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THE INTERNATIONAL STUDENT IN THE UNIVERSITY OF NORTH CAROLINA

*The University of North Carolina at Greensboro*

Ed.D. 1985

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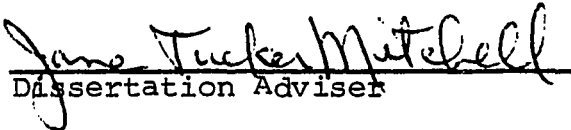
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Flora McDonald VanSant

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Approved by

  
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APPROVAL PAGE

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The purpose of this study is dual in nature. The first is to review the literature in order to investigate the important stages of an international student's sojourn, to identify and define the offices and persons in the American university that directly serve the international student, and to discover the views of the experts in regard to curriculum and ways the international student can benefit the American campus and community. This research into the literature reveals a brief history of international students, both abroad and in the United States, why students come to America to study, and from what countries these people come. This investigation also describes the recruitment of foreign students, admissions offices and requirements, activities of the foreign student offices and advisers, academic advising and faculty, the teaching of English as a Second Language, community involvement, and alumni operations.

Second, and closely related to this search of the literature, is the attempt to learn the practices of North Carolina institutions in regard to international students, to discover how the missions of these offices are carried out, and to solicit the views and recommendations of key administrators. Research is restricted to North Carolina state-supported institutions that confer degrees at the

baccalaureate level or higher. Data are compiled from responses to questionnaires mailed to each of the sixteen campuses of the consolidated university; responses to these questions reveal operations in the offices of admissions, and the foreign student adviser, the English department, and the chancellor's office.

The review of the literature and the presentation of data are presented jointly as each topic of concern is discussed, following sequentially the activity of the international student from recruitment to return to the native country. The final chapter makes recommendations for improving operational and administrative effectiveness of offices related to international student affairs in the consolidated University of North Carolina.

This work is dedicated  
to the memory of my mother

Mae Crumpler McDonald

a servant  
in the North Carolina public schools  
for forty-five years

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Education, in its finest moments, takes place in a community of learning. These people represent to me the highest and noblest qualities of the university--as scholars, as teachers, and as friends. Thank you for allowing me to be a part of your community.

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## List of Abbreviations

UNC	The University of North Carolina is comprised of all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. There are sixteen constituent institutions of The University, each having its own faculty and student body.
ASU	Appalachian State University
ECU	East Carolina University
ECSU	Elizabeth City State University
FSU	Fayetteville State University
A & T	North Carolina Agricultural and Technical State University
NCCU	North Carolina Central University
NCSA	North Carolina School of the Arts
NCSU	North Carolina State University at Raleigh
PSU	Pembroke State University
UNC-A	The University of North Carolina at Asheville
UNC-CH	The University of North Carolina at Chapel Hill
UNC-C	The University of North Carolina at Charlotte
UNC-G	The University of North Carolina at Greensboro
UNC-W	The University of North Carolina at Wilmington
WCU	Western Carolina University
WSSU	Winston-Salem State University
ESL	English as a Second Language
EFL	English as a Foreign Language
I-20 Forms	Certificate of eligibility for student visa
NAFSA	National Association for Foreign Student Affairs

List of Abbreviations (continued)

Texas A & M      Texas Agricultural and Mechanical University

TOEFL            Test of English as a Foreign Language

TESOL            Teachers of English as a Second Language

Terms used interchangeably:

International student/foreign student

America/United States

CHAPTER I  
BRIEF HISTORY AND INTRODUCTION

Student migrations from one country to another are not of modern origin. They were indeed quite prevalent throughout Europe in the medieval period, and it is to these early foreign students that the university as an institution today owes its existence. The earliest "universitas" reputedly originated in Bologna in the last quarter of the twelfth century. The motive which led to the organization of the university corporation was that of mutual protection and assistance for the foreign students. The early Italian universities were guilds of foreign students, and their purpose was as follows: "fraternal charity, mutual association and amity, the consolation of the sick and support of the needy . . . and the spiritual advantage of numbers" (King 1). Often the organization of a university took the form of several national groups.

As the university as an institution owes its origin to student migrations, the establishment of individual universities is also due in large measure to students' migrations--leaving older universities for various reasons. One of the most interesting medieval student migrations on record was in 1229 when students left the University of Paris because of a town and gown quarrel, and migrated to Oxford,

Cambridge, and other schools. The origin of Oxford University is said to be a result of such an academic migration. Cambridge University was greatly strengthened because of its being a place of refuge for at least a part of the hordes of students who left Paris in 1229. These student migrations in Europe continued during the fourteenth, fifteenth, and sixteenth centuries (King 1-6).

Compared to other countries such as France or Italy, the United States has a comparatively short history of receiving foreign students at its colleges and universities. One of the first foreign students in America was Francisco de Miranda, an outstanding Latin American leader, who came to Yale in 1784. Yale also claimed the first of the Chinese student migration, Dr. Yung Wing, who returned to China in 1859. Joseph Hardy Neesima, who later founded Doshisha University, came from Japan in 1864 and graduated from Amherst College in 1874 (King 11).

There is little evidence of the presence of any significant numbers of foreign students in America prior to the late 1800's. Foreign student migration to the United States was slow, perhaps because of geographic location or the dramatic difference in culture between the Old World and the New. In 1904 the U.S. Bureau of Education statistics showed 2,673 students from 74 foreign countries in American higher education, exclusive of colleges for women only. At that time British North America claimed the most students in the United

States. In 1911-12 there were 4,856 foreign students; 8,357 in 1920-21; in 1922-23 the number was estimated to be 10,000, with an additional 1,500 foreign women students (King 12,13). But Schulken (203) points out that it is not the number of students who came to America to study in the early period that is important. Rather, the significant point is that, from the founding of Harvard College in 1636, the vision of America's leaders in education encompassed a system that would include students from all over the world.

In her doctoral dissertation of 1968, Emma Schulken examined major forces which influenced the development of the foreign student movement in America. This study views the history of foreign students in American higher education as falling into three distinct periods--the missionary movement, philanthropic organizations, and United States Government involvement. Though certainly related, these periods still are characterized by marked distinctions.

The foreign missionary movement was the dominating force through most of the nineteenth century. In addition to the influence of missionaries in bringing foreign students to the United States during this time, the missionary schools established throughout the Far East and other parts of the world served as excellent preparatory schools for American colleges and universities. Missionaries and traders were generally the first Americans to make contact with non-Western countries, and through their efforts to convert

foreign lands to Christianity, they brought the English language and urged education in Christian schools. Another important issue connecting the foreign mission and foreign student movements during the nineteenth century was that the majority of the American colleges prior to the Civil War were denominational colleges; their administrators and professors were ministers or missionaries.

The basic motivation of this early higher education in America was religious. The Messianic mission to save the world was brought to the New World by the New England Puritans, and education, along with the church, became the way through which the Puritan way of life was to be transmitted. America's shift from colonial status to that of an emerging nation weakened this religious motivation and replaced it with a secularized form of the "world view," in which Americanism replaced Puritanism. By the end of the nineteenth century, major changes occurred in the missionary movement which diminished its influence in international educational concerns. In accordance with the growing interest universally in building international understanding and cooperation in an effort to find world peace, student interest began to turn to the development of international associations. Simultaneously, large philanthropic foundations were developing in the United States that were ready and able to assume financial support in this effort toward international brotherhood. During this period from the turn of the century

to the early 1930's, philanthropic foundations provided financial assistance, organization, and structure for the fast growing foreign student movement. Many of the programs, motivations, and personalities of the missionary movement persisted in the emerging foundations, but these organizations foreshadowed the complexity and scope of international education which would force the federal government to become involved. In addition, by supporting such organizations as the Institute of International Education, the Committee on Friendly Relations, and other private agencies, the philanthropic foundations provided an important place for the private sector in international education.

Schulken marks the third period of the foreign student movement to the United States as beginning just prior to World War II and continuing into the late sixties, this time crediting the increased involvement of the United States government in all aspects of international education. In less than thirty years the government changed from the position of laissez faire to total involvement in programs of international education. American citizens began to look upon foreign students as tools of building international good will and understanding, and America accepted the challenge of making the world safe for democracy (Schulken 202). This leadership has resulted in an unprecedented increase in numbers of foreign students in American higher education.

From 1930 to 1953 the foreign student population in the United States increased 300 percent, whereas during the same

period America's own college population had grown only 100 percent. Those coming from countries with markedly different cultural traditions were much more numerous (DuBois 9-10). It is from the less developed nations that the recent growth in foreign student enrollment has come. The countries of the Near and Middle East are sending a dramatic number of their students to the United States. Venezuela also, in its government program Gran Mariscal, has increased its sponsorship of students to the United States to train human resources for national development. Iran also has been active in forming relationships with American institutions with the intent of developing the Iranian higher educational system. It appears certain that the flow of students from the oil-rich countries such as Libya, Kuwait, and Saudi Arabia will increase. These students are generally fully funded students, a boon to any college, but they must be viewed by the institutions as individuals with special needs. American institutions owe these foreign students and their countries a high level of commitment and an answer to their needs if they are to play constructive roles in the development of these countries and individuals (Edgerton 11, 14).

But American institutions are questioning their role in educating foreign students, primarily because of increasing financial pressures. State institutions are finding it harder and harder to convince state legislators to increase



allocations. Funds which might otherwise be used for international education are needed or demanded in the struggle for U.S. minorities to gain greater participation in higher education. At the same time, many Americans are questioning the U.S. government's foreign policy, especially in assistance to developing countries (Benson 51).

Nevertheless, the absolute numbers of foreign students continues to increase, and the United States remains pre-eminent as host because of her postwar leadership role and affluence (Cormack 293). Presently, of the 3,280 accredited U.S. institutions of higher education, 2,600 of these have at least one foreign student. The total international student enrollment in the United States for the 1982-83 academic year was 336,990. The projection for 1990 is 500,000 foreign students (Barnes 6-9). Although North Carolina state-supported universities are not among the fifty largest foreign student enrollments in American colleges and universities in 1982-83, the current enrollment of foreign students on the sixteen campuses of the consolidated University of North Carolina is 3,503.

Following this major influx of foreign students into the United States after World War II, administrations of receiving universities hurriedly reorganized and appointed foreign student advisers; some were graduate students, some faculty members, veteran advisers, admissions directors, and such. In this period, the educational institutions relied

almost totally on agencies such as the Department of State and the Institute of International Education to guide them. Over the years these institutions began to be more self-sufficient in foreign student administration, and foreign student advisers began to demand a special position of acceptance as well as respect. Presently, a myriad of services stand ready to aid the foreign students in the United States: advisers, specialists in immigration, English as a Second Language, admissions and records, international houses and dorms, language clubs, host families, and more. An impressive amount of effort, personnel time, and of financial resources is now involved in programs and assistance for foreign students in America's colleges and universities (Hull 7).

It is with these programs and personnel that this study is concerned. The purpose of the research is twofold. The first is to investigate the important stages of an international student's sojourn, to identify and define the offices and persons in the American university that directly serve the international student, and to discover the views of the experts in regard to curriculum and ways the international student can benefit the American campus and community. Second, and closely related to this search of the literature, is the attempt to learn the variable practices of North Carolina institutions, to discover how the missions of these offices are carried out, and to solicit the views

and recommendations of key administrators. Because the review of the literature is so closely connected with the instrument used to investigate North Carolina institutions, this paper will not have a separate chapter made up of the review of the literature. To promote cohesiveness and relatedness in the report of this investigation, the review of the literature and the presentation of data will be presented jointly as each topic of concern is discussed. The review of the literature therefore describes the function of the office, the personnel, and the foreign student topic. In conjunction with this information are furnished the actual data as to the way North Carolina institutions administer these various functions.

In the American academic discipline, considerable value is placed on quantitative statements coming from questionnaires, statistics, and the like. This is not a study of that nature. Rather, this study attempts to add to the increasing information on the subject of foreign students in the United States, concentrating on this topic in the consolidated University of North Carolina. It is intended to be a description and appraisal of current practices. To gain this information, questionnaires were sent to each campus of the sixteen constituent universities, more specifically to the office of admissions, the foreign student office, the English department, and the office of the chancellor. The information gained from this research and

inquiry is organized sequentially, beginning with the recruitment of foreign students, following their activity through the time of their sojourn, and ending with the foreign students' return to their native country. The final chapter will attempt to make recommendations in improving operational and administrative effectiveness of offices related to foreign student affairs. Effort will also be made to suggest ways that the foreign student may gain more benefit from the American educational experience as well as how the American university may reap the benefits of the presence of foreign students on campus.

CHAPTER II  
PRE-ENROLLMENT ACTIVITY

Reasons Foreign Students Come to the United States

The reasons foreign students come to America to study are as varied as the individuals themselves, but a search of the literature reveals certain major trends. No doubt one dominating force has to be the movement of the United States into the center of world power and responsibility, along with limited opportunity for education in most areas of the world. Edgerton (11) claims that foreign students come to the United States because of the breadth and diversity of the educational system, the wide choice in types of institutions, the quality of graduate education, the availability of financial aid in U.S. institutions, and the overall welcoming attitude of American citizens.

In a Hull study (82) students were asked to specify the "one most important reason" for coming to the United States to study, and to rank a series of options as "very important," "important," or "no comment/not applicable." The study revealed that acquiring a degree or taking specialized or advanced training were ranked first and second as the most important academic reasons for coming. These reasons were also listed as either very important or important by more than 85 percent of the foreign students. As to

the social and cultural reasons for coming to the United States, "acquiring experience in a foreign country" was listed as the most important (Hull 83-84).

DuBois (14, 15) confirms the element of curiosity about the United States as a dominant world power and leader of democratic nations. This study considers an interesting aside, claiming that foreign students may also be curious about the Soviet Union, and would like to study in Russia if possible. Hull's research reveals that foreign students equate experience and education, and seek study in a foreign country because of a sense of adventure and desire to travel. Task-centered individuals come for the acquisition of a degree, for personal advancement, and higher social capital in their native country. Other private objectives of foreign students are contact with Americans, a conscious seeking of emigration from the dark political future of their homeland, and also marriage to a United States citizen. And along with many other researchers seeking reasons for foreign students coming to the United States for higher education, DuBois includes the perfection of English language skills. The Byers study in Spaulding and Flack (23) also lists an important reason to be the dominance of the English language as the lingua franca of the world, and the desire to acquire or elevate English language skills. This is especially important to Asian students. Byers includes as major reasons the acquisition of advanced education or training not

available at home, the prestige of a degree from a U.S. institution, the advantage of available scholarships, the escape from unsettled political or economic conditions at home, and the desire to learn more about America. Asian students in Byers' study gave the importance of the United States as a business and industrial leader as a major factor in coming, the quality and availability of higher education in the United States, the unsettled political situation in Asia, and the fact that the United States can absorb professional people produced by higher education. The high level of demand and satisfactory working conditions in the United States was also deemed a major reason for coming in the Byers study (Spaulding and Flack 22).

Research by Farid Dalili (6-7) notes short-term factors in reasons for foreign students coming to the United States to study. These include the need of newly emerging nations for well-educated persons in the professions, the growing attraction of America for foreign youth, limited opportunity in higher education throughout most of the world, and interest of Americans in closer cultural relations with people from other countries. Dalili included the ease of travel. Convenience of air travel and reduced airline fares in the 1980's not only make it simpler for foreign students to make the initial trip to America, but also allow them to return home for visits. This study, too, emphasizes the importance and drawing power of the language due to the modern emphasis on English as a world language (Dalili 6, 7).

From studies focusing on particular national or political groups of foreign students, it can be concluded that the culture from which a student comes is a major factor in his reasons for coming. Rather than grouping countries geographically, Hull attempted to group according to the culture of countries. This approach reveals that students from the Arabic cultures come to America to do research and pursue a degree; Black Africans come for specific degrees, specific training, and studies; Indians come to study engineering and physical science; Iranians come in search of a degree and independence. Latin Americans are most likely to report that preparing for a career outside their home country is very important, and they seek specialized and advanced courses. It is the Western European students who come primarily for the international experience (Hull 58-61).

A report by William Glaser indicates that when asked why students from developing countries come to the United States to study, a major percentage indicate they did so because they believe the level of training superior in the United States, and because they believe the facilities to be superior (Taylor 21). Jafari and Ritterband studies (Spaulding and Flack 22) emphasize that restrictions on enrollment and inability to gain admission in home universities are major reasons for coming. DuBois (14) added that formal reasons students give for coming are to satisfy the stated



objectives of sponsors of a foreign student, and to aid the native country on return. A number of UNC-G foreign students claim that they came to the United States to study so that they could more greatly contribute to the well-being of their home country, but this was not a major factor in the literature. An interesting observation of one UNC-G foreign student is that he sought higher education in the United States because he could get hands-on, practical experience in U.S. institutions, and he preferred this over a more theoretical European approach.

#### Origin of Students

Students from approximately 180 foreign countries come to the United States to study. In contrast to the post-war period when a large number of European students came to the United States, the 1982 study by Dalili (17) points out that no European countries were in the "Top Ten" in 1979-80. That year Iran had 51,870 students studying in America, Taiwan was second with 17,530, and 16,210 came from Nigeria. These figures demonstrate the change in the countries of origin of foreign students who come to the United States. Latin American countries sent the largest numbers in the 1930's to 1950's, followed by the Near Eastern and South Asian countries. By 1968, two-thirds of the world's students came from developing countries. OPEC countries have shown the most rapid increases in sending students to

America to study, and now contribute 35 percent of all foreign students in the United States. Students from OPEC nations, India, Southeast Asia, and Africa accounted for 55 percent of all the foreign students in the United States in 1979-80 (Dalili 16-17).

According to a 1985 report by the United States Bureau of the Census (1962), there were 326,000 foreign students studying in the United States in 1982. Asian students totaled 181,000, with 36,000 coming from Iran, 21,000 from Taiwan, 11,000 from India, and 9,000 from Hong Kong. In that same year Latin America accounted for 55,000 foreign students, Africa for 42,000, Europe for 29,000, and Canada for 15,000. Statistics indicating origin of foreign students on the campuses of the consolidated University of North Carolina are not available from the office of the UNC Planning Division.

#### Recruitment

During the last ten years colleges and universities in the United States have suffered financially. A dwindling student population has left empty classrooms and idle facilities. A growth trend in colleges and universities that never quite materialized has left accommodations and facilities that are now under-utilized. There have been cases where American institutions have looked to foreign students as a solution to their problems. The assumption that foreign

students will be the answer to dwindling enrollment ignores some important issues.

Recruitment of foreign students should be considered as a part of a plan, based on sound principles not subject to short-term rationale, according to Jenkins (Recruitment 16). A joint statement on "Principles of Good Practice with Reference to College Admissions" claims that colleges and universities are responsible for all people they involve in admissions, promotional and recruitment activities (including alumni, coaches, students, and faculty), and for educating them about recruiting principles. The literature describing an institution may also be considered a tool in recruiting (Jenkins 20). In recruiting, the institution should try to represent itself honestly and accurately in every way. It should be honest in curriculum as well as financial costs. Instead of trying to fill its empty classrooms and dorm rooms, the institution should be concentrating on what it has to offer the foreign student (Jenkins 26).

There is a problem with unethical recruitment of foreign students. Some agencies do not operate in the best interest of the student, recruiting students not academically qualified. Many of these private agencies function as "I-20" mills. Results of irresponsible recruitment have been observed in many countries and have elicited criticism from foreign education authorities as well as the media. A recent colloquium on recruitment practices strongly

recommends that abuses of recruitment should be identified and malpractices eliminated (Jenkins 50). Only a small percentage of colleges and universities are thought to be involved in recruitment problems. This is a relatively recent development due to the pressure of foreign students seeking admission in U.S. institutions, in addition to U.S. institutions' facing declining enrollment. Malpractice in recruiting can damage the individual student, the U.S. institutions, and the reputation of U.S. higher education.

Of the thirteen North Carolina institutions responding to the Recruitment Questionnaire, none claim to recruit foreign students actively; that is, they do not contact the foreign student before he contacts them. Only one university, North Carolina Central, uses third party recruiters. Pembroke is the only institution employing overseas counseling offices with direct knowledge of that institution. North Carolina State, UNC-G, and the School of the Arts are the only institutions claiming that foreign alumni assist in recruitment efforts. There is no formal or organized alumni recruiting in these institutions, but they report that alumni generally "spread the good word on their own initiative." An impressive number of North Carolina universities publish a special foreign student brochure to inform international students for recruitment and admission purposes. North Carolina State, UNC-W, Appalachian, Pembroke, and East Carolina print special flyers for international students.

UNC-C prints a separate brochure for mailing to international students, embassies, and other agencies; A & T includes an international student planning guide or fact sheet in its general university brochure. Olivia M. Miller, in the Office of Institutional Research at UNC-A, reports that this institution does not recruit foreign students because it does not have room for them. It has a very low percentage of foreign students and does not actively pursue them. Ms. Miller claims that UNC-A scarcely has classrooms for natives, and that as much as it recognizes the benefits to the cultural life of the campus, it is not able to accommodate many foreign students.

#### Admissions

The structure of education in the United States is quite different from that in most countries. In many parts of the world educational systems are national in character and centralized in control, but systems in America are diversified and decentralized. Education is a function of each of the fifty states; therefore, each American university may have different admissions procedures. Because educational policies in foreign countries are not similar to each other or to U.S. institutions, evaluation for admission is most difficult (Dalili 23-24).

A NAFSA (National Association of Foreign Student Affairs) study (The College 10) purports that the ideal system of

admission would begin overseas; information should be given the prospective student before departure on everything from climate to curriculum. Institutions in the United States should make meaningful information available to the foreign students before they come to the United States. They should be informed of financial responsibilities and what aid to expect. This study states that the same admissions criteria should not be applied to the foreign student as to the American student. The backgrounds are different; the objectives are different. NAFSA advocates sensitive and imaginative admissions policies, and claims it is not enough to simply use test scores and mathematical grades. Flexibility does not mean sacrificing standards, according to this group. The recommendation from NAFSA is to employ an admissions policy requiring three university officials: the admissions officer, the foreign student adviser, and a faculty member from the department where the student wants to study. It is this group that should make the decision whether to admit, not to admit, or to refer to another institution (The College 10).

In the current research, the admissions offices in the North Carolina university system were asked if they had an admissions officer who worked full time or part time in foreign student admissions, and other questions about their coordination of international admissions. UNC-C has a full-time foreign student admissions officer. Winston-Salem State uses an outside agency for evaluation and makes admissions

decisions based on that agency's recommendation. Pembroke, Wilmington, Appalachian, N.C. Central, East Carolina, A & T, UNC-G, UNC-CH, and North Carolina State have admissions officers who work part-time on international admissions.

When asked if any special qualifications are required of the persons responsible for evaluating foreign academic records, the following institutions answered "no": Pembroke, Appalachian, East Carolina, School of the Arts, and UNC-W. A & T and UNC-C state that their international admissions officers must have several years experience with general university requirements for admission to graduate and undergraduate programs. North Carolina State and UNC-CH claim their people must have knowledge and expertise of foreign systems, and North Carolina Central reports their people are familiar with the process used to evaluate foreign transcripts and keep in contact with the office of Foreign Affairs. UNC-G's foreign student admissions officer is versed in AACRAO (American Association of Collegiate Registrars and Admissions Officers) World Education Series and uses this series in attempting to evaluate accurately a foreign student's previous academic record. Appalachian and Pembroke also use the AACRAO series; and East Carolina, UNC-W, A & T, North Carolina State, UNC-CH, and North Carolina Central use both AACRAO and the International Council for Educational Development series. The AACRAO and the International Council for Educational Development have tried to

help with their respective series on educational systems around the world, but information exchange remains a problem (Eddy 4).

High standards of admission for foreign students operate for the best interests of the students themselves and the university, according to Walters (163). If weak scholastic records are rejected in the beginning, there is less embarrassment than that caused by a student's later expulsion or failure to meet degree requirements. Also, to "carry" a poor student and ultimately grant a degree on lowered standards does not enhance the prestige of American universities. Adjustment to a new cultural situation, a different educational system, and the demand of a non-native language may exert more pressure on a mediocre foreign student than he can stand. It is often difficult for an admissions office to evaluate a foreign applicant's credentials, though more and more foreign universities are adopting an American style of transcript. Walters suggests that a statement from one or two of the student's professors may be helpful, and that it may be advisable to require at least one semester of work to qualify for admission to a graduate program (Walters 161-62).

Any way one looks at it, DuBois (161) claims that the admission of foreign students is a complex job and that university administration officers need to agree on minimal standards of admission. Jameson (57-58) suggested there are



three basic questions that admission officers ask foreign students: (1) Is the foreign student academically qualified? (2) Does the student have the necessary financial resources? (3) Does the student have an adequate command of the English language? Dalili (23-24) added that the foreign student should be a superior student in his or her own country, have twelve years of high school equivalency for undergraduates, four years of college equivalency for graduates, and a minimum standard of English language proficiency to meet minimum required standards for acceptance in most colleges and universities in the United States.

All admissions offices of the constituent universities of the University of North Carolina were questioned about the procedures their offices use in admitting international students. A & T, North Carolina State, UNC-CH, and UNC-C indicate the foreign students they admit have to furnish official records of previous studies, and that these records must prove the applicant was a superior student in his country. For undergraduate admission, the student applying to these universities must have twelve years of high school equivalency and four years of college equivalency for graduate admission. All universities reporting, with the exception of UNC-A, require the student to demonstrate his competence in the English language. UNC-W, School of the Arts, East Carolina, and Appalachian demand that the student meet all those requirements, with the exception of the proof that he

was a superior student in his country. UNC-G, Pembroke, and Winston-Salem State all require the foreign student to furnish official records of previous studies, have twelve years of high school equivalency for undergraduate admission, but do not require four years of college equivalency for graduate admission. North Carolina Central requires proof of all of the above criteria, except graduate school admission, indicating the graduate program has additional requirements. Asheville requires only the official records of previous studies, adding that each applicant is judged individually. With UNC-A's low number of foreign students, this procedure is feasible.

In regard to admission criteria, Shao goes a step further in suggesting the kind or class of foreign students that should be admitted to the United States (The Foreign Undergraduate 30). This researcher claims that the student should also be capable of communicating aspects of his home culture, should be well versed in his own cultural heritage, and should be dedicated to its integrity and advancement. The research further indicates that the American institution should take into consideration the place of the student in the social structure of his native country, and that the United States should actively recruit and support students of intellectual promise from the underprivileged segment of developing countries. The foreign student should possess some extra talents, such as woodcarving, folk dancing,

athletics, and so on, to enrich the total international educational activities, and above all, the foreign student should demonstrate qualities of leadership with a deep commitment to his native country and to his people (The Foreign Undergraduate 22-23).

Because of this philosophy, the admissions offices of the universities of North Carolina were asked if, in evaluating admission criteria for foreign students, any non-academic qualifications were considered. Appalachian, North Carolina Central, Winston-Salem State, UNC-A, Pembroke, UNC-W, East Carolina, A & T, and UNC-C indicate they do not consider non-academic qualifications in their admission process. The School of the Arts does consider special talents, for students must audition for admission. This is the primary admissions requirement. North Carolina State looks at special talents and country of origin, and UNC-CH and UNC-G consider all criteria named in the questionnaire: special talents, qualities of leadership, country of origin, and UNC-G adds that they especially consider refugees in the Greensboro area.

#### Language Requirement

Of all the variables that might affect the foreign student's scholastic success, proficiency in English correlates most often with academic success (Spaulding and Flack 39). Students who have difficulties with oral and written English tend to have both academic and social adjustment problems (51).

Foreign students consistently rate below American college freshmen in all types of language ability, and the literature bears out the fact that a major problem with foreign students is the inability to use the English language (Bohn in Spaulding and Flack 59). Because English is the language of instruction in the United States and few American associates of foreign students speak a second language, the foreign student's interaction and adjustment appear to depend upon the student's ability in English (Hull 37). Hull also agrees that the student who suffers difficulty and discomfort in communicating in English not only has a problem academically, but often cannot communicate the problem.

It is preferable to require a test of the foreign student's English language ability before his departure from his home country, according to Walters (163). If the student's language deficiencies are discovered after his arrival, it may require several months of remedial English before he is prepared for university work. This may greatly increase the cost of education for the foreign student. Also, if his sojourn is limited to a minimum time period, there will be no time available for organized study of English (Walters 163). Appalachian, UNC-W, and UNC-G require TOEFL before the foreign student's departure from his native country. Pembroke, North Carolina Central, UNC-CH, North Carolina State, East Carolina, and School of the Arts have the language test administered before admission.

Although Hull (37) indicates that English abilities cannot be predicted in advance, studies in the literature strongly suggest different types of testing for English language competence prior to admission. A Burke study in Spaulding and Flack (40) suggests that the three most valid measures of predicting academic achievement are the California Reading Test, a speech interview, and the Larry Ward English Examination for foreign students. But other studies in Spaulding and Flack (39,74) claim that English language tests such as TOEFL are good predictors of academic success, and TOEFL "appears to be no better or worse than other admission tests used to predict success of native American students" (39). Hull (35) sets a TOEFL score of 500 as objective evidence of the foreign student's English ability.

All of the thirteen North Carolina universities reporting use TOEFL in determining language competence. North Carolina Central does not report its minimum score accepted, but UNC-A, Appalachian, Pembroke, UNC-G, Winston-Salem State, East Carolina, School of the Arts, UNC-C, and North Carolina State require 500 TOEFL scores for undergraduate admission. UNC-W and A & T require 550 for undergraduate admission, while UNC-CH requires 600. Appalachian, East Carolina, School of the Arts, and UNC-C all require 500 on the TOEFL for graduate admission. A & T requires 550 for graduate foreign students, and North Carolina State reports that some departments in that institution require 550 for graduates. In

addition to TOEFL, A & T administers the University of Michigan test and requires a score of 85 for graduates in the humanities and social sciences, a score of 90 for undergraduates in education and the liberal arts, and a score of 85 and above for graduates and undergraduates in engineering, math, and the sciences. UNC-C considers 85 on the Michigan test as an acceptable minimum score for graduate foreign students, and accepts 80 for undergraduates. In addition to TOEFL, UNC-G requires the Michigan test of ESL speakers after admission, and North Carolina State administers its own placement test before admission.

DuBois (83) agrees that both in selection and in academic counseling the command of English must be tested and considered, but she claims that language competence should be judged on an individual basis. A poor performance on an objective test should not automatically be used to prevent a foreign student's admission, according to DuBois. Being too rigid in requirements can be as damaging as being too lax. The impulse to standardize the English language requirements is called by DuBois (85) a hazard to success of foreign student programs. She suggests the administration of a low minimum test of English competency. When the results of the test are revealed, then the student should be advised as to what revision needs to be made in his educational plans. If the institution does not offer such, it should consider placing the student in an institution that provides competent teaching of ESL (DuBois 85).

## Conclusion

A few universities have placed limits on foreign student enrollments, including Illinois, Iowa State, and Tennessee (Barnes 9). Only two of the reporting North Carolina universities have a maximum number of foreign students that they will accept: North Carolina State and A & T. State demands that the total number of foreign students is not to exceed 4 percent of the university's total population, and A & T does limit the number for programs in engineering.

Bayer (397) believes that American colleges and universities should be serious about admitting foreign students. A large scale training of foreign students becomes more feasible as the U.S. demand for high level manpower continues to diminish relative to supply, according to this researcher. Bayer also admits this idea is strengthened by large numbers of unfilled student positions in many American universities, and that selective admissions could be instituted to enroll foreign students whose interests are congruent with the strengths of that particular institution's instructional program.

Foreign student populations are now centered in a small percentage of American universities. Like U.S. students, they prefer to attend large, well-known universities. Walters (166) claims that needs of many of the foreign students could be met more effectively by wide distribution among different colleges and universities. A small college

in a small town or rural area may be an easier adjustment for foreign students from a non-urban area. Foreign students need better guidance and counseling in selecting an American institution, one that can best meet their needs according to their previous preparation and also their objectives when they return home. Pooling of foreign student applications is a possibility that should be considered.



CHAPTER III  
THE SOJOURN

The foreign student's plight thus begins before he actually arrives at a college or university in America. He must decide on the type and location of education, difficult decisions even for students native to the United States. The distance, language, and cultural barriers can cause much misunderstanding. Experts in the field have stressed the need for preadmission counseling and a selection process that helps to determine the student's objectives.

More problems begin to surface after the foreign student chooses a college and is accepted. The arrival/pre-enrollment period is one of the most crucial times in a foreign student's sojourn. There is the exposure to a new region, a new culture, and many new people. It is an extremely busy time, and the student may feel overwhelmed. The proper functioning of the foreign student advisory office can help compensate for the impersonality and complicated bureaucratic structure of the American university (DuBois 172).

The Foreign Student Adviser

According to the results of a 1970 colloquium on foreign graduate students, the goals of the foreign student office need to be clearly recognized. This office should function

effectively in information dissemination, and encourage rational admissions and financial aid procedures. It should provide orientation for newly arrived foreign students, offer superior academic counseling, and make advantageous arrangements for shelter and food. The foreign student office should furnish appropriate efforts and guidance in social contacts, and very important, help with legal questions involving the Immigration and Naturalization Service (Colloquium "Priorities" 22).

Because of these crucial needs of the foreign student, the role of the foreign student adviser is vital. The adviser's personality, understanding of the student's culture, awareness of his problems (educational and personal), his ability to meet their needs--all go a long way in assuring a successful sojourn and contributing to international understanding (Kiell 194). One of the most important duties of the foreign student adviser is to form an honest and friendly personal relationship with each student. The foreign student adviser needs to learn to recognize personal problems, deal with these problems, and know when he needs to refer them to a more specialized counselor. The foreign student adviser should also help the student develop personal relationships, especially with Americans, by encouraging out-of-class and off-campus relationships (The College 19). Contact with American students may be a major factor involved in the foreign student's ability to cope, according to

Hull (126), and a foreign student professional should be a sensitive activist (188). A foreign student adviser should not limit advice to only when asked. There should be active involvement of American student peers with foreign students, yet at the present little emphasis is placed on this in foreign student offices (Hull 189).

The first office of foreign student adviser in America was created at The University of Illinois in 1908. There were only thirteen up to the beginning of World War II, with a rapid increase after the war (Jenkins 5). Most colleges and universities now have at least a part-time foreign student adviser. But even where one exists, the duties and services are only vaguely defined. Only a few foreign student advisers are professionally trained for their position, according to the literature, and they usually have little authority in such matters as housing, employment, English language remedial courses, and so on. The most logical place to attempt to increase the advising services of the university for foreign students is by improving the quality and staffing of the office of foreign student advising (Hagey 44).

Questionnaires were mailed to every foreign student adviser on all sixteen campuses of The University of North Carolina. All offices responded to the inquiry, with the exception of A & T, ECSU, and WSSU. The Acting Foreign Student Adviser at ASU, reported that he did not feel

qualified to answer the questionnaire as his experience in the field is very limited and he is not professionally trained. UNC-A's former foreign student adviser replied that he retired from the office in May of 1984, and therefore that questionnaire was also left unanswered. UNC-CH, NCCU, ECU, UNC-C, FSU, UNC-G, and NCSU reported that their institutions maintain separate foreign student offices. PSU, WCU, and UNC-W do not have separate offices, and NCSA's foreign student office is a part of the admissions office. NCCU, ECU, UNC-CH, UNC-C, and NCSU have full-time foreign student advisers, and UNC-G's officer is half-time. FSU, NCSA, WCU, UNC-W, and PSU have part-time advisers. All of the reporting universities indicate their foreign student adviser is professionally trained for his position, with the exception of NCSA, PSU, and NCSU. At NCCU and Pembroke, a faculty member serves as foreign student adviser; the Associate Dean for Special Programs is the part-time adviser at FSU; and the Associate Dean of Students serves as part-time foreign student adviser at UNC-W. On occasion a faculty member serves in this office at NCSA, and the foreign student adviser at ECU is a former faculty member.

Because of the prominence of NAFSA (National Association for Foreign Student Affairs) in the area of foreign student activity, each office was asked if the foreign student adviser belongs to this organization. All reporting

universities answered affirmatively, with the exception of PSU and NCSA. NAFSA was established at the University of Michigan in May, 1948, and this organization seeks to bring together all those who share in the development and management of international programs in the field of education. The association accommodated all people with related interests in international students by creating three entities within NAFSA: The Association of Teachers of English as a Second Language, the Community Section, and the Admissions Section. Efforts have been made also to provide effective student representation in NAFSA. NAFSA carries on a massive program in seminars, workshops, and publications that are designed to increase the professional knowledge of its members. NAFSA also serves as a professional spokesman to provide information on visa regulations, summer employment, practical training, and to serve overall as a specialist in foreign student affairs (Jenkins 5-12).

The fact that full-time foreign student advisers generally are members of the administrative staff rather than the faculty has its drawbacks (Dubois 172). There is needed advice they can administer, but they can't be expected to competently handle all the individual academic and personal counseling that may be needed. The adviser's job may include the persuasion of the faculty to assume their appropriate roles. Often foreign student advisers become consumed with organizing social functions such as picnics, dances, tours,

and other group entertainment. But the foreign student may value supportive interpersonal relations more, and too great a participation in group activities may only increase the foreign student's bewilderment.

In the study by Hull (41), it was discovered that 67 percent of foreign students make use of international student services and find them satisfactory. Only 33 percent said they had never used the services of that office. Foreign students do turn to foreign student advisers and even contact in regard to routine matters such as visas provides the opportunity to establish communication. Sixty percent of Hull's respondents reported experiences with both loneliness and homesickness. Colleges and universities should either provide more help and more resources or they should limit the number of foreign students they admit (Foreign Undergraduate 5). It is unrealistic to expect a foreign student counselor to be knowledgeable of the chief characteristics of the cultures of all the students within a university. But this person should have some knowledge and expertise in cultural relativism and the relationship between personality and culture (DuBois 176). Most student personnel services are designed for American students, and the foreign students may not get help in dealing with their problems (Eddy 1). Because the foreign student adviser is often the first person a foreign student meets in the beginning of his sojourn and is so vital to the success of his American

experience, the importance of this office cannot be over-emphasized.

### Orientation

Preparation and orientation for the sojourn should take place in a foreign student's own native country before he comes to the United States, according to many researchers in the literature. This may include information about American families, schools, housing, politics, transportation, and even explanation of racial and other prejudices in America (Foreign Undergraduate 23-24). DuBois (163) agrees that pre-departure orientation of students is very important, especially statements about the American educational system and about American values and social organization. From interview data in the Basu and Ames study (11) it was concluded that most of the information foreign students obtain about the United States before coming is gathered from second-hand sources and is of a very poor quality. The fact that prejudice and discrimination exist in many areas and among many people is undeniably true. The unpleasantness of this human frailty may be reduced somewhat if, when students arrive, they are oriented as to what to expect and not to overgeneralize in their judgment of a single unfortunate experience. The period of adjustment for the foreign student can be made more positive by giving him advanced information about the host country, particularly in connection

with interpersonal relationships such as development of friendships, boy-girl contacts, family structure, and the like. Although advance knowledge can never adequately cover all facets of "culture shock" the foreign student may encounter, it can help the student understand what he may expect to find, and to be less emotionally disturbed by the differences from his own culture (Eide 43-44).

Studies indicate that foreign students receive little or inadequate pre-departure and/or on-arrival orientation. General orientation programs are seldom being provided by schools. Some home governments are meeting part of the need, but there is still a big gap between what is actually provided and what the students desire (Hagey 44). Studies reported in Spaulding and Flack--Ruscoe in 1968 (50), Heshav and Longest in 1969 (50), and Allaway in 1971 (19)--express criticism of orientation procedures and the desirability for improvement in orientation seminars.

Responsibility for orientation falls primarily on the academic institution, and the office of the foreign student adviser must supply the needed personnel and practical counseling. A foreign student's arrival on campus often coincides with the confusion of registration, a time when many faculty people are still absent and when the campus is inundated with other "new and confused" American students. A six-week orientation period in the summer is one suggestion thought to be most valuable in guiding and placing



foreign students. The most meticulous advance scheduling should be given to assure that foreign students will receive proper attention at this first, crucial stage in their American academic journey (DuBois 170).

NAFSA (The College 17) reports that the foreign student needs two types of orientation. The first has to do with the essentials of American life. This includes guidance through admission and enrollment, registration, acquaintance with the campus, the town, the library, and help in finding suitable housing. The second type of orientation is to American life in a broader sense, which includes information on American customs, social and political institutions, racial discrimination, and freedom of the press. NAFSA also recommends that orientation begin before arrival, continue during the stay, and include a pre-departure session.

Cormack (12-14) recommended a three-step program for adding to and improving existing orientation programs:

- (1) Cultural comparison. Before experiencing the new culture, the foreign student should receive instruction comparing his own culture with the alien culture. This orientation should not consist of just lectures and written materials, but tend toward active participation. This should occur immediately after arrival and before the academic year. The purpose is to prevent or reduce cultural alienation and rejection. Different cultural concepts such as modesty, cleanliness, spirituality, table manners, courtship, and

honesty should be compared. (2) Seminars. After foreign students have been living and studying in the United States for some time, seminars should be conducted for the purpose of interaction among these students and American students and professors. The main purpose should be for deep exploration of concerns such as politics, economics, prejudice, jobs, careers, and cross-cultural relations. (3) Assessment. Cormack feels this last, pre-return aspect of orientation is so important that each campus should provide such a period. Small group discussions aimed at summarizing the students' academic and personal experience while in the United States should be carried out, and an analysis of the personal, family, and professional situations he will face on return. This serves as a valuable pause in which the student can adjust himself between the sojourn in the United States and re-entry into his home culture. Going home can often be painful. Thus Cormack (15) strongly endorses orientation as a continuous process.

The goals of the University of Minnesota orientation program are reported in research by Hendricks and Zander (1-36). The purpose of this program is to provide opportunities for practicing English, to give information about American culture by means of lecture, to provide a wide range of experiential learning situations inside and outside the classroom, and to build support systems with the group so that the foreign students are able to help each other informally. These

researchers report that students want to talk about customs in their own country in orientation sessions, want to discuss contrasts in life styles, and like to comment on their impressions of life in America. They suggest that the flow of information should not be one way; it should be a two-way exchange with more time for discussions and questions.

Support systems within the group help foreign students to build a group spirit, for peers can help solve problems of adjustment.

The person organizing orientation sessions needs to operate them with flexibility. This person should interview each foreign student upon arrival, consult his needs, advise him about available resources. DuBois (150-51) recommends this be done in six-week orientation centers, many of which have so far been supported by government funds. Duke and William and Mary have been among these institutions which handled the orientation of foreign students in regular orientation classes, as part of English or speech courses, or by assignment to a "Big Brother" plan with a student already enrolled. If regional centers were well developed and carefully organized, they could be a significant contribution to individual foreign students as well as aiding the task of educators and administrators on the participating campuses.

These centers should be discussion groups involving American and foreign students. There should be informal picnics, camping trips, and companionship with other foreign

students. Five hundred eighty-four first-year foreign students were asked if an orientation period would be helpful, and over half thought it would be important as a period of adjustment and helpful also in learning the language (DuBois 153).

A survey carried out by the University of Connecticut with forty-eight foreign students indicates that clear preferences exist in regard to orientation activities. The most important issue in their opinion was the regulations of the United States government in regard to visas, immigration, social security, and taxes. Next were the needs of the spouse (English language training, educational opportunities, work opportunities, health care, and social activities). Then came the international student office and adviser, health care, services available to the student (counseling, writing lab, career placement), student employment (on and off campus), housing accommodations, bus service, and the registration procedure (Pfau 2).

The greater the cultural distance, the more useful orientation will be (DuBois 154). There is a special challenge in the realm of orientation for students from underdeveloped countries coming into a highly industrialized and bureaucratic society such as America. Historically, orientation has consisted of critical information about the United States, English language study, and guidance and counseling. But this orientation fails in focusing on the problem of a

foreign student's need to understand an alien culture and live well in it, yet keep his loyalty to his home culture and retain his ability to re-enter it when he returns home (Cormack 12). Orientation sessions should avoid anything that would tend to "Americanize" the foreign student (Foreign Undergraduate 24). A 1974 NAFSA report (Crucial Issues 6) claims that traditional orientation programs may no longer be adequate, for the nature of the foreign student is changing in character and in type. Greater emphasis may need to be placed on meeting the needs of foreign students in certain disciplines, such as engineering, business administration, education, and the health sciences. This group also insists there should be ongoing orientation and a pre-return program.

When asked about pre-departure orientation for foreign students coming into the North Carolina university system, only one institution, UNC-C, offers orientation prior to arrival in the United States. NCSU plans to begin this service in the spring of 1986. FSU, UNC-W, and UNC-CH have summer orientation for foreign students. UNC-G offers summer help on an individual basis only, and UNC-C is considering a summer orientation program. Because Eddy (1) claimed that most student personnel services are designed for American students and the foreign students may not get the help they need, North Carolina universities were asked if they conduct special orientation for foreign students that is not a part

of university-wide orientation. NCSU, ECU, UNC-W, UNC-CH, UNC-G, and UNC-C do have a separate orientation for international people.

The literature emphasizes the need for on-going orientation during the student's entire sojourn in the United States. UNC-W, NCSU, UNC-CH, UNC-G, FSU, PSU, and NCCU do maintain orientation as a continuing process, but UNC-G's foreign student adviser states they offer only minimal continuing orientation.

All responding North Carolina universities publicize their orientation programs in order that students learn about it and are encouraged to attend. NCCU sends details of orientation to all faculty on campus. The NCSA, ECU, UNC-C, UNC-W, and UNC-CH send information about the orientation program before the foreign students arrive in the United States. FSU runs an article in the campus newspaper. PSU notifies all faculty members about their orientation program in addition to sending this information before the student arrives, and UNC-G notifies only a portion of their faculty of foreign student orientation in addition to pre-arrival mailings. WCU takes advantage of all three means of notification: campus newspaper article, notifying faculty, and sending details before arrival. NCSU informs foreign students of orientation details at the arrival interview.

Foreign student advisers questioned in this research were asked to indicate the information they include in their

orientation program. All institutions but NCSA and FSU include health care information with advice about insurance and university health services. NCSU, ECU, UNC-C, UNC-CH, PSU, UNC-G, and WCU offer information on housing accommodations, and all of these universities but UNC-G include tips on transportation services available in their area. WCU is the only university which does not include advice on registration and academic advising in its orientation program, and that institution plus UNC-W, NCSA, and ECU neglects to give academic information such as test-taking, honor code, and relationship to American professors. All institutions but NCSA and WCU inform foreign students of university services available such as counseling, writing labs, and career placement. All schools but ECU, FSU, NCSA, and WCU give foreign students a tour of the campus, but only NCSU, UNC-C, and UNC-G provide field trips in the area. Because employment both on and off campus is often vital to a foreign student's ability to continue study in the United States, FSU, UNC-CH, PSU, UNC-C, NCSU, and UNC-G include student employment information in their orientation programs. UNC-CH and NCSU give attention to needs of the spouse in their orientation program. Most likely because of their large graduate programs and subsequent enrollment of foreign married couples, these universities include information on language training, educational and work opportunities, health care, and social activities for the foreign student's

spouse. UNC-C includes this information in its orientation program also.

Because the literature reveals a real desire by foreign students to be knowledgeable of United States government regulations on items such as visas, immigration procedures, social security, and taxes, the North Carolina universities were asked if they deal with this kind of information during orientation. Surprisingly, four institutions (NCSA, NCCU, WCU, and UNC-W) do not take up government regulations in their programs. In regard to culture comparisons such as cleanliness, modesty, and courtship--items that may present a problem for a student from another country--only UNC-C, UNC-CH, FSU, and PSU indicate they bring up these topics in orientation, though NCSU claims its undergraduates obtain this information in the Alexander International Program. Of all the universities reporting, only UNC-G, FSU, and UNC-CH claim to have faculty members play any part in foreign student orientation. These institutions plus NCSU do say that the community helps in the orientation program. All of the reporting universities with the exception of NCSA enlist the talent and efforts of currently enrolled American or foreign students in orientation. When asked if any of the academic departments have their own orientation program, only WCU and UNC-CH answered affirmatively. Only FSU publishes a separate booklet listing foreign students' names, addresses, and country of origin. ECU has a list in



the office of international students that is available on request, and UNC-C has a separate listing but it is not for distribution. WCU, NCSU, NCCU, and PSU are the only universities reporting that they have a name and phone number available to foreign students in the event of an emergency.

### Academic Advising

Academic advising is at the heart of the American university's responsibility to give the foreign student the best education possible. Quality faculty advisers should be used. The foreign student adviser should have academic competence and know the resources of the university well. Advisers should know about the culture from which the student comes, the kind and quality of his academic background, and the level of achievement his grades represent. Academic advising should take place all during the sojourn. The adviser should be cognizant of the student's progress, decisions that need to be made, if the student should continue or not, and in what area. The adviser should know of professional opportunities in the student's home country. The foreign student's work load should be scrutinized and substitution in the curriculum may need to be considered. There should be close supervision between the academic adviser and the foreign student adviser (The College 17-18).

PSU is the only university reporting that feels there is not effective communication between the academic departments

and the office of the foreign student adviser, though UNC-G reports there should be more communication. Yet PSU is the only university that claims their foreign students are assigned to special faculty advisers. UNC-C assigns special faculty advisers to foreign students only if the student is majoring in engineering. In the remaining institutions, assignment of foreign students is the same as for native students.

Academic advising may not always be critical in a native student's academic success, but not understanding degree requirements, course structure, course content, and academic standards can become a real obstacle for foreign students. Eddy (12) cited an Oregon study in which the second major reason for failure of foreign students to graduate on time was academic advising. Poor academic performance and switching majors are also listed as possible results of inadequate academic advising.

#### Faculty

While the faculty adviser to the foreign student is of great importance in assisting with academic and environmental adjustment problems, the five or six professors who teach each foreign student in the course of a semester offer a potentially even more valuable font of information, friendship, and academic counseling for the foreign student (Cable 41). A foreign student can choose to see the adviser,

but the student has no choice but to see his professor several times a week. Therefore, each professor needs to realize the importance of his responsibility to these students. Cable (40) suggested that there should be a close working relationship with the foreign student adviser and the professors and that the faculty should consult with the adviser regularly so that they might deal more intelligently with individual problems. The professor is in a unique position to be a facilitator of friendship between foreign students and the United States (Cable 41).

There exist questions and doubts about why foreign students need special attention in the university. Foreign students have unique and varied problems. Everything from the problems of a new language, an unfamiliar academic system, new kinds of examinations to problems of housing, food, alienation, relationships with other students, and acute loneliness face the foreign student. The educational institution--whether a major university or community college--must recognize the reality of these problems. Each foreign student presents a different problem to each instructor. Many faculty members are not capable or willing to handle this kind of student, and the success or failure of the foreign student may depend heavily on the quality and nature of the instruction he receives.

Often professors are unaware that the foreign student is a special kind of human being with special needs. A typical feeling is that of this foreign student:

Most professors are kind, but most of them do not really understand what I want. This year I have one class in which the professor does not care about foreign students. He said we are the same as American students. (Cable 40)

Often there is a communication problem, and foreign students feel the professors do not even try to understand their English. Foreign students also complain about a professor's lack of commitment, unawareness of their fears and timidity, and inability to establish rapport in the class. This contrasts with the flurry of attention given the foreign student on arrival. An airport welcome, special orientation, receptions, and initial hospitality often fade from the foreign student's mind when the academic business of the university gets underway. When the course work is overwhelming, the examinations are administered, and the grades come in, the foreign student may feel he is in a hostile and uncaring territory (Cable 40).

All professors need to be aware of the real problem of communication to the foreign student. Most foreign students have had extensive training in English before coming to the United States, but often this has been "textbook English"-- a very different discipline from speaking, reading, writing, and thinking in English all day, every day. A frequent complaint by foreign students is that the professor speaks too fast. There are ways that concerned professors can help alleviate this problem: outlines of the lecture on the blackboard are extremely helpful, as well as mimeographed

sheets which highlight the important points and list significant vocabulary items and other definitions. Cable (40) recommended that the professor meet with each foreign student on a regular basis. At these sessions it is possible to locate reading and notetaking problems, to offer advice on how to study, and to identify important ideas in that particular course. The time limit imposed on exam-taking offers a real threat to a foreign student. Extending the exam period and allowing dictionary use can be vitally important considerations the faculty can give the foreign student.

Cable believes that foreign students cope best in the more personal teaching situation of a seminar or small class discussion group. He also recommends personal encounters between student and professor in the coffee shop, in the library, on the sidewalk. The foreign students need that feeling of recognition and belonging. The anonymity of the huge lecture class with two hundred or more students often proves fatal for the foreign student (Cable 40-41).

This casual, informal relationship must be handled with care, however. Because the professor has traditionally been an aloof and revered person, pains must be taken not to intrude on the private life of the students or hurt their pride. Taking the time to greet the students at the beginning of class, learning and pronouncing their names correctly, and even inviting students into the professor's home can give foreign students a feeling of belonging.

University professors should learn the abilities and special backgrounds of foreign students and recognize the source of knowledge and human understanding present there, according to Cable (41). Discussing the student's homeland, its problems, and the student's interest and experience can be valuable to the whole class. For example, in this researcher's experience, the Polish Solidarity Movement surfaces as a vibrant reality with two civil engineers from Poland in the class. And the war in Beirut becomes more than just headlines with a young man sitting on the front row who left Lebanon less than a year before.

Cable stated that administrators such as academic deans and department chairmen need to know which professors relate best to foreign students. It is true that some professors do more harm than good. Foreign students, especially in the beginning, need contact with professors who are not only academically capable, but who relate well to foreign students and who thrive on this challenge. Foreign students recognize right away which professors care and which do not. The creative, humane, interested, and able professor who shows a real desire to deal with these special students should be the one involved in this education. It may be, in the long run, that the influence of the classroom teacher is more significant than international student clubs, foreign student advisers, and peer group friendships (Cable 41).

Faculty who work with foreign students need to become activists. One who is extroverted, assertive, dynamic, who understands the need to initiate will be more effective than a passive person who is unwilling to get involved in personal problems. The foreign student resents the lack of interest apparent in leaving him or her alone with no specific person to facilitate meeting others (Hull 186). Often foreign students look on professors as demi-gods--frightful demi-gods of superior knowledge. As a young Italian student put it: "His (the professor's) will was our law, his words were our truth." But it was the human, down-to-earth American professor who represented to this student the true American way--equality. The student-professor relationship in the United States often represents what is best in American education to a foreign student (Triulzi 10-11).

Foreign student advisers on the campuses of the universities of North Carolina were asked if their office makes an organized effort to acquaint their faculty with the skills and understanding useful in working effectively with foreign students. These advisers were questioned about communication in the classroom, time limitations on exams, and cultural differences that faculty should be aware of which may affect the success of the foreign student. UNC-CH reports that there is effort on that campus to work closely with the faculty. ECU's efforts in acquainting faculty with the uniqueness of foreign students come only when there is a

specific problem with which to deal. UNC-C holds cross-cultural workshops for faculty and staff, and the foreign student office staff meets with individual departments and teaching assistants. NCSU does not at the present have any organized effort in effect, but claims that this is a big item on their near future agenda. None of the remaining reporting institutions report special efforts in the area of faculty and foreign student understanding. These data bear out the claim by Spaulding and Flack (315) that there are few organized programs to educate faculty with what foreign students need in United States institutions of higher education.

Though Hull (40) reported that foreign students are usually reluctant to comment on faculty, in a study of 265 Middle East students by Cable (43), more than three-fourths (77 percent) expressed the desire for special efforts by professors to help the student with difficulties in the use of the English language. These students also expressed a need for more time during tests, explanation of wording on tests, making lecture notes available, and individual conferences with professors. Eddy (4) reinforced these needs with his recommendations for special training for those faculty members who teach foreign students. They are as follows: (1) outlines on blackboard, (2) monitoring speech rate, (3) allowing dictionaries in exam, and (4) longer exam periods. He also recommended learning to pronounce foreign



names correctly and meeting the foreign students outside of class occasionally.

Many faculty members feel that dealing with foreign students is a special chore and a problem; one reason may be the language problem. But the professor may also lack an understanding of the different economic, social, and cultural contexts from which the foreign student comes. Faculty members rarely change their teaching or benefit in important ways from the presence of foreign students in class. This may be a result of the faculty attitude that the foreign student is here to learn, so they make no attempt to learn from the experience of the foreign student (Spaulding 313).

Some professors believe that foreign students should be treated more leniently than native students, that charity should perhaps rule over academic justice. Eide (4) testified for the truth of this, but admitted it may be done unconsciously. The lowering of standards is self-defeating, she claimed, and is academically indefensible. It is unfair to students who do complete assignments efficiently and well, and cheapens the character of the degree.

DuBois (81) claimed that a sense of knowing where to go for advice appears to be a significant factor in the ease with which foreign students resolve certain types of adjustment problems, and informal, personal sources of advice are not less important than more formal institutional sources. Because a foreign faculty member could be an excellent

source of help to a foreign student, especially if he were from the student's own native country or similar culture, effort was made to find out how many foreign faculty members teach in the North Carolina university system. NCSU reports a total of 110 foreign-born faculty members on their faculty, ECU 84, FSU 26, ECSU 22, UNC-A 10, NCSA 7, PSU 6, and ASU 4. UNC-G did not respond to this question, and the other universities failed to report this information. The chancellor's office on each campus was also asked if their university has a directory of faculty with international qualifications, experience, special interests, and exposure beyond the United States. ECU and NCSU are the only reporting universities having a directory which would help guide foreign students to faculty members who may be familiar with their unique problems and questions. A member of a university faculty is in a unique position to help foreign students academically, socially, and emotionally, but the students need to know the persons qualified to understand and aid them.

#### English as a Second Language

The English language is the lingua franca of the world because of the economic and political power of the United States. The desire to learn English is often a motivating factor in a foreigner's coming to the United States (Bayer 57). If the foreigner plans a brief or extended stay in the United States, his economic, professional, and social

well-being may very well depend on his ability to communicate effectively in the English language. If he or she returns to the native country, a command of English may be the prestigious edge that puts one ahead in the job.

DuBois (15) put it strongly: "The fluent command of English plus American contacts may be far more important--and realistically important--for returning students than achievement in formal studies." Language is a factor of primary importance in foreign student adjustment, for success in interpersonal relations as well as in the formal educational process will be determined by the ability to communicate in English. Foreign students often have textbook knowledge of English, but even the nonspecialist knows that a superior school level of language comprehension is quite a different thing from competent ability to communicate in the language. Consider a number of statements by authorities:

There is a strong relationship between English language ability and academic success. Because of this, universities should either be more selective in admitting students lacking adequate English or be prepared to offer English language training. (Hull 77)

There is a strong relationship between the ability to pursue academic work in English and academic success within the collegiate institution. (Hountras 311)

English language proficiency correlates with academic success as measured by GPA. Of all the variables that might affect the foreign

student's scholastic success, proficiency in English correlates most often with academic success. (Spaulding vii, 40)

Because English is the language of instruction in the United States and few American associates of foreign students speak a second language, the foreign students' interaction and adjustment appear to depend upon the students' ability in English.

The majority of foreign students in the United States come from countries where English is not the first language. Some come from families where English is commonly spoken; some have had English instruction in their formal education. But a large number of foreign students find it difficult to function in an academic context, even after passing a proficiency test. The least proficient frequently come from developing countries, which now make up a large percentage of foreign students in America (Eddy 1). An increase in students whose culture is markedly different from that of the United States places more stringent demands on English language training as a part of these students' higher education. In a study by Hagey (43) of Middle Eastern students, he indicated that taking special English courses to become more familiar with testing procedures and course requirements was their very first need in the American university. Three-fourths of these students also expressed the desire for special efforts by instructors to help with difficulties in the use of English. A 1965 study by Zain (77) reveals a

63 percent "yes" response by students of many nationalities when asked if they needed special help in the English language. When foreign students suggest special help from instructors, Hagey (44) claims they mean in problems of language, not with content.

Asians and Arabic speakers experience the most difficulty with English, according to Hull (61). Hull reports that a Korean student complained that his limited English hampered the range and depth of his communication with Americans and, therefore, his gaining access to their life and culture (91). The better the students' English, the more contact they are likely to have with Americans. A Thai student rated reading, speaking, and understanding English as the biggest problem area in academics. The reasons she gave were the extra time needed to compensate for poor English skills and reluctance to participate in class discussion (Hull 119). A French student in Hull's study (122) was very disappointed in the formal ESL instruction in his American university. He felt that because of the diverse individual problems in a class of fifteen to twenty, the instructor was not able to attend to each student as an individual. He added that the majority of students were left idle while the instructor spent too much time with one student. The area where most students perceived language difficulties was related to speaking in the classroom, an important factor when one considers the teacher attitude in

the United States toward classroom participation. Low ability in aural comprehension, oral skills, reading, or writing English is a serious handicap which may isolate a foreign student from supportive American contacts on both personal and academic levels (Hull 35).

All the reports on foreign students from institutions participating in the Carnegie Endowment Program bear out the importance of this fact (DuBois 82). This lack of language competence increases educational strain and may prevent successful completion of goals. The work required by a student to adequately perform in academics is a function of mastery of the language. The command of English is not so urgent for students who are primarily involved with the sciences and have no strong personal need to interact in a wide social environment, according to DuBois (83). But Moghrabi's study (330) claims the American university places stringent demands on a foreign student's knowledge of English, and that poor language instruction in the native country often accounts for some of these language difficulties.

Because many foreign students come to the United States solely for the purpose of learning English and because competence in the English language is so important to the success of their sojourn, schools which teach English as a second language have an important appeal to prospective students from foreign countries. Hull (37) and Barnes (13)

agree that a brief examination cannot fully predict a non-native's ability to communicate in American English. Therefore, most institutions which admit foreign students provide ESL instruction as part of the general university curriculum. About sixty thousand non-native English speakers are enrolled every year in ESL courses in the United States (Barnes 13).

Stanford University insists on a course in remedial English for its foreign students, and this ESL course is widely used. Stanford has experienced no problem in encouraging foreign students to take the remedial course. It is so popular, in fact, that some administrative sources want to charge extra for it. In addition, the Community Committee for International Students at Stanford began an "English in Action" program to pair foreign students and volunteers for conversational practice (Education and World Affairs 11-12). Michigan State established a special English Language Training Center many years ago, administered within the Department of English and the College of Arts and Letters. This Center gives intensive English language training to bring language ability to the level that foreign students can perform effectively in the classroom (Education and World Affairs 82).

As a part of the current research, an English as a Second Language questionnaire was directed to the chairmen of the departments of English on all the campuses of the consolidated universities of North Carolina. (The policies relative to English language proficiency for foreign students at

the admission stage have already been reported in the Admission Section of this study.) These chairmen were asked if their university administers further English language testing after admission. ASU, ECU, WCU, NCCU, and WSSU offer no English language tests after admission. UNC-G, UNC-CH, and NCSU require the Michigan Test after arrival on campus, though UNC-CH's requirement is only for graduate students. The NCSA administers a school-created English Qualifying Test, PSU requires standard composition exams read by two readers in each freshman course, and FSU has its foreign undergraduates take proficiency tests after completion of English 101 and 102.

Only four campuses report that they presently offer instruction in English as a Second Language. For the 1984-85 academic year, NCSU had 202 students enrolled in ESL courses, UNC-G had 37, UNC-CH had 42, and WCU enrolled 12 foreign students in English as a Second Language. East Carolina University offers tutorial assistance to foreign students in the Writing Center, and ASU's English head says they offer help only on an ad hoc basis to an occasional student. At NCSU an ESL class is mandatory if the TOEFL and Michigan Test scores are considered inadequate. An ESL class is voluntary for undergraduates at UNC-CH, but may be mandatory for graduate students if the Michigan Test indicates need. Western Carolina University determines ESL placement by writing an essay, plus TOEFL score. If results of the



Michigan tests are considered inadequate, UNC-G encourages both undergraduates and graduates to enroll in one of their ESL courses.

The ESL course at WCU carries nine undergraduate hours, but this includes the equivalent of six hours of freshman composition. At NCSU the ESL class counts for three hours of elective credit for undergraduates in three of the six schools, but it cannot count toward a graduate degree. At UNC-G the course also carries three credit hours, but cannot count toward graduation for graduate students. A course in ESL carries no credit hours at UNC-CH.

All four ESL courses at NCSU are at the high intermediate to advanced levels; this is also true at UNC-G. UNC-CH's course is reported to be only for beginning speakers, while WCU offers courses for both beginning and advanced speakers. None of the reporting North Carolina institutions offers an ESL course especially for graduate students. Only NCSU offers ESL on a non-credit basis, such as an evening course as a part of continuing education. NCSU is also the only university whose ESL instructor has an ESL degree, though WCU and UNC-CH claim their instructors have special qualifications for the task.

WCU allows a maximum of fifteen foreign students in its ESL class; UNC-CH and UNC-G recommend only twenty. At NCSU there is no official maximum number, though it is reported their ESL classes are usually composed of from fifteen to twenty-five students.

Many linguists believe that the aural-oral method is the fastest and most effective route to proficiency in a language. So much communication is lost to the foreigner, not because his vocabulary is insufficient, but because he cannot recognize phonemic differences. These ESL speakers need a laboratory experience in addition to formal class time to give more attention to speaking and listening skills. This laboratory time should be oriented to the needs of the students. It may be a time for one-on-one discourse practice with the instructor, special phonetic drills, or formal speech-making situations. This lab could also be used for mechanical assistance. Students need feedback of their own pronunciation, and equipment for the instructor to listen in and aid them in bringing their speaking abilities closer to native competency.

Hagey (43) reinforced this idea by pointing out that listening plays such an important role in classroom participation in the American university setting, and that listening skills often are neglected in special English programs. He adds that more emphasis needs to be placed on oral-aural skills to remove the foreign student's dependence on reading as the only source of information, and to provide instruction at more advanced levels. A Ceylonese professor accused Americans of

doing an excellent job of the beginning class. But you do not seem to know how to move from language manipulation to communication to get beyond the beginning class, so you tend to teach it over and over again even to advanced students. (Prator 29)

The departments of English in North Carolina institutions which offer ESL were asked if they provide a laboratory experience as part of the course. Neither WCU nor UNC-G offers a lab, but UNC-CH and NCSU include laboratory experience in the ESL class. Only UNC-CH includes the specialized language (jargon) and concepts of the field which the foreign student will study.

Because the literature claims there is little concern for the foreign student's English competence after admission, the various North Carolina universities were asked if their institution supports any policy relative to English language proficiency for graduation. The most stringent policies in this regard are embraced by NCSU, where foreign students must successfully complete the required ESL courses for undergraduates plus the usual English language courses for native students. Their graduate students must successfully complete required ESL courses, and "English in depth" is required by some of their departments. Western Carolina University requires a complete ESL sequence for undergraduates, but none for graduates. Graduate students at NCCU must demonstrate English language proficiency in a language examination; this is also true at UNC-G. Undergraduates at PSU must pass six hours of freshman composition to be eligible for graduation.

Spaulding and Flack (296) and other experts in the literature support the idea of smaller institutions or those

with few foreign students joining in the development of cooperative regional centers. Haggerty (19) also recommended that regional language centers be set up in the United States for English language acquisition and improvement. Such centers could enroll foreigners (students and business people) who may need only a refresher course to enrolling those who know no English at all. These centers would also be responsible for introducing foreign students to United States history and culture, to American ways of thinking, and the intricacies of the educational system. In this kind of training program, qualified students, though deficient in English, could concentrate on language training before encountering the difficulty of learning English while at the same time coping with other subjects and the difficulties of adjustment. These centers could also serve Americans getting ready to go abroad where they may need to be resource persons in English (Haggerty 19). In the NAFSA study (The College 16), the need is also expressed for intensive language courses which a student takes before his academic study. This organization also adds its endorsement to the concept of colleges and universities with only a few foreign students joining together to provide English language training.

English as a second language is an important issue in any study of foreign students in the United States. According to Hull (37), language ability relates to self-confidence,

and if the foreign student is to be successful in the American educational environment, ability in English is most important. Inadequate competence in the English language is a barrier to the achievements of foreign students' educational aims, to their understanding of the United States, and to their own personal happiness and satisfaction during and after their sojourn. And in an increasingly interdependent world, international relationships and communication assume growing importance. The understanding of the English language is a valuable function in the interchange of students between different countries (Crucial Issues 17).

#### ESL Certification

In addition to meeting the English language needs of foreign students who come to America to study, American universities need to consider the fact that the United States is a major world supplier of teachers of English. English is vital to the educational, social, and economic development of an ever-increasing number of foreign countries. The unique strengths of the United States in the field of ESL emerge from the fact that English as a Second Language has developed in close relationship to linguistics on one hand and foreign language instruction on the other. The United States is the only nation where these fields of knowledge have come together and are academically developed (Fox 16-17).

The University of North Carolina at Greensboro has just been approved to become one of the few institutions of higher education in North Carolina to be authorized to certify teachers in English as a Second Language. An ESL certification program is already established at WCU, and they have five students currently enrolled in the program. To complete WCU's program in ESL, a student must take the following courses: Linguistics, Methods of Teaching ESL, Methods of Teaching Foreign Languages, Foundations in ESL, Cross-Cultural Understanding, and serve an internship in ESL. UNC-CH offers a single course in Teaching English as a Second Language. Arlene Malinowski, in charge of ESL certification at NCSU, is on leave and not available to respond to the questionnaire.

#### Finances

The rising expense of a university education in the United States makes it increasingly difficult for foreign students to finance their own education. Increasing costs brought about by inflation and the demands on traditional sources of financial aid by United States minority students are causing an impending crisis in financing the education of foreign students (Crucial Issues 5). Economic problems are of great concern to foreign students. Financial problems can occur if the foreign student has underestimated his expenses because of inadequate information in college catalogs and mistaken ideas about the availability of financial

aid. They may also extend their sojourn or simply overspend buying American consumer goods. Often foreign students need to find additional support after being in the United States only a short while; this is often difficult to obtain due to competition with native students and government restrictions on work permits (Eddy 3).

Studies in the literature are not consistent in reporting the ways that a foreign student finances his American education. A NAFSA (Stecklein and Liu 3) study reveals that family and personal savings account for the largest amount of foreign student resources (about 48 percent), employment and institutional aid are among the next largest, followed by help from private organizations, home government, and United States government sources. Taylor (20), in a 1976 study, claims that 80 percent of foreign students are self-supporting or paid for by governments, while 10 percent are supported by college or university grants. Spaulding and Flack (192) say that the largest number of foreign students in the United States are self-supporting. Another study (Colloquium, "Priorities" 40) states that 50 to 75 percent of foreign graduate students are financed from government, university, or private sources, while 25 percent are self-supporting.

Because of the seriousness of financial problems to a foreign student, North Carolina universities' foreign student offices were asked if they felt their university provides

realistic estimates of costs for tuition, educational expense, subsistence, and related fees before departure from the native country. All cooperating offices report they believe their institution gives the foreign student a fair estimate of what their United States educational sojourn will cost. To learn more about how the foreign student can finance his education after arrival, each foreign student office was asked what kinds of loans, funds, and jobs are available to foreign students who come to North Carolina universities.

Teaching and graduate assistantships are offered foreign students at UNC-CH, ECU, NCSU, UNC-G, UNC-W, and UNC-C. Only graduate assistantships are given at NCCU. Tuition fee reductions in addition to TA's and GA's are offered at UNC-CH, ECU, UNC-G, and NCSU. Only FSU, PSU, and UNC-CH offer work-study opportunities, but work permits are issued at UNC-G, NCSU, WCU, FSU, UNC-W, and UNC-C. All reporting universities have emergency loans available to foreign students, with the exception of UNC-W, NCSA, and NCCU. Scholarship funds are available at ECU, UNC-CH, NCSU, and in a very limited way at UNC-G. Because foreign students often need to find employment in the United States, FSU, UNC-W, and UNC-CH claim their institutions have some contact with local labor and industry to gain more employment opportunities for these students. East Carolina University reports that co-op programs and practical training are underway with labor and industry in their area.



The various campuses were also questioned about what foreign students have to show as proof of financial support before admission, in addition to what is required on I-20 forms. No further proof of financial well-being is required at ECU, UNC-CH, PSU, and NCSU. The NCSA requires a notarized bank statement, UNC-C has to have a letter from the sponsor in addition to the bank statement, WCU requires a declaration of finance form signed by a bank official, and UNC-G requires a scholarship letter from the student's home government or a current bank statement. Fayetteville State University must have a letter to their admissions office explaining how bills will be handled, and UNC-W requires an official statement from the bank. A \$6,000 cash deposit is an additional requirement at UNC-G. North Carolina Central University requires a \$10,000 cash deposit from students from Nigeria, and NCSU has Nigerian students make a \$11,500 cash deposit.

Unfortunately foreign students may be recruited to some institutions less for academic reasons than financial ones (Foreign Undergraduate 16). In this study McCrone says that the American educational experience should not be a privilege restricted to established economic elites. Rather, he claims the American academic institutions should strive to enroll a broad spectrum of students, including those from the underprivileged classes of foreign countries (Foreign Undergraduate 6).

Chancellors of ASU, ECU, NCSU, NCSA, ECU, and FSU report that on a purely financial basis foreign students are an asset to their universities. The chancellor of UNC-A believes foreign students are a financial liability on that campus, and the PSU chancellor claims they are neither a financial asset nor liability.

#### Food and Housing

Foreign students do have problems that are different; some are important legal matters, and some are mundane, everyday adjustments. Differences in culture often make food and housing in the United States a problem. A classic complaint of American college students centers around food in the cafeteria. Imagine how the magnitude of this problem may be dramatized for a student from a markedly different culture who may eat no animal fat or one who is denied curry and other condiments. Only two North Carolina universities report that their food service adapts catering to make provision for various religious and cultural patterns--NCSU and UNC-W--though UNC-C does claim a minimal amount of adjustment to suit the foreign student's diet.

The campus housing director is an important member of the university staff who deals with the foreign student. Usually residence life offices will have lists of accommodations for rent, as well as supervising the university's dormitories and room arrangements. Campus housing directors

are sensitive to the needs of foreign students, realizing that foreigners need more guidance. These directors know about local international houses and similar types of lodging; they will also probably know what sort of lodging is preferred by each major nationality group (Gary Barnes 14).

The literature supports two schools of thought in the area of foreign student housing accommodations. One is that foreign students share so many common traits and problems that a central place of housing, such as an international house, is desirable. Another view claims that it is undesirable to segregate foreign undergraduate students from their American colleagues (Foreign Undergraduate 18). UNC-G has an International House where many foreign students live, though it does not accommodate nearly all the foreign student population. Approximately ninety foreign students live in NCSU's International and American House, while ECU's international house accommodates only ten foreign students. A complaint often expressed by married foreign students is the lack of married student housing on American college campuses. The university at Chapel Hill does offer married student housing for foreign students, as does WCU. At NCSU 210 out of 300 occupants of married student housing are international students. Future development of UNC-G's campus calls for apartments for married students.

In the study of foreign undergraduates (Foreign Undergraduate 25), NAFSA points out that foreign students should

not be placed into a situation where they can segregate themselves and avoid speaking English. They should either live on campus with an American roommate or with selected American families. There are policies in place at PSU, UNC-CH, and NCSU that promote the placing of foreign students with American roommates. At UNC-C there is random placement of roommates, although authorities there request that an American room with a foreign student.

Because foreign students arrive on their American university campus with little knowledge of the local area or housing procedures, and often come before dormitories are open, North Carolina universities were asked if there is any arrangement for temporary housing if permanent housing is not available to the foreign student on arrival. Only UNC-G and the NCSA report there is no temporary housing for these students on arrival.

#### Community Involvement

The foreign students' education should not end on the campus; they should see Americans in their daily lives as they really are. This is not a job for the government; rather, this is where private citizens can improve the nation's foreign relations (Coombs 5). Foreign students report they have great difficulty in achieving friendship with people in the host country. The students complain they meet few people in the host country except for very

casual contacts. They may spend a sojourn never being invited into a private home, and become friends only with other foreigners. Only a small number of students are reached by special invitations on Thanksgiving and Christmas. This lack of hospitality by the community prevents foreigners from getting to know Americans. There is need for more adequate ways to stimulate the acquaintance process and adapt foreign students to variations in the academic and community situation. Situations vary, such as a university in a large city and smaller institutions in a small town. There is also special difficulty when the racial origin or physical type differ from those of the host country, particularly when Africans or Asians come to countries of Caucasian background (Eide 40-42).

As the number of foreign visitors to the United States increased in the late 1940's and the early 1950's, communities recognized the need for an organized method of hosting these visitors. Church groups were among the first to respond, along with the Committee on Friendly Relations. Many communities formed independent organizations to perform the functions of hospitality and service to the international visitors and students. The Community Section of NAFSA (COMSEC) is primarily directed to international students enrolled at American institutions, and whose sojourn may last several years. Its purposes are to promote more effective service to foreign students, to maintain high

professional standards in such a service, to provide and exchange information, to encourage and sponsor conferences, and to develop community programs. These citizens' groups are non-profit, extremely independent, and have 100 percent participation. These community groups can act as a very real and positive force for public involvement in international affairs, at times sponsoring state legislation for special tuition arrangements in several states.

The host family program is an enduring and worthwhile organization that has been enjoyed and appreciated by both host and foreign student. The student is put in touch with the family at the beginning of the academic year. The family encourages visits, vacation and holiday stays, participation in city activities, and introductions to people and experiences off campus.

More and more wives and children accompany the foreign student to the United States, and the wives' committees organize opportunities for discussion of mutual problems and interests. Foreign wives are given information on how to shop, travel in and out of the city, and sometimes an American wife acts as a "big sister." Other services a community can offer are city tours and weekend trips, speakers' bureaus for those wishing to give talks about their country, holiday programs, clothing and furniture banks, emergency loans, tickets to cultural and sporting events, and discussion groups. Community members may also meet

foreign students at the airport, and may even correspond before arrival. Volunteers have aptly demonstrated their alertness to relationships that make all the world interdependent, and by their own admission, volunteers will say "We get back more than we give" (Pratt 96-106).

In American colleges and universities having a large number of foreign students, there are community programs designed to involve foreign students in the activities of the community (Spaulding and Flack 313). Since 1953 a group of men and women from the Stanford campus and community have worked to promote a person-to-person relationship with foreign students. This group is known as the Community Committee for International Students and has signed up more than 1,200 families to offer hospitality to foreign students. They arrange welcomes and home stays with local families, help to explain customs, arrange local travel, and help to meet foreign student needs as they arise. Stanford has experienced no trouble in lining up a continual supply of community volunteers (Eide 40-42).

In North Carolina, foreign students are assigned to an American family in host family programs at UNC-C, NCSU, UNC-CH, WCU, UNC-W, the NCSA, and UNC-G; ECU is in the planning stages of such a program. All institutions reporting have individual volunteers from the community to help meet foreign student needs and offer hospitality, with the one exception being UNC-G. But church groups serve in this

capacity at UNC-G, and in addition at UNC-CH, FSU, NCCU, PSU, WCU, NCSU, ECU, and UNC-C. All universities have involved local civic groups with visiting foreign students except for UNC-CH, UNC-G, UNC-W, and the NCSA. According to the knowledge of foreign student advisers on the different campuses, only UNC-G, UNC-CH, NCSU, and WCU have special organizations to provide opportunities for wives, husbands, or children of foreign students.

Aside from campus activities, the foreign student office was questioned about services their community or town sponsors for foreign students. The Chapel Hill community has someone meet foreign students at the airport when they come to UNC-CH. At WCU, volunteers from that community correspond with foreign students before arrival, and sponsor clothing and furniture banks for international students. The Charlotte community sponsors a Christmas House to provide holiday entertainment for UNC-C foreign students, and the city of Fayetteville sponsors speaker bureaus and discussion groups for international visitors at FSU.

The literature and results of questionnaires in North Carolina institutions agree that only a relatively small number of foreign students participate in community activities; likewise, the percentage in the community who volunteer to offer hospitality to foreign students in America is very small. Foreign students offer a unique cultural resource to their host countries. Little effort is made to take advantage of this opportunity (Hugo Jenkins 13).



### Problems

Entry into an institution of higher education is a major transition for well-prepared American high school graduates. Certainly the transition is even more difficult for students from different countries, different cultures, different educational systems, and different languages (Hull 9). "No matter how prepared he and the college may be, the problems encountered are myriad" (Connolly 20). A new language, social and moral values which may conflict, a feeling of alienation, new housing accommodations, and bitter loneliness are basic adjustment factors in a foreign student's sojourn. He also faces an unfamiliar academic system, new examination formats, and new relationships with other students (Cable 40). Problems should not be dramatized, according to a NAFSA study (The College 12), but they should not be ignored. Counseling of foreign students may not be an answer, though, even when deep-seated problems are recognized. Students often come from cultures in which psychotherapy is much less accepted than in the United States (Hull 4).

According to the Spaulding and Flack study (73), problems most frequently encountered by foreign students center around financial difficulties, the inadequacies of academic advice and personal counseling, and insufficient orientation. In Hull's study (169) financial problems were the most frequently mentioned problem. In a 1971 study of non-European

graduate students enrolled in selected universities in North Carolina, Sharma (155) concludes from her data that academic problems are more severe and more persistent than personal and social problems. The most severe personal problems in the Sharma study concerned homesickness, adequate housing, sufficient funds, food, and finding companionship with the opposite sex. Becoming used to American social customs, making personal friends with Americans, being accepted by the social groups, and inhibited participation in campus activities were found to be the most severe social problems. In the academic realm, the severest problems concerned giving oral reports, participation in class discussions, taking notes in class, understanding lectures, taking appropriate courses of study, and preparing written reports.

In the present study, all of the foreign student advisers in North Carolina institutions of higher education were asked to name in order of importance the three greatest problems facing foreign students in their university. Eleven of the sixteen institutions report finances as the most important problem of foreign students, and UNC-W lists finances as the second most important problem. English as a second language is the most important problem of foreign students at UNC-W, and language difficulties are claimed to be the second most important problem at UNC-CH, NCSA, UNC-G, and ECU. Difficulty with the English language is the third most severe problem at PSU. Other problems in the area of

academics are cited by NCCU, UNC-C, and NCSU as the second most important problems, and UNC-W lists these problems as third. Academic advising is specifically cited as an important source of problems by three North Carolina institutions. Cultural problems are recognized as one of the three most important problems by six institutions; PSU considers this to be the second most important problem, while UNC-C, UNC-CH, NCSA, UNC-G, NCCU, and NCSU name this as third in importance. Among the cultural problems pointed out by these foreign student advisers are meeting Americans and establishing meaningful friendships. Also preparation for home country re-entry is considered an important problem. At NCSU adequate, inexpensive housing is the most severe problem experienced by foreign students on that campus, and FSU indicates campus housing is their second greatest problem.

A number of studies have been conducted in an attempt to demonstrate a relationship of national background of the foreign student to the important problems these students encounter in the United States. A Texas A & M study (Mogh-rabi 3232) between academic success and national origin found no relationship between those factors. Boddy (118-21) reports that foreign students from the Far East, South Asia, the Middle East, and Latin America face greater problems on entering graduate school than do students from the United Kingdom and Northern Europe whose culture is more similar to America's. Results of a study conducted by Jarvis Hill (2007)

indicate that as a group, the Indonesian, Thai, Indian, and Pakistani students experienced substantial difficulties with academic, personal, and financial problems. Among these students, the Thai students experienced substantially more difficulties with academic problems which involved English proficiency than the students from Indonesia, India, or Pakistan. Hull's study (11) suggests that Asian students (from China, Korea, Japan) are particularly inclined to social isolation and misunderstandings from Americans. Cultural, psychological, and language differences between East and West would seem to account for part of the problem. Hage (42) claims that students from the Middle East (Iran, Iraq, Jordan, Kuwait, Lebanon, Saudi Arabia, Syria, Turkey, United Arab Republic) appear to be the more severely handicapped in adjusting to American university life, both academically and socially. Tests which give a great weight to speed or to language subtleties are a handicap of minority groups throughout American education (Hagey 44).

When asked if there are any special groups of foreign students who appear to encounter more problems on North Carolina university campuses, three of the reporting universities indicate there are no identifiable groups. Three schools report the problems are more individual than nationally identified. These institutions indicate that students with poor English language skills encounter more academic problems, citing those with TOEFL scores under 500. Five

university foreign student offices do indicate some relationship between national origin and problems.

It is interesting to note that most of the reporting universities list the same cultural group under both academic and social problems. One school reports that Oriental students have more problems, both academically and socially. Another reports that Nigerian students have more problems in both of these areas. Another school claims that Asians have a great deal of academic difficulty but are high achievers. Two institutions report that the Arabic-speaking students appear to have more academic problems; one claims this is because they are not as disciplined about attending class and sometimes alienate professors by being overly assertive. Spanish-speaking students from Latin America are reported by one foreign student office as encountering more problems. Because statistics on the number of foreign students by national origin on North Carolina campuses are not available, it cannot be determined if a university reports a problem group because they are the largest national group on that campus.

In a study at the University of Kansas, Galichia (1) found that social adjustment is best in a university or community having few foreigners because of their lack of opportunity to band together in social isolation. Factors such as adjustment, participation, interaction, and feelings of personal satisfaction appear to be greater in high-quality

small colleges than in large institutions (Spaulding 289). But Sharma (158) found the campus where the foreign non-European graduate students were enrolled had no bearing on their academic, personal, and social adjustment.

Kahn (38) suggested that the foreign student should be viewed more as a student than a foreigner. He cited their problems as not that different from that of the American student. His low points correspond with examinations and the ends of academic quarters, the high points with vacations and the beginning of each quarter. The problems of foreign students on the American university campus are much discussed, but the nature and patterns of these problems are as varied and unique as the foreign students.

## CHAPTER IV

### DEBRIEFING AND RETURN HOME

The preparation for return to the homeland is a crucial and sensitive one to many foreign students. But a well-conducted departure session can be educational in a cognitive and emotional sense (DuBois 194-95). When an individual lives in a culture that is not his own for a time, his attitudes and outlooks change. His home country, his family and friends change. There may be a sense of disorientation and strangeness. Among re-entry problems may be cultural and social adjustment, linguistic barriers, national and political problems in the home country, and educational and professional problems. Returning home means that the foreign student may again have to make adjustments in cultural, social, religious, economic, linguistic, political, educational, and professional areas. The reception he gets from his fellow countrymen may not be what he expects. He feels well-educated and sophisticated; they may not view him in that way. He may be unable to find employment or to find ways for professional development after his return (Eddy 3).

Preparation for re-entry should actually begin before the foreign student starts his foreign academic experience. He should understand what the host institution offers in

course work and training that may be useful upon his return. After the student begins his sojourn, he should be kept in contact with his home country through consulates, United Nations missions, and trade or cultural groups. The student should right away begin preparing for his return home by anticipating his vocational role and his responsibilities on return (March 5-6).

Before the foreign student returns home, he needs a time to sort through his impressions, his experiences, and prepare himself to return to his own country and community. A few universities have developed these pre-return programs, but little money has been available. In October of 1974, a re-entry transition workshop was convened by The Academic Affairs Conference of Midwestern Universities (in cooperation with NAFSA and others) to develop guidelines and recommendations for ways to assist foreign students in the United States to return and fulfill needed roles in their countries of origin (Marsh 1). This workshop emphasized the "work of worry" concept to anticipate probable problems. Transitional information about the native country's national needs, how to apply what has been learned to these needs, and how to communicate capacities to potential employees were also suggested. This study advocates role playing in debriefing seminars, using case histories, continuing communication with returnees, and using newly arrived students for information to ease re-entry problems. The planning groups from



this session recommend a one- to three-day seminar within three months of departure time, right after final exams, and also recommend holding such a workshop off-campus (Marsh 15-16).

The East-West Center, an international educational institution located on the campus of the University of Hawaii, holds these debriefing seminars. Such sessions involve incidents that students may encounter when they go back home: jealousy of colleagues, indifference of friends and family, close supervision of parents as opposed to independence. These and other conflicts are presented as possible problems and students are encouraged to think them through. The concept of this center is also that worrying about potentially stressful events helps to prepare one for re-entry (Brislin 19-24).

DuBois (194-95) recommends that a departure session should solicit frank and constructive opinions about the foreign student's sojourn that may aid in planning. Foreign students should reappraise and digest their American experience, and discuss puzzling questions. This orientation should be a final gesture of courtesy and goodwill on the part of the foreign student and the American institution, according to this researcher.

In North Carolina, only NCSU offers foreign students a pre-return program, though UNC-C makes an effort to individually prepare students for their return to the native country.

These are the only reporting institutions offering any transition sessions.

Of course, not all students who come to America to study return to their native country. Those foreign students who interact more fully with Americans are the ones more likely to stay. Lower middle and lower classes, as well as minority group members, are more likely to stay in the United States. The ones who remain may also accept the host country's culture and its way of life, or they may have married an American (Spaulding and Flack 229). This study (70) also reveals that the most likely foreign students to remain abroad come at a young age, pursue doctoral degrees, specialize in professions for which there is demand in the developed country, and who are cultural or political dissidents. Some colleges and universities encourage exceptional foreign students, especially doctoral students, to continue at the institution in the position of teacher or researcher. Graduate study at traditional American universities may adversely affect the motivation of foreign students to use their training for the benefit of their native country. Rather, it may motivate them to use their education for professional and personal advancement (Spaulding and Flack 319-21).

The failure of foreign students to return home may negate the purpose for which they were sent abroad. It definitely stifles their influence as culture-carriers and as bridges

of understanding between two cultures. Because of the overabundance of highly qualified people for few jobs in the United States, Bayer (397) suggested that return scholarships might be offered to foreign students to encourage them to return and to work in their home countries. He further stated that American business, government, and government-sponsored programs could offer positions abroad to those American-educated foreign students who return to their native country after finishing their degree. Bayer encouraged "reverse brain drain" to hasten and increase the number of American-educated foreign students to return to their home and reciprocate for the "brain gain" the United States has depended upon in the past (399). The success of a foreigner in the land of his sojourn may improve the image and reduce negative stereotypes held by the host country regarding his people. These special cases help to establish enduring links of cooperation and friendship. But by and large the return home is desirable, so that the home countries can derive the benefit of the specialized training their nationals have received (Eide 44-45).

Some foreign students who return home adjust satisfactorily. A substantial number of other returnees are not so satisfied. They feel they work on a level below their qualifications or that they are not working in the field for which they were trained. Foreign students need to be better oriented on what to expect realistically on their return.

And their native country needs to plan better for their reception and integration when they return (Eide 45-46).

There are many factors influencing the foreign student to return home: home country ties, patriotism, age, socio-economic status, length of sojourn, and field and level of study. Spaulding and Flack (x) found that older students with strong family and cultural ties are the most likely to return home. Those from higher socio-economic status usually return, as well as those sponsored by their home governments who may have a feeling of obligation. Post-return studies show a majority of students report much use of training received, but evidence the attitude that technical knowledge is more valuable upon return than more abstract research skills. Foreign students have played a significant role in stimulating technological and social change when they do return to their native country (Spaulding and Flack 311).

Satisfactory ways of maintaining contact with foreign alumni need to be devised. These ties may benefit the student in his professional development and enable the university to use the alumni to help interview, test, or give orientation to prospective foreign students (The College 20). The Marsh study (15-16) also suggests developing contacts among alumni to assist re-entry program planners as well as to use for case histories. The only North Carolina institutions that report a set procedure for maintaining contact with foreign student alumni are UNC-CH, FSU, and ECU, and

none of the universities uses its own foreign student alumni in seeking job placement for new graduates. Only ECU and UNC-C claim to assist the foreign student at all in job placement in his home country upon return.

CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study of foreign students in North Carolina institutions of higher education grew out of the researcher's experience in teaching English as a Second Language to foreign graduates and undergraduates at UNC-G, one of the sixteen constituent universities. Involvement with these students and their special needs and problems aroused interest in how other personnel and offices in the university system serve this special population. The significant and growing number of foreign students on the campuses of the consolidated university, along with no evidence of a similar study being conducted, formed the decision to undertake this inquiry. Research was restricted to North Carolina state-supported institutions that confer degrees at the baccalaureate level or higher.

The purpose of the study was dual in nature. One goal was to discover how the experts in foreign students affairs view the activities of international students on American campuses from an academic, cultural, and social perspective. This review of the literature was also undertaken to find out how international student researchers describe the functions of the offices that work with foreign students on

American university campuses. This information was then used as a guide to design a questionnaire that was mailed to the various offices within each university that are responsible for foreign students on that campus. The responses to these questions revealed the activity in the offices of admissions, foreign student adviser, the English department, and the chancellor's office in each of the consolidated universities. Finally, the study had as an objective to suggest measures that may enhance the educational, social, and cultural experience of both foreign students and the host country.

The questionnaires were sent to each of the offices by mail, and forty-seven completed returns were received. Every one of the sixteen institutions responded, though not every department in every university returned the questionnaire. The office of Dr. Gary T. Barnes, Associate Vice President for Planning for the consolidated university, supplied the foreign student enrollment statistics. Some of the information in the study was gathered from the researcher's own experience with foreign students and from interviewing key people who work with foreign students, among them Dr. Robert Hites, Mrs. Paula Andris, and Mrs. Meg Kaplan of the UNC-G campus.

A total of 3,503 foreign students attend The University of North Carolina. None of the reporting universities claims to recruit foreign students actively, though one uses third-party recruiters and another employs overseas counseling

offices. Foreign alumni assist three universities in their recruitment efforts. Seven institutions publish special brochures or flyers to acquaint international students with higher educational opportunities on their campus.

Only one university has a full-time foreign student admissions officer. Other campuses have admissions officers who work part-time on international admissions, while one uses an outside agency for evaluation. All universities reporting agree on some minimal standards of admission. Official records of previous studies are required by all admissions offices; four offices consider non-academic qualifications such as special talents, qualities of leadership, and country of origin. Thirteen institutions report a language requirement of at least 500 on the TOEFL; two require 550 and one requires 600.

Seven North Carolina institutions maintain separate foreign students offices. Six do not have separate offices. A full-time foreign student adviser is employed on six of the campuses, and most of the full-time and part-time advisers are professionally trained for their position. All but two of the reporting foreign student offices have an adviser who belongs to NAFSA.

One university offers orientation to foreign students prior to arrival in the United States, and another plans to begin in the spring of 1986. Six universities have a separate orientation for international students, and eight



campuses report some kind of on-going orientation. The majority of the foreign student offices feel that there is effective communication between academic departments and the office of the foreign student adviser, though there is an expressed need for improvement in this area. The responses evidence very little effort within North Carolina institutions to acquaint faculty with the skills and understanding useful in working effectively with foreign students. Only one campus reports any concentrated effort to work closely with the faculty. Two campuses publish some kind of directory which helps guide foreign students to internationally oriented or foreign-born faculty members who may be familiar with their unique problems and questions.

Four reporting institutions within the consolidated university offer an English as a Second Language course for foreign students, and approximately 304 students enrolled in these classes during the 1984-85 academic year. Other campuses offer English language help to foreign students in writing centers and in individual help sessions. Only one campus offers ESL on a non-credit basis in continuing education, and there are no ESL classes especially designed for graduate students.

Finances were reported to be the most important problem foreign students encounter in North Carolina universities, with English language problems a close second. The institutions with the largest foreign student populations have an

international house, but married student housing is inadequate and there is almost no consideration given to students' cultural eating habits. No national group emerged as having the most significant problems.

According to the information in the questionnaires, North Carolina universities provide little opportunity for the foreign student and the community to benefit from the other's presence. Host family programs are in place on seven campuses, though participation in these programs is often minimal.

Though the literature strongly supports the value of some transition orientation to aid the student on his return to his native country, only one North Carolina university conducts a pre-return program, though one institution claims to administer this program on an individual basis. Three universities report a set procedure in place for maintaining contact with foreign student alumni, and only two offices claim to assist the foreign students in finding jobs in their native country.

### Conclusions

If an institution admits a foreign student, that school makes a commitment to his education and to providing him with the best it has to offer. At the individual college and university level, each North Carolina institution should evaluate and re-evaluate its resources and commitments. It

must define and redefine its goals; assess and reassess its current programs.

These institutions involved in the education of foreign students should take a good look at their international commitment. The use of education as a means of furthering economic, political, and social development of third world countries is a new dimension in educational exchange. Each institution needs to determine how best to improve its current program, and administrators of these universities need to develop new ways of cooperating with each other. To provide adequate programs of service to foreign students, colleges and universities should seek supplementary support from the community, public and private agencies, and increased assistance from local, state, and federal government (The College 25).

American academic institutions should make this necessary commitment for high quality international student exchange--do it very well or not at all (Foreign Undergraduate 6). Coming to America to study often fulfills a cherished dream for a foreign student. Attitudes about the United States are carried home by potential leaders of their respective countries; therefore, providing positive experiences for foreign students is an effort of international implications.

In 1985 the world is small. Nations are close together, and it is vital to survival that they adapt to the realities

of international life. Wilson (iv) says that colleges and universities must play a major part in the complicated matter of modern nations relations one to the other. Colleges and universities are deeply concerned with the conduct of world affairs--from national security to avoidance of war to economic concerns. America's institutions of higher education are engaged in students' understanding and respecting other cultures and world areas, and also the attitude and feeling about America's position in the world situation.

History can neither prove nor disprove that foreign student exchange can ensure international understanding and the associated hope for peace. But without interpersonal contacts across national boundaries, history may read of even more tragedy (DuBois 13). Learning is a worthy goal in itself, even if it cannot ensure world peace. If these factors come as a by-product of education, that is fortunate. But education should be the primary goal for foreign students who come to the United States to study.

Rothwell (127-28) agrees that priority on international education must be heightened even more. The need for education and its constant improvement continues to grow at home and abroad. Multiplying populations, growth of urban problems, persistent discrimination, and pollution and potential exhaustion of resources--all increase the need for education. There must be a guiding sense of the wholeness of the effort to improve education all over the world and for all people.

Colleges and universities need to consider seriously the procedures of orientation--from pre-departure to return--as an important process in the international student's successful sojourn. Students entering a new country, new culture, and new language need information that is as accurate and as thorough as possible. In the admission stage, every effort should be made to guide the international student to an institution and a program which will meet his needs and desires. The need to boost enrollment numbers should not influence the recruitment of foreign students to institutions that do not offer appropriate programs. Those in a university who are aware of the special needs of international students, such as the foreign student adviser, should try to make faculty in the university aware of this special population. Foreign students do not require unreasonable or excessive attention, but they can benefit from help unique to their needs. The language difference may be a barrier to the international student's social and academic success. English language resources, both formal and informal, should be available to those ESL speakers who need it. The ESL curriculum should be adapted to the number of international students and to language admissions policies of the institution.

Serious consideration should be given to admitting promising students who are not competent in English and supplying this demand after arrival. A student with strong

academic and career ambitions (and ability) can close the language gap with adequate assistance. The academic program of the students should be evaluated by an informed academic adviser and the progress carefully monitored. If the foreign student office can create an active host family program, the international student can better come to know Americans. Not taking advantage of the international student's unique background, culture, and knowledge is a serious flaw in America's hosting of these students. Churches, civic groups, and local schools could benefit from efforts to bring these people together. On the campus, international students should become an integral force in bringing first-hand international knowledge to America's students. This rich educational and cultural resource is being sadly overlooked. It is not feasible to undertake major revision of existing curricula to accommodate foreign students, but administration and faculty should give rapt attention to adjusting and supplementing the international student's studies. This may be accomplished in special sessions, independent studies, and in thesis and dissertation work.

The importance of good will and enhancement of international relations possible in the visits of these guests to America should never be ignored. The experience of the sojourn--the knowledge and expertise they gain on the American campus, their social contact with the people of the United States, and the exchange of friendship and ideas with

native sons and daughters--offers to both parties a most important human relationship. Education is about change, and The University of North Carolina has a privilege and a responsibility in helping foreign students change for the better in knowledge, in personal and professional competence, in self-assuredness, in enhanced resourcefulness and ambition, and in international understanding. These changes and their consequences represent valued achievements that continue after the foreign student returns home. In hosting these future leaders of their respective countries, North Carolina universities should lead the way in international educational development.

#### Recommendations

It is important to consider the processes involved in foreign student education, not just the movement of students. To have a good international education program there should be an interested and informed faculty on international education. There should be interest and involvement in the community, participation of business and industry, support from the government, and good communication to areas abroad with which America's higher education relates (Foreign Undergraduate 50). Special treatment and modification to meet the needs of students from abroad should be considered in every step of the education process (Education and World Affairs 272).

Universities provide the greatest proportion of leadership in any society. It is the universities which make up the intellectual and creative bridge to adulthood. Universities prepare men and women professionally to aid development in struggling countries or to provide preservation and growth in older countries. It is the universities that have become the principal carriers of culture, and it is the universities that must bear the burdens of intelligent social and political reform. For a university to achieve and maintain greatness, there must exist the ability to adapt the institution to changing times and styles, to open up whole new ranges of knowledge and technique. Society's protection and support of universities obligate them to fulfill deeply their social responsibilities (Rothwell 88-117). In learning the variable practices of these North Carolina institutions, the following recommendations are offered in the spirit of improving the quality of the experience of persons who come to North Carolina for scholarly purposes, for encouraging the maintenance and development of new services and academic programs offered by these institutions, and for the greater fulfillment of their roles as American universities in serving international students.

#### Central Recruiting

Because of the central organization and geographical proximity of constituent universities of North Carolina,



there is rich opportunity for officials from these schools to confer and cooperate in recruiting foreign students to these campuses. All of the institutions could be represented in one publication providing information on location in the nation and the state, size of city or town, enrollment numbers within the institution, degrees conferred, and outstanding schools and departments.

#### Pooling of Applications

Along with this comprehensive informational publication, The University may consider a pooling of foreign student applications. In this way, a student desiring to study in a certain field could be directly referred to the institution that offers that degree. This type of organization could prevent the need for foreign students to transfer from one institution to another, a costly and often unsettling experience for both student and institution.

#### Regional Centers

The larger North Carolina institutions with greater foreign student populations could develop centralized orientation and English language training programs. These regional centers could offer pre-departure orientation which could include familiarization with cultural, social, and educational customs in North Carolina. These centers would be appropriate places to hold summer orientation for foreign students entering North Carolina institutions and to provide

appropriate English training and concepts of the field to be studied. Orientation for spouses to help them become accustomed to the new culture and new country would be possible. Such a period of orientation could include courses on American culture and civilization, field visits to schools, industries, and social welfare agencies. Resources in the area and facilities of the universities could be explained. Extensive summer workshops may also aid the returning student in his transition from the host country back to his native land.

#### Foreign Student Office

There should be an international mode of training for foreign student advisers and orientation counselors to encourage mutual understanding of the needs governing foreign students who attend American colleges and universities. Each foreign student office should have a brochure or international student handbook explaining the functions of the office to be distributed to the foreign students, the university community, and the town. A directory of the institution's faculty with international qualifications, experience, and interest would be useful in directing foreign students to an older adult who may be familiar with their culture. Likewise, a directory of foreign students with their native country, major, and local address and telephone number may be helpful to both American and foreign students.

The foreign student offices need to devise ways for the foreign student to be drawn more into American society. The impression of America and democracy which students carry home may be as important as their formal schooling. Foreign students complain there is little time for true American friendship. Host family programs should be encouraged so that foreign students will be brought more into American homes.

### Academics

There should be more communication between departments and foreign student advisers. More concentration on heads of academic departments would be advantageous because of their direct involvement with foreign students and their studies. The assistance and involvement of department chairmen may be the vital step in future progress of foreign student education. The foreign student office should act as a liaison between sponsoring agencies and academic departments to promote interest and participation in international education.

### Faculty

Individual universities should conduct a self-examination to involve more of their own faculty in an understanding of foreign students and their needs. Faculty should be more cognizant of their vitally important position in the total education of the foreign student. An intercultural group

composed of faculty members with international experience and interest could be used on committees to carry out international philosophy and international activities of the institution. Faculty could also invite foreign student advisers to help them plan courses which involve foreign students. This may change the nature of foreign student advising from providing support service to being an effective educator. Universities should use the knowledge and experience which the foreign student brings to give him opportunities as a teaching assistant, a seminar participant, a research partner, a guest speaker at local primary and secondary schools, and in community groups. Faculty members traveling abroad should be encouraged to contact former students, improve communication, and possibly encourage future exchange.

#### English as a Second Language

Universities should be more selective in admitting students lacking adequate English skills, or be prepared to offer English language training. Although most of the institutions having the largest enrollment of foreign students offer ESL, there are approximately 914 ESL speakers in North Carolina's consolidated university without an ESL course in their school.

The ESL instructor could make recommendations to the foreign student adviser regarding a student's academic choices and course load. This teacher might also arrange

with the housing office for a student with language problems to room with an American student for language purposes.

The necessity of ESL in the curriculum of a major university appears certain. And this need for the foreign student is immediate. Unlike the university French, German, or Spanish class where a student is studying the language to meet academic requirements and may never use it in a real way, the foreign student is plunged into an English-speaking world with all of its demands. There should be ESL classes for speakers of varying competence, and the students should be placed in these classes with discretion. The teaching of a second language should be intense, with at least fifty minutes, five days per week allotted for conventional class time.

A separate ESL class for graduate students should be provided, for they have immediate needs which differ from undergraduates. In graduate school, research writing demands usually come quickly and urgently. Very early in the semester graduate students need library orientation and information on methods of research. For the undergraduate, the need is not so urgent for this kind of learning. The foreign graduate student moves in a very specialized field, and his ESL program should include familiarization with the specialized language (jargon) of the field to be studied.

Undergraduate work may tax English language skills more than many fields of graduate work, according to DuBois (85).

Demands on verbal skills can be overwhelming for speakers of English as a second language. The Western culture tends to think in a linear fashion; a student from another culture may think in a non-linear or other dimension. This can cause problems in composition--in anything from sentence structure to organization of an essay. Test-taking procedures are culture-specific, and the undergraduate may be unfamiliar with true/false, fill in the blank, or completion-type quizzes. Undergraduates need help in preparing for more basic, non-specialized English language skills.

There should be a provision for a follow-up course. Completion of one semester in an ESL class is often not sufficient for bringing a student's English skills to a satisfactory level. Consideration should be given to a follow-up course designed specifically for ESL speakers and to provide instruction at more advanced levels.

Beginning classes in ESL should be considered if there is need in the institution or the community. This should be considered from two perspectives: (1) A beginning class offered in the established university curriculum as a beginning level language course for those who have never studied English. It would carry regular university credit hours and could be offered in the day or evening. University students with very low competence in English would benefit from such a course to prepare them for college study. This course would also be available for business people, their families,

and other members of the international community. (2) Beginning level instruction in ESL could be offered through the Office of Continuing Education, thus bringing community and university closer. Consideration should be given to holding these classes in the evening to accommodate foreigners who work, need babysitters, or have other problems with daytime attendance. Changes from the traditional class could be implemented here to encourage interaction and socializing among the students and instructors. In this context, the instruction would carry no university credit, but could offer continuing education units.

ESL speakers need a laboratory experience in addition to formal class time to give more attention to speaking and listening skills. This laboratory time should be oriented to the needs of the student. It may be a time for one-on-one discourse practice with the instructor, special phonetic drills, or formal speech-making situations. The laboratory could also be used for mechanical assistance. Students need feedback of their own pronunciations, and equipment so the instructor can listen in and aid them in bringing their speaking abilities closer to native competency.

### Finances

Because of the magnitude of financial problems for foreign students, North Carolina universities may need to seek financial resources by exploring all avenues of support,

both for students and the institution. In justifying support for foreign students, the institutions need to carefully predict and keep a record of costs, goals, and purposes of foreign students on campus. Better communication should exist between financial aid offices and admissions in regard to foreign students, and all institutions should have an emergency loan fund for foreign students.

### Housing

Housing and food needs of foreign students should be considered more seriously and thought given as to what is advantageous for that population. Attention needs to be given to cultural sub-communities, and whether these are beneficial in maintaining ties with the home country and providing emotional support to their members, or whether they are contributing to isolation from the American community. International houses appear to contribute to these cultural sub-communities.

### Alumni

Little is being done to maintain contact with foreign alumni residing outside the United States. North Carolina universities should maintain regular contact with alumni abroad for recruitment, sentiment, and professional need.

### Recommendations from Foreign Student Advisers

On the questionnaire mailed to all foreign student advisers in North Carolina universities, this question was



presented to them: From your knowledge and experience of working with foreign students, how do you feel North Carolina universities can better serve the foreign student? Following are some of the recommendations.

1. Offer more financial support and resources for the offices assigned responsibility for the international student.
2. Make a stronger mission statement toward a commitment to international education and have each school develop an active plan to support the mission statement. (UNC-W)
1. Better information available among campuses regarding foreign students so that (among many other possibilities) we can refer students on our campuses to other campuses when the needs arise (adjustment problems, national crises, job opportunities in home countries, etc.).
2. From working with NAFSA, I would recommend that we make every effort to extend help and other information to other schools in the state not in the state system. Along with this we need to be as well informed as possible; that's a constant challenge.
3. Better funding to do the job. We're all stretched extremely thin. (ECU)

Faculty and administrators need to become involved in NAFSA and take advantage of professional development opportunities intended to improve their skills and professional knowledge, for example, in immigration rules and regulations, cross-cultural communication skills, ESL techniques and research, foreign student admissions and credential evaluation, study abroad information for North Carolina students, and service and programs for foreign students and scholars. (UNC-CH)

The foreign students at NCSA could benefit from having one trained individual who is knowledgeable in all aspects relating to their particular needs. (NCSA)

Increased communication among the universities, through greater regional participation in NAFSA perhaps.

Making the international students more visible to faculty and staff so they may take advantage of the international presence on campus. (UNC-G)

Require and fund the position of Foreign Student Adviser as a separate full-time function. (NCCU)

1. Provide foreign students with more opportunities to interact with Americans.

2. In our case, give some special consideration to on-campus housing needs, vacation periods, and so forth.

3. Utilize their cultural expertise in the classroom to a greater extent. (UNC-C)

In every way listed in this survey. (NCSU)

These foreign student advisers were also asked to write down what they felt their university does particularly well to serve the foreign student. These are the answers they provided.

Provide individual support. (UNC-W)

People are interested in people. This is a friendly academic community as well as a friendly community at large, which is not oversaturated with foreign students. Almost ten per cent of the faculty and staff were born in other countries and a much larger number have some language or in-country international experience. This information is coordinated in this office and a questionnaire is sent out annually in the fall to gather information and provide sources for international faculty and students. Our international house is to be renovated this summer (public areas) and next (bedrooms). This means the university considers it important enough to invest in. The international house is open all year regardless of university vacations. (ECU)

### Two Questions for Further Study

An important facet of foreign student education in the United States that needs to be assessed is benefits--how the foreign student benefits from study in the United States and how the host country benefits from the foreign student's sojourn. The literature reveals that few studies have been undertaken to try to document how the country, the community, the institution, the American student, and the foreign student gain from this educational experience.

One central question that needs to be addressed is this: Does the academic program of the American university meet the needs of the foreign student and prepare him for the roles back in his home country? Few studies look at content relevancy of the curricula available for the foreign student in the United States. Because the United States is the largest recipient of foreign students as an individual nation and exceeds that of all continents except Europe (Edgerton 11), there needs to be much improvement in the areas of curriculum before American universities can adequately serve and train foreign citizens of the world (Moghrabi 334). According to Spaulding and Flack (75), there has been little impact on the academic structure and program of universities because of the presence of a large number of foreign students. There is difficulty and reluctance in American institutions to adjust or modify their structure content or teaching approaches to suit foreign students (201).

There exist two views of educators toward foreign students and curriculum. The first is that the curricula should be mandated to serve the local community and foreign students can make the best of what is available. The second view is that alternative curricula should be created to serve special needs of foreign students. American institutions must serve American students; that is their major clientele. The curricula are designed for American students prepared in United States secondary schools, reared in the American culture, and destined for careers in the United States. But according to Coombs (20), there should be a transition program that will consider where the foreign student is and prepare him to ease into the American college curricula. Few colleges and universities attempt to design curricula to fit the needs of foreign students. Appropriateness of training for foreign students is a live and vital issue and has been for years. If an institution has a sufficient number of foreign students, it should consider additions or modification to its curricula (Edgerton 14-15).

Students come to America for themselves and for their countries. Their goal presumably is to prepare themselves to make a constructive contribution at home. The mission of the university curricula should be to help them establish essential and salable skills they can apply at home. Among the questions to be considered are these: What tasks will they face when they return home? What skills do they need

to do the job? What conditions will they work under? What changes in attitudes are necessary? If the curricula provide training and fail to prepare a student to solve problems, has it prepared him to make a contribution? McCluskey (260-61) claims American education is to learn more and more about less and less. He contends this may be best for our own highly developed society, but a more primitive system may need a person with broader training. In nations where trained people are scarce, they may need more ability in performing every skill and task involved and be able to pass on this information to others. The broadly trained person may be more valuable than one more highly trained in a narrow subject area.

Another point of importance to consider is the attitude with which a foreign student returns home. If the American institution can instill an attitude of service, the contribution will be substantial. It may be easier to export a technique than a philosophy, but without the "service" attitude technical competence is of little value. Education is more than classrooms, campuses, and degrees. If curricula in American universities can prepare foreign graduates to engage themselves in developmental needs of their country and a desire to help solve their national problems at home, then the American institution has accomplished its mission (McCluskey 260-61).

Coombs (2) suggests the possibility of concentrating on a narrower diversity of foreign students in any one college so that an appropriate program could be offered to the whole group. This would clearly be a possibility in the North Carolina higher education system. Edgerton (14) claims that altering the curricula must be considered, for example, strengthening practical training in the curriculum of a technical field. The study in "Crucial Issues" (3) says the curriculum should be "internationalized" within the fields of professional education to make it less culturally bound and more beneficial to Americans as well as to foreign students. Taylor (198) suggests that rather than attempting to devise special curricula relevant to foreign student needs, American colleges and universities should examine their regular curricula to determine the relevance to both United States and foreign students.

One session of the 1979 Conference on International Education attempted to explore how well American colleges and universities are meeting the needs of students from developing countries in selected fields of science, technology, administration, and social sciences. The findings of this study concluded that United States curricula are based on a core of essential knowledge that cannot be significantly changed for a group with special needs. However, the group did recommend that an effort be made to help the student adapt what he learns in the United States to his

native country's conditions and needs. This might be considered by developing special centers for these students, summer seminars, American faculty teaching in other countries, and making arrangements for these students to do thesis and dissertation research at home. Relatively few graduate students from abroad conduct their thesis research at home. Fifty schools reported that 0-5 percent of their masters candidates do so, and 34 schools gave the same figure for doctoral candidates (Taylor 11). This study also suggests that graduate education should devote more attention to methodologies and experience in preparation for applied roles, and less to preparation for academic life (95).

It is difficult to generalize about the relevance of the American curricula for foreign students, but there is evidence that students from the Far East (such as Korea and Taiwan) and South Asia have had more success with their American education than those from Southeast Asia. Alumni in the sciences, the medical profession, and agriculture acknowledge more complete use of their education than do those in business, economics, or engineering. Because business and engineering students make up 46 percent of the total foreign student population, Taylor (4) says this should give rise to concern.

Spaulding and Flack (71) also express the need to adjust business administration curricula to the needs of foreign students. They further suggest setting up graduate training

centers in other countries so American faculty members can better understand the needs of the home country, and at the same time foreign students need not be excessively isolated from their own culture during training. In Taylor's study (119) representatives of American business schools expressed the belief that what they were offering in the curricula was quite adequate. But this study did suggest that a few selected universities could devote their resources to developing special courses and curricula for foreign students, and concentrate business admissions to those institutions.

Engineering concepts are by nature universal, according to the Taylor report (101), so special programs for foreign students were not considered appropriate by this group. But they did say existing curricular flexibility and practical training should be used effectively. In the health care professions, modifying present curricula may permit the possibility of an undesirable "double standard," but it was felt that foreign students should be given more time to complete the curriculum and access to special counseling (Taylor 193). It was also felt that in the sciences creating a curriculum especially for foreign students from developing countries may create a kind of "second class" degree. Again the feeling was expressed that basic principles of science are universal and do not lend themselves to adaptation in the curriculum (194). The results of the conference (which Taylor reports) claim that foreign students from



developing countries should be trained in techniques of teaching so as to be better able to impart their skills in their native country (190), and that they should select research topics that are relevant to needs of their home country (119).

Complaints arise that American educational requirements should be more flexible in meeting the needs of foreign students in training and education. Institutional curricula in the United States are tied so closely to the American economy and culture that readjustment to his home country may be difficult for the foreign student. Other complaints are that the pace of the American educational process is too leisurely and that the approach is not sufficiently compact, unified, and efficient for the purposes of students coming from developing countries. American large-scale businesses, organized labor, the free market, and democratic government may be highly removed from the economic pattern in a foreign student's homeland. The question of how knowledge and skill acquired in an American university can be adapted for the foreign student's native environment is an important one. If university and college curricula are redesigned to meet the unique needs of foreign students and the countries from which they come, there are risks involved. These risks include lowering of academic standards, limited faculty competence, and separating foreign students from the mainstream (Walters 168-70).

There is need for continuous re-examination of the educational process, achievements, and goals of the American university. According to Taylor (89), the fields of study most important to developing countries, in order of frequency, are agriculture, engineering, business administration, health care professions, economics, science, education, engineering related technologies, and public administration. Because North Carolina institutions offer these fields of study in most of their institutions of higher education, there is good reason to investigate how these universities are meeting the needs of their foreign students. The reality of foreign students on campus should be the result of careful and thorough planning, and their academic program should be an important segment of the institution's educational strategy (Education and World Affairs 275). North Carolina should work to make a high percentage of returning foreign students feel that their training in this state is relevant to their professional and personal needs.

The second question that needs to be asked of North Carolina institutions of higher education is this: Are foreign students being used as educational resources while in America? Again, the extensive research by Spaulding and Flack (75) claims there is little research on how the foreign students affect American students, universities, or communities. The large number of foreign students results in little major impact on the academic structure of American

universities or on the community as a whole, according to most research that has been done. Hugo Jenkins (13) agrees that foreign students offer a unique cultural resource to their host countries and little effort is made to take advantage of this opportunity. Seldom are foreign students used as a resource person in the classroom, in foreign language courses, in intercultural programs, or in area studies.

The abundance of information that is available in the literature supports the claim that the foreign student on the American campus should be used as a resource for enhancing the educational experiences of its students, faculty, and community. The American college and university needs to provide more knowledge of foreign cultures, governments, and institutions to students in the United States. The presence of foreign students on a campus provides a rich resource in this respect (The College 7). Much too little is done in the schools, colleges, and universities of America to acquaint students with a reliable understanding of the world and how it works. There are no courses in "new international relations" in the schools such as the "new math" and "new science." There is a need for university centers in which cross-disciplinary approaches are used, developed, and tested to train minds to think in cross-cultural and international terms (Rothwell 128-33). In the Berquist study (87), Burton Clark and Martin Trow put it strongly: "The central problems of mass higher education are students'

indifference to ideas and their irrelevance to their education of their associations and relationships with other students." The presence of foreign students on American campuses enables these institutions to do a better job of educating native students. When this resource is tapped, Americans can better see themselves, their professions, and their country in an international context. When this occurs, they can more ably discharge the tasks of political, economic, and intellectual leadership in today's world. Foreign students on campus encourage greater appreciation of other peoples, cultures, and viewpoints (Foreign Undergraduate 20).

Statistics point out that the majority of United States students graduate from institutions of higher education without obtaining any international or cross-cultural perspective at all (Mestenhauser and Barsig 7). Single country framework typifies most education in the United States. American students need international knowledge, exposure to international scholars, and a broader exposure to non-Western cultures at a time when this knowledge is becoming increasingly important (Edgerton 44). If both American and foreign students are to benefit from international student exchange, the curricula of American universities must be adjusted accordingly. Foreign students are intellectual and cultural resources that can contribute to new understanding, rather than being cast as consumers of the American viewpoint (Foreign Undergraduate 5).

There should be concentrated commitment and effort to make international and intercultural studies a basic part of the undergraduate curricula of American colleges and universities. American students should have opportunity to confront a different cultural group. Foreign students should be involved in teaching international and intercultural studies and they could serve as assistants in language laboratories (Foreign Undergraduate 29). In colleges and universities where there has been a very large number of foreign students, and when there has been rich opportunity for interaction both inside and outside the classroom, American students have developed insights into other cultures that they probably would not have developed if foreign students had not been present on campus. On the other hand, a large number of American students remain unaffected by foreign students on campus because they come in contact with them so rarely (Spaulding and Flack 312-13). But when the institution uses the background, abilities, and interest of the foreign student as a valuable source of knowledge, the social and intellectual life on campuses receiving foreign students is significantly stimulated; this in turn enriches the educational experience of the domestic students (Grubel and Scott 82).

Foreign students hold the strong opinion that American students have little knowledge of other countries and are non-caring and unconcerned. A 1964 survey of 683 liberal

arts colleges indicated that fewer than 10 percent of the students took courses offered on the non-Western world and fewer than 1 percent studied a non-Western language. At that time fewer than two dozen of America's 15,000 colleges and universities required undergraduates to take even a single course dealing with the non-Western areas (Education and World Affairs 24). The Educational Testing Service (ETS) designed and conducted a national survey of college students' global understanding in 1981. Results of this three-year effort to assess the quality of American campus programs and the degree to which college students understood world reality are reported in the Barrows study. There is concern with only a minority of faculty and administration about this gap in liberal arts education, and the need will not be met until more leaders in education become concerned and committed to the importance of international affairs, and plan ways to close it. To strengthen the international dimension in higher education, one study offers the following approaches: intercultural courses; specialized or comparative courses on the history, politics, sociology, and literature of non-Western areas; establishment of multidisciplinary area studies; expansion of foreign language study; and programs of undergraduate study abroad (Education and World Affairs 274). Using the foreign student on campus as an educational resource was not mentioned in the study.

How may foreign students be used as educational resources? Mestenhauser and Barsig (2), describing experiences with experimental programs at the University of Minnesota, outline a method by which those working with foreign students can provide opportunities so that intercultural learning can be available to a large group of students and faculty. The program involved foreign students as resources in regular university courses in as many disciplines as can be identified with international and intercultural dimensions. It was more than a "speaker's" program, with a goal of providing a global perspective on education. Among the needs prompting the Minnesota program were those to heighten the visibility of the foreign students, to demonstrate they have a positive and significant contribution to American society, and to point up the fact that the modern world requires a meaningful reaction between American and foreign students.

Here are the types of methods they used: (1) They brought foreign students into the class at the invitation of the instructor for the purpose of foreign students' contributing cross-cultural content to a regularly established course. (2) The program also had American students interview a number of foreign students and report to the class on their learning. (3) Another method suggested was to combine readings with foreign student contact, with the American students' carrying out these independent study programs under a faculty member's

guidance. (4) A laboratory, or practicum course, may be established in conjunction with regular courses, and (5) the foreign students may be used as an integral part of new courses. In an opinion poll at this university, 67 percent of the American students felt foreign students were a valuable resource and wanted more contact with them. Other research at Minnesota found that cross-cultural contact ranked sixth among forty important experiences American students had at their university.

The primary purpose of the program was to expose American students to people of other cultures, especially those from the developing countries. But it was also hoped the foreign student might make a significant contribution to the subject matter itself. In assessing what is gained from cross-cultural learning with foreign students, it cannot be measured in terms of knowledge of a subject matter, however. Cross-cultural awareness is a blend of many things--a different dimension of knowledge. It has something to do with "empathetic understanding" as distinguished from intellectual analysis; lateral thinking as distinguished from vertical thinking; and inductive thinking as distinguished from deductive thinking (Mestenhauser 16-17).

Also in recent years at Michigan State steps have been taken to make use of the foreign students as a resource. The Student Government International Cooperation Committee provides orientation and personal assistance to foreign students,



and offers opportunities to socialize and "intellectualize" with benefits for both American and foreign students. All participating American students must undergo eight hours of orientation conducted by faculty members. Two extra-mural programs are also offered at Michigan State. (1) A professional growth and development program arranged between the local board of education and the International Programs office on campus gives credits to high school and elementary teachers who participate in a twelve-hour seminar. The program emphasizes important social-psychological consideration in cross-cultural relations. The leadership is manned by Michigan State faculty members and selected graduate foreign students serve as resource persons. (2) Carefully selected foreign students are used as resource persons for teacher workshops on social science curriculum in areas where teachers have little face-to-face contact with persons of other cultures. These opportunities for foreign students to work closely with local teachers and in turn learn more about the American educational system are both rewarding and interesting. One of the most popular campus activities at Michigan State is the International Festival where foreign students tell their fellow students and the people of Michigan about their home countries (Education and World Affairs 83).

The International Education Act of 1966 states as its purpose

that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures. . . .

The Ethnic Heritage Studies Program was designed to enable American students to learn more about their heritage and study the cultural heritage of other ethnic groups. At the State University of New York, native speakers are used as tutors or consultants in self-instructional language programs, and Northeastern University and UNC-G in the North Carolina system have a cooperative education program that involves foreign students (Foreign Undergraduate 90-91).

Every college and university should have an institutional philosophy in regard to foreign students. This philosophy should indicate why the institution wants foreign students on campus, what it can do for these students, and what the foreign students can do for the university (Dalili 26). A report by NAFSA (Crucial Issues 9) reinforces this need for institutions of public education to have a coherent, institutional policy in support of international education. Statements such as "enriching the educational environment," "furthering the universality of the institution," "assisting other countries in development," and "helping qualified students achieve educational goals" are among phrases articulated by some institutions. In addition to better serving all students, without some institutional philosophy foreign students programs may be vulnerable to attack by legislators,

administrators, trustees, and alumni. Chancellors of all sixteen North Carolina institutions were asked for a brief statement of their philosophy relating to international students.

The following quotations express these chancellors' views about the presence of foreign students on their respective campuses:

We encourage international faculty and students to take part in our academic programs and become part of the academic community. There is no question that international students enhance the learning environment at a university by exposing the students from the United States to diverse cultures and customs. (Chancellor John Thomas, ASU)

East Carolina University welcomes qualified international students. The presence of these students, with their varied geographic, cultural, and educational backgrounds, helps promote international good will and understanding and provides an opportunity for other students at East Carolina University to further their knowledge and appreciation of other cultures. (Chancellor John M. Howell, ECU)

It is my feeling that our University gains from the admission of students outside of the State of North Carolina and from other nations by providing opportunities for our students to experience various cultures. This broadens all students' appreciation of each other and dismantles prejudice growing out of a lack of knowledge concerning their customs and practices. Also, the learning environment is enhanced by the enthusiasm many international students bring with them, creating wholesome competition among all students.

Finally, the University seeks to serve a broad spectrum of constituents, including international students, advancing the theory that a pluralistic society which is fully educated will lead to an enhanced world-community and the propagation of knowledge. (Floyd L. Robinson, Assistant to the Chancellor, ECSU)

The University welcomes applications from qualified international students. The presence of these students, with their varied geographical and educational backgrounds, will promote good will and understanding in North Carolina and provide an opportunity for university students to further their knowledge and appreciation of other cultures. (Chancellor Charles "A" Lyons, Jr., FSU)

The North Carolina School of the Arts encourages the enrollment of international students. Through the exchange of their artistic and cultural contributions, our campus and community are enriched. (Chancellor Jane E. Milley, NCSA)

Pembroke State University is pleased to have international students enrolled at our campus. The international students benefit from the educational opportunities on our campus, especially since we are large enough to have a broad offering of programs and opportunities but small enough to provide individual attention to students, and our American students benefit through the close exposure to foreign students with different cultural backgrounds. Many opportunities are available on our campus for cultural exchanges of various kinds. Special opportunities include an international student week, special dinners by some faculty members for the international students, and an adviser is assigned full-time to advise and assist international students. An academic minor in world studies is available to all of our students. The Chancellor honors all of the international students with a Christmas luncheon in the Chancellor's Residence during the Christmas season. At Pembroke State the foreign students are viewed as an asset to our University and provide an interesting and added dimension to our campus, and we welcome them. (Chancellor Paul R. Givens, PSU)

International students enrich the cultural environment of our campus. They provide an opportunity for the U.S. nationals to interact with many cultures and to be exposed to many different perspectives and sets of values. It is a part of the educational process that is important. Perhaps, at times we do not take full advantage of the opportunities inherent in the presence of more than 800 international students on our campus.

We have a number of graduate programs that benefit from the presence of the international students. Without them, some of those programs would not have a critical mass of enrollees. (Chancellor Bruce R. Poulton, NCSU)

Greatly enhance the quality of education for all students. (Chancellor David G. Brown, UNC-A)

The University is delighted to have them (foreign students) here in that they enrich the cultural environment of the University. They also add to the educational value of classroom activity through the diversity of their views. You can readily imagine that some of the American students who come to this campus have never left the United States. For those students, a meeting with a foreign student can be an enlightening and interesting experience. (Chancellor William E. Moran, UNC-G)

It is obvious from these statements that chancellors of North Carolina institutions view foreign students on their campuses as valuable additions and important educational resources. But the benefits that could accrue from a greater utilization of foreign students in classroom teaching and community work have not begun to be realized. American students need to be educated in global interdependence, and to be made aware of crucial international issues such as chronic hunger, overpopulation, energy depletion, and poverty. Education toward interdependence may become as important as education in ecology and energy because interdependence will be a major force in the life and career of today's young people. This alone is reason for helping to make students develop global awareness. It is even more important in preparing people to participate in a democratic society (Mestenhauser 7).

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APPENDIX A  
QUESTIONNAIRES

Questions for Admissions Officer

1. In your university, is there a referral policy whereby a student who cannot (or should not) be admitted to your branch of the university may be referred to another? (For example, an applicant choosing to study engineering may be referred from UNC-G to A & T or NCSU.)  
 Yes     No

RECRUITMENT

1. Does your university actively recruit foreign students? More specifically, do you contact them before they contact you?  Yes     No
2. Do you use third party recruiters? (Independent recruiting agencies)  Yes     No
3. Do you use overseas counseling offices with direct knowledge of your institution?  
 Yes     No
4. How do you use foreign alumni for recruiting purposes?  
 \_\_\_\_\_
5. What kind of advertising, publications, or informative materials does your university use in recruiting foreign students?  
 \_\_\_\_\_
6. If your office has a special bulletin/brochure or other material for foreign applicants, would you be kind enough to enclose one and send it with this questionnaire?

ADMISSIONS POLICY

1. Does your university have a maximum number of foreign students that it will accept?  
 No.  
 Yes, it is \_\_\_\_\_ for graduates;  
                   \_\_\_\_\_ for undergraduates.
2. In the formal application procedure of your university, does the foreign student have to do the following?  
 Furnish official records of previous studies.  
 Do these records need to prove the applicant was a superior student in his country?  
 Must he have 12 years of high school equivalency for undergraduate admission?  
 Four years of college equivalency for graduate admission?  
 Must the foreign student demonstrate his competence in the English language?

3. Does your university consider any of the following tests in determining language competence?

	Minimum score accepted for Graduate	Undergraduate
TOEFL	_____	_____
English Language Center Report Exams	_____	_____
American Language Institute	_____	_____
American University Language Center	_____	_____
University of Michigan test	_____	_____
Other (please specify)	_____	_____

4. Is the language test administered  
before departure? \_\_\_\_\_  
before admission? \_\_\_\_\_  
after admission? \_\_\_\_\_
5. Does your admissions person who coordinates international admissions do this  
\_\_\_\_\_ Full-time? \_\_\_\_\_ Part-time?
6. Are any special qualifications required of the persons responsible for evaluating foreign academic records?  
\_\_\_\_\_ No  
\_\_\_\_\_ Yes, they are \_\_\_\_\_
7. Do you use either of these two series in attempting to evaluate accurately a foreign student's previous academic record?  
\_\_\_\_\_ American Association of Collegiate Registrars and Admissions Officers  
\_\_\_\_\_ International Council for Educational Development
8. In evaluating admission criteria for foreign students, are any non-academic qualifications considered?  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ special talents  
\_\_\_\_\_ qualities of leadership  
\_\_\_\_\_ country of origin (especially third world countries)  
\_\_\_\_\_ other \_\_\_\_\_

Return to:  
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Questions for Foreign Student Adviser

1. Does your university maintain a separate foreign student office?  Yes  No
2. Do you have a foreign student adviser?  Yes  No  
Full-time?  Part-time?
3. Is your foreign student advisor professionally trained for his position?  Yes  No
4. Does a faculty member serve as foreign student advisor?  
 Yes  No Other? \_\_\_\_\_
5. Does your foreign student adviser belong to NAFSA?  
 Yes  No
6. In your university, do you feel there is effective communication between the academic departments and the office of the foreign student adviser?  Yes  No
7. For academic advising, are foreign students assigned to special faculty advisers?  Yes  No
8. Does your office make an organized effort to acquaint faculty with the skills and understanding useful in working effectively with foreign students, such as problems in communication, time limitations on exams, and cultural differences?  Yes  No  
If so, what steps are taken?
9. Does your office interview each student individually after admission?  Yes  No
10. Do you use the resource of foreign students on your campus in any of the following ways?  
 Resource persons in primary and secondary schools  
 Speaking engagements  
 Orientation leaders  
 Language bank and translation services  
 Language instruction/tutoring  
 Student government  
 Cultural exchange programs  
 Recruitment for admissions  
 Religious presentations



COMMUNITY INVOLVEMENT

1. Does your university have a host family program whereby foreign students are assigned to an American family during their sojourn?  Yes  No
2. Do you have volunteers from the community to help meet foreign student needs and offer hospitality?  
 Yes  No  
 Individuals?  
 Churches?  
 Civic groups?
3. Are there any special programs or groups in your community that regularly involve foreign students?  
 Yes  No
4. Are there any special organizations to provide opportunities for wives, husbands, or children of foreign students?  Yes  No
5. Apart from the university services, does the community/town sponsor any of the following?  
 City tours or weekend trips  
 Speaker bureaus  
 Holiday programs  
 Clothing and furniture banks  
 Tickets to cultural and sporting events  
 Discussion groups  
 Meeting foreign students at the airport  
 Correspondence before arrival

FOOD SERVICE AND HOUSING

1. Does your institution have an international house where most foreign students live?  Yes  No
2. Does it have some policy that places foreign students with American roommates?  Yes  No
3. In your food service, do you adapt catering to make provision for various religious and cultural patterns?  
 Yes  No
4. Do you have married student housing for foreign students?  
 Yes  No

ORIENTATION

1. Does your university offer any pre-departure orientation for foreign students?  Yes  No
2. Does your university use foreign alumni in pre-departure orientation?  Yes  No
3. Does your university offer any summer orientation for foreign students?  Yes  No
4. Does your university offer special orientation for foreign students?  Yes  No, part of university-wide orientation
5. Does your university offer orientation as a continuing process that goes on after the beginning of the year orientation?  Yes  No
6. Is your orientation program publicized so that foreign students learn about it and are encouraged to attend?
  - Yes  No
  - Details of orientation sent to all faculty on campus.
  - An article in the campus newspaper.
  - Details of the orientation program sent before they arrive.
7. Does your orientation program include information on the following?
  - U.S. Government regulations (visas, immigration, social security, taxes)
  - Needs of the spouse (English language training, educational and work opportunities, health care, social activities)
  - The International Student Office and Adviser
  - Health Care (including insurance and university health services)
  - University services such as counseling, writing labs, career placement
  - Student employment (on and off campus)
  - Housing accommodations
  - Transportation services
  - Registration
  - Academic Advising
  - Tour of campus
  - Field trips
  - Culture comparisons (cleanliness, modesty, courtship, honesty)
  - Academic policies such as test-taking, honor code, relationship to professor

8. Does your office have a brochure or handbook especially for foreign students?  Yes  No  
(If so, could you please enclose one?)
9. Does your university have a booklet listing foreign students' names, addresses, country of origin, major?  
 Yes  No  
A name and phone number in case of emergency? \_\_\_\_\_
10. Does your faculty play any part in foreign student orientation?  Yes  No  
Does the community in any way help in the orientation program?  Yes  No  
Do any of your academic department have their own orientation program?  Yes  No  
Do you enlist the talents and efforts of currently enrolled U.S. or foreign students in orientation?  
 Yes  No
11. On arrival, is there any arrangement for temporary housing if permanent housing is not available?  
 Yes  No
12. Does your university offer a pre-return program?  
 Yes  No
13. Does your university assist the foreign student in job placement in his home country upon his return?  
 Yes  No
14. Do you use your own foreign student alumni in seeking job placement for new graduates?  Yes  No
15. Do you have a set procedure for maintaining contact with foreign student alumni?  Yes  No

#### FOREIGN STUDENT FINANCING

1. Is your tuition policy for foreign students the same as for out-of-state students?  Yes  No
2. In your opinion, does your university provide realistic estimates of costs for tuition, educational expenses, subsistence, and related fees before departure from the native country?  Yes  No

3. Do you offer foreign students the following?
- Federally guaranteed loans
- State guaranteed loans
- International education loans
- Tuition fee reductions
- Work-study programs
- Work permits
- Teaching assistantships
- Graduate assistantships
- Emergency loans
- Scholarship funds
4. Does your university have any contact with labor and industry to gain more employment opportunities for foreign students?  Yes  No
5. What do foreign students have to show as proof of financial support before admission?
- Cash deposit?  Yes  No      Amount? \_\_\_\_\_

#### PROBLEMS

1. To your knowledge, what are the three greatest problems facing foreign students in your university?

Most important problem: \_\_\_\_\_

Second: \_\_\_\_\_

Third: \_\_\_\_\_

2. Are there any special groups of foreign students who appear to encounter more problems?

Groups encountering more academic problems:

Groups encountering more social problems:



Questions for the Chairman of English Department  
English as a Second Language (ESL)

1. What are the policies of your university relative to English language proficiency for foreign students at the admission stage?

Graduate:

Undergraduate:

2. What are the policies of your institution relative to English language proficiency for graduation?

Graduate:

Undergraduate:

3. Does your university administer further English language testing after admission?  Yes  No  
If so, what tests are given? \_\_\_\_\_
4. Does your institution offer instruction in English as a Second Language?  Yes  No  
Is it voluntary?   
Is it mandatory?   
What determines this requirement? \_\_\_\_\_  
Does the course carry credit hours?  Yes  No  
Number of hours for Graduate? \_\_\_\_\_  
Undergraduate? \_\_\_\_\_  
Is a laboratory experience part of the ESL course?  
 Yes  No
5. Is there an ESL course for beginning speakers? \_\_\_\_\_  
for advanced speakers? \_\_\_\_\_  
Special ESL course for graduate students? \_\_\_\_\_
6. Does your university offer ESL on a non-credit basis, such as evening courses for spouses and professional people, as a part of continuing education?  
 Yes  No

7. Do your ESL instructors have special qualifications for the task?  Yes  No  
Do they have an ESL degree?  Yes  No
8. How many students are enrolled in ESL classes for the academic year 1984-85? \_\_\_\_\_
9. Maximum number of students in an ESL class? \_\_\_\_\_
10. To your knowledge, does your ESL program include familiarization with specialized language (jargon) and concepts of the field which the foreign student will study?  Yes  No

#### ESL CERTIFICATION

1. Is your university one of the institutions which offers ESL certification in North Carolina?  Yes  No
2. If so, how many students do you have enrolled in this program? \_\_\_\_\_
3. Does your university offer credit courses in Teaching English as a Second Language?  Yes  No
4. What courses does your university require for North Carolina ESL certification?  

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Return to

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Department of English  
 UNC-Greensboro  
 Greensboro, NC 27412  
 March 18, 1985

Dr. Gary Barnes  
 Associate Vice President for Planning  
 The University of North Carolina  
 P. O. Box 2688  
 Chapel Hill, NC

Dear Dr. Barnes:

Mrs. Paula Andris in Academic Affairs at UNC-G suggested that I contact you in regard to research for my dissertation. My interest in foreign students has grown out of my experience of teaching English as a second language here at UNC-G. My doctoral research is a study of foreign student activity on the campuses of the constituent institutions of The University of North Carolina, exploring the offices and persons responsible for providing service to foreign students. Here are the three questions Mrs. Andris thought you may be able to answer for each of the sixteen campuses from the data you have available.

1. How many foreign students are enrolled on each of the constituent campuses?  
 Graduate \_\_\_\_\_ Undergraduate \_\_\_\_\_
2. The largest number of both graduates and undergraduates on each campus comes from \_\_\_\_\_ (native country).  
 The second largest number comes from \_\_\_\_\_.  
 The third largest number comes from \_\_\_\_\_.
3. What department in each university enrolls the largest number of foreign students? Department \_\_\_\_\_  
 Number of students \_\_\_\_\_

If you would be kind enough to send me all or part of this information, it would be most helpful to me. I hope to begin analyzing data by April 15. Thank you so much for taking the time to do this.

Sincerely,

(Mrs.) Ronny M. VanSant

APPENDIX B  
SUMMARY OF DATA OF INTERNATIONAL STUDENTS IN  
THE UNIVERSITY OF NORTH CAROLINA

Summary of Data of International Students in  
The University of North Carolina

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ASU	48	500	500	-														-	-	-		-	-
ECU	152	500	500	-	X	X	-	-	-	-	X	-	-	-	X	X	X	-	-	-		-	-
ECSU	13																						
FSU	44				X	-	X	-	-	-	-	X	X	-	-	X	X	-	-	-		-	-
A & T	471	550	550	-																			
NCCU	69			-	X	X	-	-	-	-	-	-	X	-	-	-	-	-	-	-		-	-
NCSA	28	500	500	X	-	-	X	-	X	-	-	-	-	-	-	-	-	-	-	-		-	-
NCSU	839	500*	500	X	X	X	-	-	X	-	X	X	X	X	-	-	X	-	X	X	202		
PSU	18		500	-	X	-	X	-	-	-	-	-	X	-	-	-	X	-	-	-		-	X
UNC-A	44		500																				
UNC-C	697	500	500	-	X	X	-	X	X	X	X	-	X	X	X	-	X						
UNC-CH	666		600	X	X	X	-	X	X	-	X	X	X	-	-	X	X	X	-	-	42	-	-
UNC-G	266		500	X	X	X	-	-	X	-	X	X	X	-	-	-	X	-	X	-	37	X	X
UNC-W	22		550	-	-	-	X	-	X	-	X	X	X	-	-	-	-						
WCU	121			-	-	X	-	X	-	-	-	-	-	-	-	-	X	X	X	-	12	X	X
WSSU	5		500															-	-	-		-	-

**KEY**

X Yes  
- No  
Blank Indicates institution  
Space did not respond

1. TOTAL ENROLLMENT: 3503

Admissions

2. Minimum TOEFL score for graduates  
3. Minimum TOEFL score for undergraduates  
4. Non-academic qualifications considered

Foreign Student Office

5. Separate office  
Foreign Student Adviser  
6. Full-time  
7. Part-time  
8. Closely work with faculty  
9. Host family program

Orientation

10. Pre-departure  
11. Special for IS  
12. Summer  
13. Continuing  
14. Pre-return  
15. Assist in job placement  
16. Procedure for alumni contact  
17. Emergency loan funds

English as a Second Language

18. Beginning course  
19. Advanced course  
20. Non-credit course  
21. Number of students enrolled in all ESL classes, 1984-85

ESL Certification

22. Program in place  
23. Offer courses in teaching ESL