The Internationalization of the Wake Forest Community: Transcending Campus Spaces by Transforming the Institution

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Jonathan Smart – Department of English/GPS
José Villalba – Office of the Dean of the College
Specific Aims for the Day

• To provide Participants with
  
  • (1) An understanding of the legal challenges for international students in gaining and sustaining admission to the U.S.
  
  • (2) An increase in knowledge and self-awareness of the social and cultural barriers experienced by international students in the US and at Wake
  
  • (3) Analyzing the intersection of both points above, and the impacts on the learning environment and the student/teacher relationship
Today’s Structure

- Overview of International Students at Wake Forest University from 2011-present
- “A Primer on International Students and the Arrival Process”
- “Experiences of International Students at Wake and International Student Services”
- “International Students in the Classroom and Educational Settings”
- Dedicated Question and Answer session
Let’s Gauge the Room

- To what **extent** do you interact with International Students?
- In what **capacity** do you interact with International Students?
- Based on what you’ve heard from International Students, what are some of **their** experiences at Wake?
- What brought you to this workshop today?
Changing of the Quads

Fall 2011
- Total: 289
- UDG: 100
- Grad: 143
- BG Camp: 46
- Countries: 55

Fall 2016
- Total: 661
- UDG: 423
- Grad: 206
- BG Camp: 32
- Countries: 62

Percent Growth over 5 years:
- Total: 129%
- UDG: 323%
- Grad: 26%
National Trends for International Students

• What are your colleagues elsewhere saying?
• In 2011 there were roughly 700,000 international students in the U.S.
• In 2016, there were over 1,000,000
• There was a 7% increase between ‘15 &’16
• Top 5 places of origin
  • China (32%); India (16%); S. Korea (6%); Saudi Arabia (6%); Canada (3%)
• About 425K are UGR; about 390K are GRD
• About 2/3rd are funded personally/family
• *Institute of International Education: iie.org
So Why “Now” for this Session?

• If the statistics of the previous slide weren’t enough, consider the current climate
• More and more international students are voicing concerns over being “isolated”
• Some come from volatile national economies which impact their stability
• U.S. students often find it difficult to “include” international students
• The trend data suggests that even if #s were to go “down,” it won’t be a drastic change
  • Very recent data shows 4 in 10 schools saw drop


• [http://www.nafsa.org/About_Us/](http://www.nafsa.org/About_Us/)
A Primer On International Students and the Arrival Process
• Kelia Hubbard – Director
• Blair Bocook – Assistant Director (starting 3/27)
• Carrie O’Brien – International Student Advisor
• Tara Grischow – International Student Advisor
  • iss@wfu.edu
  • global.wfu.edu/iss
  • Global Gazette – monthly newsletter
What is the Role of ISS?

- ISS provides immigration advise and support for all international *students, faculty* and *staff* sponsored by Wake Forest University.

- ISS monitors compliance with immigration regulations for both the Reynolda and Health Sciences campuses.

- ISS provides opportunities for cultural programming and acclimation to life in the U.S.
How Do International Students Get Here?
• All international students must prove that they have a certain level of English proficiency in order to be admitted and issued an I-20.
Prior to issuing the I-20, the P/DSO must confirm that the student has met all admissions requirements per the universities admission policies. The admissions letter is also needed as a part of the visa application.

The P/DSO must confirm the student has the financial capacity to attend the university in which they have been admitted, prior to issuing the I-20.
ISS will ask for a copy of the passport to confirm identity, date of birth and correct spelling of name.
• Document issued from the SEVIS system.
• Maintained by ISS throughout the student’s F-1 status.
• Required for the student to apply for the F-1 visa.
$200 fee to support the maintenance and monitoring of the Student and Exchange Visitor Program.

Student must provide proof of payment of this fee at the time of their visa appointment.
• Document issued by the Department of State during the visa appointment that allows the student to enter the U.S. and request F-1 status.

• Visa application fee is $160.

• What is the most common reason for a denial of the F-1 visa?
How many of You Subject to Administrative Processing?

- Extra background check requested by the consular official.
- File is sent to Washington D.C. for review.
- Can take 3-6 months or more to clear.
• In the airport students will be checked by Customs and Border Protection (CBP).

• Students may be pulled into “secondary inspection” which involves an in-depth look into the students immigration documents and purpose for entering the U.S. Secondary inspection can take 2-6 hours to clear.
• Record of the student’s arrival, status and length of stay as granted by the Customs and Border Protection (CBP).

• ISS assist with correction of errors on I-94.
• International students are only eligible for a SSN if they have employment inside the U.S. and a letter/authorization from ISS.

• Many international students will not receive a SSN until they graduate if they work in the U.S.
Employment Authorization Document (EAD)

- Issued by USCIS to provide work authorization for a specific amount of time.
- For an approved OPT:
  - $410 fee
  - 90 day processing time
How Did You Do?

1. TOEFL
2. Admission letter
3. Bank Statement
4. Passport
5. I-20
6. I-901 fee
7. Visa – possible administrative processing
8. Flight
9. I-94
10. SSN
11. EAD
What Does ISS Do?
Status Maintenance and University Compliance

- SEVIS Alerts
- SEVIS Registration – all students each semester
- Report Status Violations
- Recertification
- Twice yearly meeting with field representative
- Required file maintenance
- Enrollment reporting
- Change of major
- Change of level
- Address updates
- CPT
- OPT/STEM
- Program extensions
- Program shortens
- Travel signatures
- Limited personal counseling
- Crisis management
- SEVIS alerts
<table>
<thead>
<tr>
<th>Communication and Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monthly newsletter</td>
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<tr>
<td>• Friendship family</td>
</tr>
<tr>
<td>• Winter break housing</td>
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<tr>
<td>• Fall break trips</td>
</tr>
<tr>
<td>• Tax workshops</td>
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<tr>
<td>• Launch career readiness program</td>
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<tr>
<td>• Student organization support</td>
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<tr>
<td>• Campus involvement opportunities</td>
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<tr>
<td>• Drivers license assistance</td>
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<tr>
<td>• SSN assistance</td>
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<tr>
<td>• Regulatory changes</td>
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<tr>
<td>• Program end date alerts</td>
</tr>
<tr>
<td>• Travel reminders</td>
</tr>
<tr>
<td>• Resource referrals – LAC, Counseling Center, Student Health, OAA</td>
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</tbody>
</table>
# ABCs of Visa Classifications

<table>
<thead>
<tr>
<th>Visa Class</th>
<th>Description</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Foreign Diplomat</td>
<td>NATO</td>
<td>NATO Personnel</td>
</tr>
<tr>
<td>B</td>
<td>Visitor for Business/Tourist</td>
<td>O</td>
<td>Extraordinary Ability (ex. Athlete)</td>
</tr>
<tr>
<td>C</td>
<td>Aliens in Transit</td>
<td>P</td>
<td>Group of int’l athletes, artist</td>
</tr>
<tr>
<td>D</td>
<td>Alien Crewman</td>
<td>Q</td>
<td>Int’l Cultural Exchange</td>
</tr>
<tr>
<td>E</td>
<td>Treaty Investor/Worker</td>
<td>R</td>
<td>Religious worker</td>
</tr>
<tr>
<td>F</td>
<td>Student</td>
<td>S</td>
<td>Alien Witnesses</td>
</tr>
<tr>
<td>G</td>
<td>Rep. of Int’l Org &amp; Staff</td>
<td>T</td>
<td>Victims of trafficking</td>
</tr>
<tr>
<td>H</td>
<td>Special Occupation</td>
<td>U</td>
<td>Victims of certain crimes</td>
</tr>
<tr>
<td>I</td>
<td>Foreign Int’l Media</td>
<td>V</td>
<td>Dependents of PRs</td>
</tr>
<tr>
<td>J</td>
<td>Exchange Visitor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Fiancé of U.S. Citizen</td>
<td>TPS</td>
<td>Temporary Protected Status</td>
</tr>
<tr>
<td>L</td>
<td>Intracompany transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Vocational student</td>
<td>DACA</td>
<td>Deferred Action</td>
</tr>
</tbody>
</table>
BREAK TIME!

(Official)
Experiences of International Students at Wake and
INTEGRATION CONTINUUM*
Various influences affect where student falls on contin-

Goals | Introvert/Extrovert | Family Structure | Language Skills | Past Opportunities to step outside of comfort zone

ASSIMILATION

INCLUSION/ENGAGEMENT

Biggest factor:

STUDENT’S GOALS OF STUDYING IN THE U.S.

Extended study abroad — make U.S. friends, understand the culture
Strictly academic — top-ranked university, top GPA
Future plans — Stay in US or return to home country after graduation

*Based on information from Nicole Tami, anthropologist and University of Illinois Urbana-Champaign’s director of international student integration, as reported by INSIDE HIGHER ED article On 1/7/2015 — https://www.insidehighered.com/news/2015/01/07/u-illinois-growth-number-chinese-students-has-been-dramatic
LOGISTICAL CHALLENGES:
• Gmail/internet access
• Arrival
• Food
• Health
• Finances
• Driver’s License / Car
• Thanksgiving/Spring Breaks
• Winter Break
• Summer storage
FROM THE STUDENTS
Greatest Concern:
How to meet/talk to Americans
Less likely to approach internationals because of assumptions about their lack of interest in getting to know domestics.

Mindset: “International students want to be friends with each other, not ‘us’.”

Shy about approaching Americans due in large part to their lack of confidence with their English skills.

Mindset: “I’ll stay in the group I’m comfortable with.”

Most common regret of study abroad students: not stepping more out of their comfort zone.

*INSIDE HIGHER ED article 1/7/2015 — https://www.insidehighered.com/news/2015/01/07/u-illinois-growth-number-chinese-students-has-been-dramatic; Amy Lin, senior psychology major from UIUC*
History of WFU International Student Orientation

- Before 2013
- 2013
- 2014 to present
CARE & Compassion

• Academic Struggles
• Social Struggles
• Family issues
• Depression/Mental Health
International Students & Scholars Services

• Oversee non-immigrant visa status:
  • Compliance
  • Employment

• Educate campus community about working with/serving international students and scholars

• Help students *navigate* new environment by:
  • creating and connecting students with programming
  • connecting students with resources

• not pushing or demanding any particular level of engagement
International Students in the Classroom and Educational Settings
1. Overview of ESL learners at Wake
2. Tips for classrooms
Predominantly from mainland China. Diverse educational experiences:

1. Traditional “international” students
2. US or English-medium schools (international high schools, IB schools, etc.)
3. Generation 1.5 students and “third-culture kids”
ESL Learners may be less successful in class because they....

• are less likely to volunteer answers

• don’t speak up in group work or form groups with other international students

• struggle to understand readings and writing assignments

• don’t share cultural background/assumptions
International students may have educational backgrounds where:

- Classroom participation is minimal
- Learning is very teacher-centered.
- Focus is on memorizing and learning without discussing, responding, or commenting.
- Interactive learning not prioritized
Which skills are most important for international students?

1. Critical thinking  
2. Understanding lectures  
3. Synthesizing information  
4. Asking questions  
5. Taking notes  
6. Time/task management  
7. Reading textbooks  
8. Speaking Clearly  
9. Class discussions  
10. Group discussions/activities

(Caplan & Stevens, 2017)
Classroom tips by skill area:

1. Speaking
2. Listening
3. Reading
4. Writing
5. Assessment
Speaking: Activating background knowledge

Help students prepare for discussions by:

• Pre-teaching necessary background information
• Having students to reflect on similar experiences or related topics.
• Asking students to share their thoughts on general topics before focusing on particulars
Speaking: Volunteering answers: Volunteering answers

Calling on students in class:

• Give students ample time to prepare their ideas.

• Asking the class to write out their answers before responding.
Speaking: Think - Pair - Share (*oldie-but-goodie*)

1. Think - students individually reflect on a question/problem
2. Pair - students share/compare their answer with a partner
3. Share - pairs share their ideas with a larger group or class
Speaking: Collaborative tasks

• Having groups of students work together to address a problem or complete a task can help make use of diverse skill sets and motivate participation.

• Collaborative writing via Google Docs:
  • Whole class collaborates on a bibliography or glossary.
  • Small groups create a presentation together.
Speaking: Class rapport

• Help students gain confidence in speaking in front of their native-speaking classmates early in the term.

• If a presentation is part of the class grade, have frequent, low-stakes chances for students to speak to class/groups.
Listening

Processing spoken academic language is a challenge for ESL learners.

• Spoken academic language is less common in EFL materials
• Novel academic vocabulary
• High-stakes content in a fleeting, temporary context
Listening: Teacher & Student Talk

• Use clear, normal speech. Repeat and rephrase as necessary. To monitor comprehension, encourage interaction in your lectures.

• When a student raises a question or makes a brief comment, it can be helpful for the instructor to paraphrase the question for the class.
Listening: Visual support

- Visual support for lectures or presentations is vital for language learners.
- Highlight keywords and key concepts
- Discuss with your students their practices for note-taking (Do you want them to write down everything? Will you send them your slides?)
- Turn on English subtitles for video.
Listening: Comprehension Checks

• Use comprehension checks at regular intervals.
• Comprehension checks should not single-out ESL learners
• Ask meaningful questions that focus on summarizing ideas, providing examples, or drawing connections between ideas.
Listening: Cultural references

- Cultural references can challenge comprehension.
- International students may feel excluded from discussions.
- Using cultural references as primary examples or analogies may be difficult for these students (and may take the class off-topic).
Listening outside of class

- ESL students are often under-prepared for service encounters in academic (i.e., outside of the classroom).
- Office hours, in particular, can be culturally specific.
- What do you use office hours for? How can we help normalize the idea of office hours for international students?
Reading

• Second language reading is a cognitively demanding task
• Vocabulary (90% necessary for understanding)
• Reading speed and fluency lower
• Comprehension for longer, more complex texts is particularly difficult.
Reading: Support for Reading

• Students need to comprehend before analyzing/discussing texts
• Comprehension questions can help guide students to gain a better understanding of a text
• Graphic organizers and summary tasks can also help students with reading comprehension
Writing

• Cooperative/collaborative writing tasks help ESL learners engage with materials and see peers’ language use.

• Low-stakes writing tasks with peer audiences can help ESL learners focus on fluency over accuracy.
Writing: Teacher feedback

• Frequent, interactive, and explicitly

• Do not directly provide correct answers, but direct their self-correction.

• Prioritize feedback based on course/assignment goals.

• What matters? Comprehensibility vs Accuracy?
Metalinguistic Awareness

• Most ESL learners are fairly knowledgeable about English grammar. They feel comfortable identifying the parts of speech and parts of a sentence.

• The may, however, have a limited vocabulary, especially academic vocabulary.
Assessment

• Share rubrics or assessment criteria early on.
• Create and repeat low-stakes in-class activities that give students opportunities to practice tasks.
• Encourage students to self-assess using grading criteria.
Assessment

• Hold ESL students to the same standards as other students.
• Ensure that assessment criteria are designed around course goals.
• Use assessment tools as materials to facilitate instruction - positive washback is important for working with ESL students.
Lingering Questions

• Go back to that question you jotted down a couple of hours ago

• Did it get answered?

• If not, now would be a good time to ask it?

• Or, perhaps, you’ve thought of others...
Gratitude

• First, thanks to all of you for making the time and attending today

• Second, thanks to all of the presenters for helping our community better assist ALL of our members

• Third, please let us know if you have additional questions