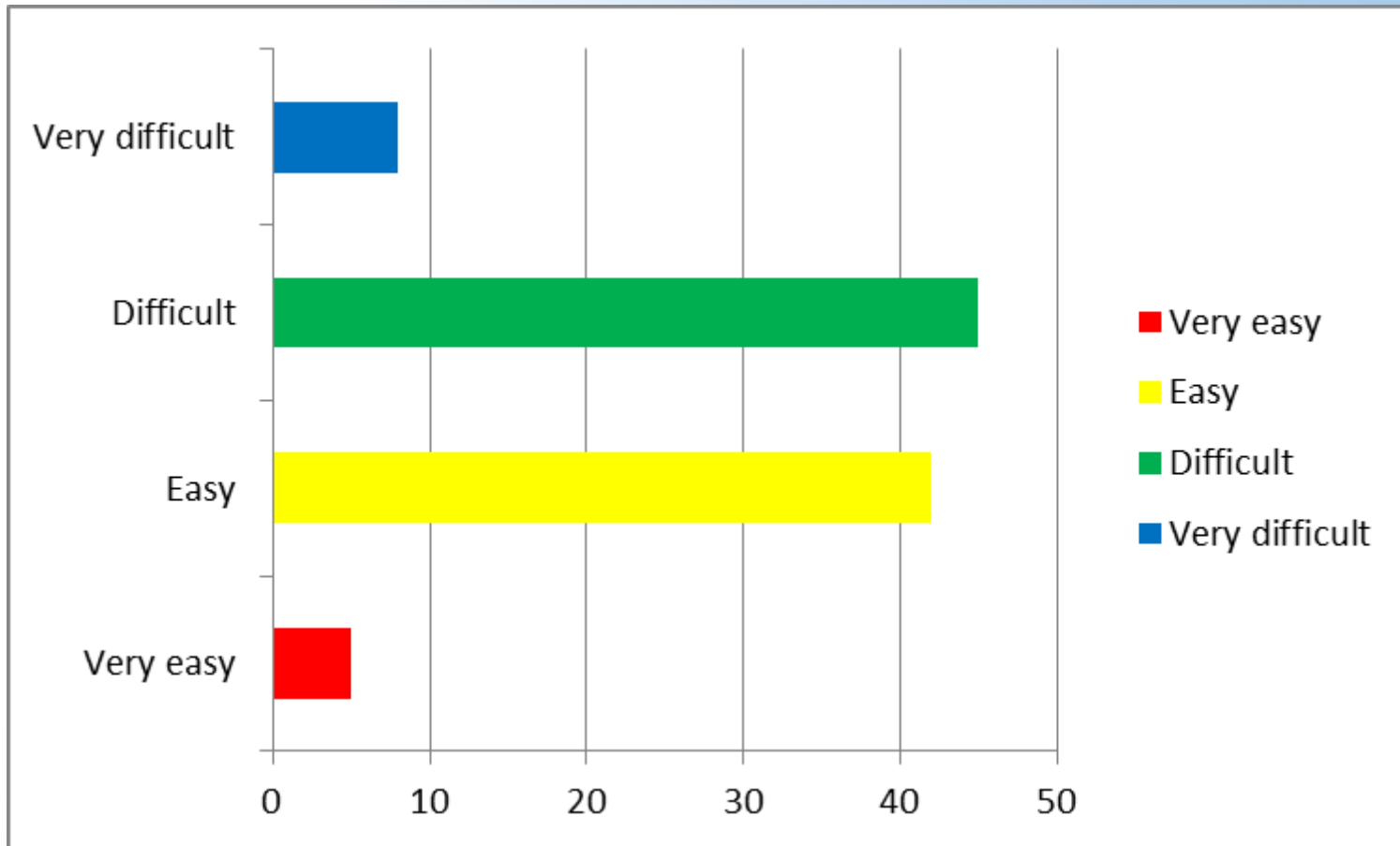
Level of difficulty making friends with students from my own country



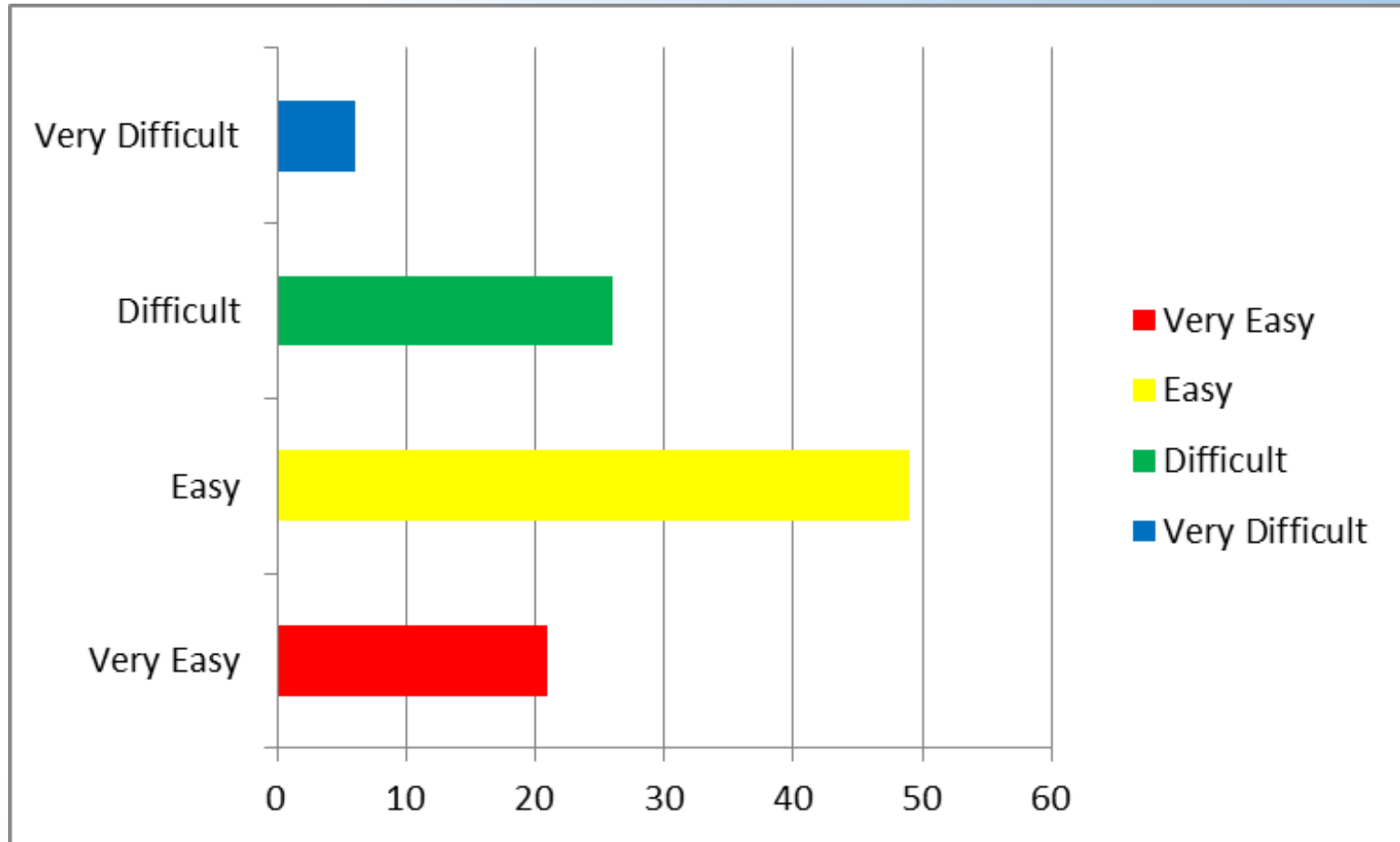
Level of difficulty for Chinese students to make friends with American-born Chinese (“ABC’s”)



Level of difficulty making friends with other domestic students from USA



Domestic Students: Level of difficulty making friends with international students





2013 Conference

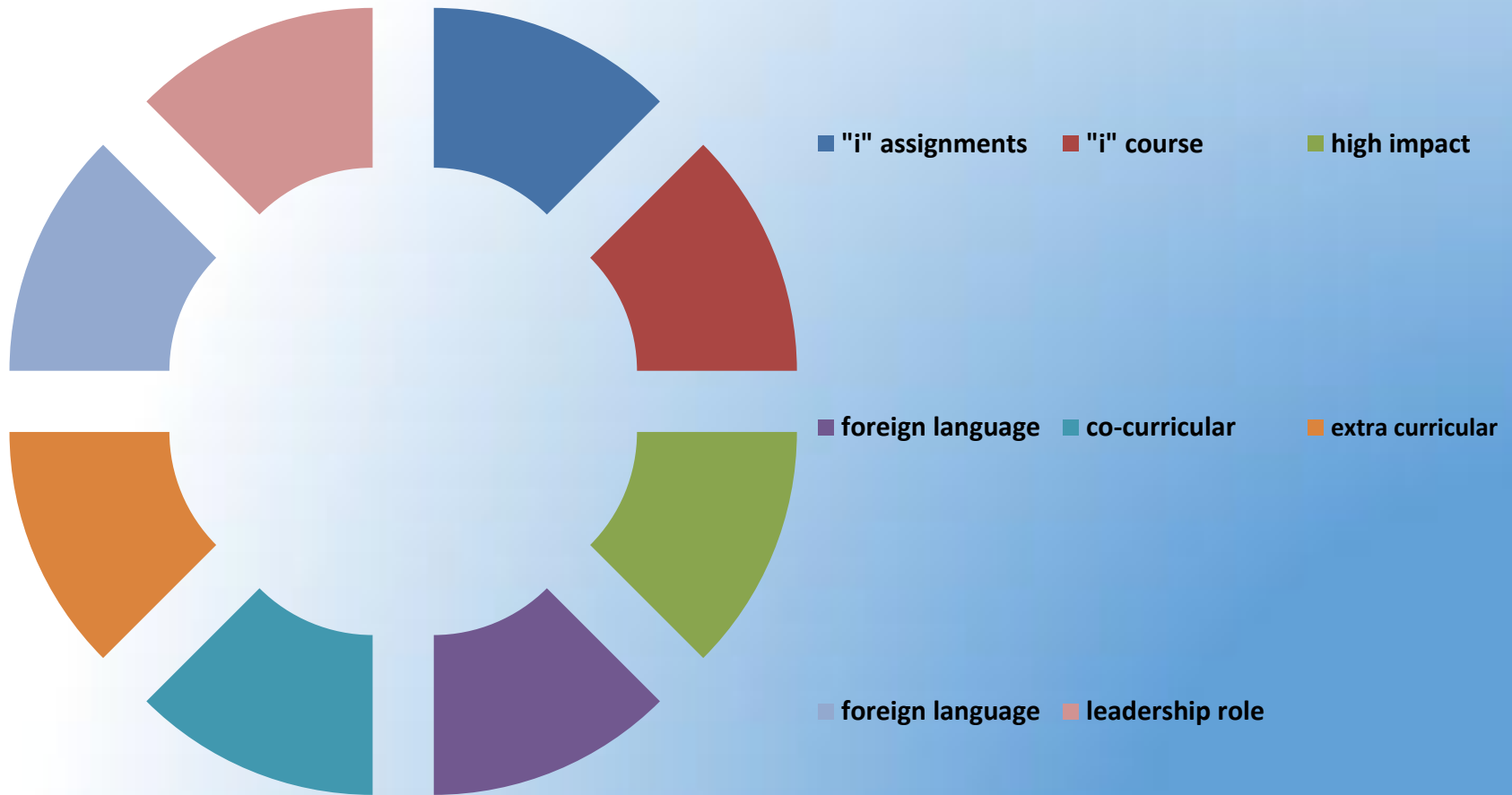
Re-imagining Higher Education in a Global Context

Global Learning Faculty Development



- "i" class assignments
- "i" course outcomes
- "i" courses
- target workshops
- Global "CORE"
- Global website
- Global Challenges
- theater players
- PUPIL
- Global SoTL
- high impact
- co-curricular

Purdue University's Passport to Intercultural Learning (PUPIL)



Purdue University's Passport to Intercultural Learning (PUPIL)

