

# New Strategies to **Navigate** International Enrollments



**INSIDE**  
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## ETS on International Student Recruiting



Changes in global and local economies and policies are affecting the landscape of international student mobility in a way that has brought both challenges and opportunities for institutions and students.

While traditional study-abroad destinations like the U.S., the U.K., Canada and Australia continue to attract high numbers of international applications, expanding opportunities in other countries — including more English-taught programs — provide other appealing options at home or in neighboring countries.

In the United States, changing immigration policies have left many international students wondering whether they are still welcome. After 12 years of growth, the number of new international students attending American institutions dropped 3.3 percent in 2016–17, according to the 2017 [Open Doors® Report](#). And, as [Inside Higher Ed](#) [reported](#) in November, the downward trend in new enrollments seems to be continuing this academic year, with 45 percent of universities surveyed reporting a drop in new international students last fall. This trend is compounded by rising tuition costs and the

scaling back of scholarship programs, especially in countries such as Saudi Arabia and Brazil.

Institutions are responding to these developments through outreach and advocacy. According to *Open Doors*, 63 percent of surveyed institutions issued statements of welcome and support, with 24 percent having engaged with policymakers to educate and urge support for international students. More than 325 colleges and 60 international education groups have shared positive messages through the [#YouAreWelcomeHere](#) campaign, which went viral, to let prospective international students know that the United States continues to be an open and hospitable place for students from around the world.

In the U.K., institutions are working to strengthen ties with European institutions that will extend beyond Brexit and continue to bring European students to their country.

ETS is doing its part as well through engagement with policymakers and outreach to students. ETS staff and representatives attend student fairs all over the world and let international students know that they are welcome in the United States. Our *TOEFL®* Program team works tirelessly to reduce barriers for test takers and their families. We actively analyze demand for the *TOEFL iBT®* test to ensure we have sufficient capacity at our network of 4,000 test centers in 180 countries so students can take the test. We offer free test prep, including the very popular course called [TOEFL® Test Preparation: The Insider's Guide](#). We also provide [accommodations](#) for test takers with disabilities and health-related needs and encourage test takers to sign up for the [TOEFL® Search Service](#) so that you can easily find them.

Managing the *TOEFL* and *GRE®* global brands gives us an optimum vantage point to see changes on the horizon that make us optimistic about continued demand for international higher education. As more businesses and governments around the world emphasize the importance of learning English as a way to thrive in the global market, new source countries are emerging. According to the 2017 [Open Doors® Report](#), there is strong growth from South Asian countries, including Nepal (20.1 percent), Pakistan (14.2 percent), Myanmar (13.1 percent) and Bangladesh (9.7 percent). Among Latin American countries, Mexico and Brazil send the most students abroad, and Venezuela and Colombia are growing.

We hope you find this collection of articles curated by *Inside Higher Ed* — with a few contributions from ETS — to be of value. Also, I invite you to explore the *TOEFL* Program's new [Institution Toolkit](#) for more information and resources created and curated just for you.

We welcome your feedback at [TOEFLnews@ets.org](mailto:TOEFLnews@ets.org).

Sincerely,



**David G. Payne**  
Vice President & COO  
Global Education

# Introduction

For American colleges and universities, international students play crucial roles. They give American students exposure to cultures and perspectives unavailable to many in the United States. They boost the talent pool, particularly in math and science programs. And on a more practical level, they provide tuition revenue on which many institutions depend.

Today, recruiting international students is more complicated than ever, as colleges must navigate the changing political environment and the global competition for talent. The articles in this compilation outline where U.S. colleges stand, the challenges they face, and some strategies being used with success.

*Inside Higher Ed* will continue to track these trends. We welcome your comments on this booklet, and your ideas for future coverage.

--The Editors

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# A Year of Travel Bans

BY ELIZABETH REDDEN // FEBRUARY 1, 2018

Visa data suggest decreases in the number of individuals from countries affected by the travel ban coming to the U.S. as students or for short-term business travel, a category that includes travel related to academic conferences.

When *Inside Higher Ed* first interviewed Faraj Aljarih [a year ago](#), he was unsure of his plans. Then a student in a master's program focused on teaching English to speakers of other languages at Washington State University, he'd wanted to stay at Washington State for his Ph.D. But he also wanted to take a trip home, to Libya. At that time, the first of what turned out to

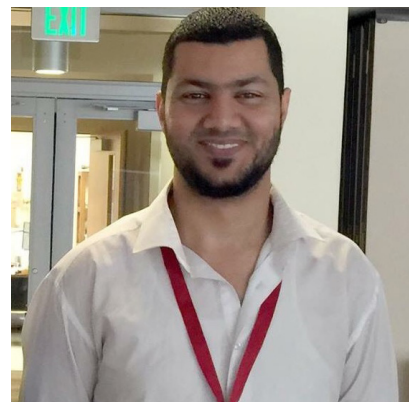


Getty Images

be three versions of travel bans imposed by the Trump administration meant that if Aljarih left the United States, he couldn't come back.

The third and current version of the travel ban, unlike the first, technically allows Libyans to come to the U.S. on nonimmigrant student visas. But Aljarih won't be applying for one.

"I was hoping to pursue my Ph.D. at WSU, but I had to leave the country to see my family after four years of doing master's in the States," Aljarih, who returned to Libya last month, said via email. "So now after the ban came into effect, it would be hard to come back to WSU. The good news is that I got admitted to the Ph.D. program at the University of Ottawa, in Canada. Their visa process is much easier and I will be able to visit my family here in Libya on holidays and school breaks."



FARAJ ALJARIH

In the year since the Trump administration imposed its first travel ban blocking entry to the U.S. for nationals of seven Muslim-majority countries, including Libya, the specific terms of the travel restrictions have shifted amid an ongoing battle over their legality. Public universities ([including Aljarih's alma mater, Washington State](#)), have been involved in legal challenges to the



bans, and their arguments about the negative effects of the travel restrictions on their ability to recruit international students and scholars have been important in helping states that have brought the legal cases establish standing to sue.

The first ban, introduced a week after President Trump's inauguration, blocked entry into the U.S. for individuals from seven Muslim-majority countries -- Iran, Iraq, Libya, Somalia, Sudan, Syria and Yemen -- for 90 days. The ban applied not only to new visa applicants from those countries but also to individuals who already held valid visas, including international students and visiting scholars on U.S. campuses, who under the terms of the first ban would be unable to return to the U.S. if they left the country.

After the courts halted the first ban, which caused chaos at U.S. airports and left some international students and scholars who were outside the country at the time it was issued [stranded overseas](#), the president announced in March a second 90-day ban to replace the first.

[The second ban](#) encompassed nationals from six Muslim-majority countries -- Iraq was dropped from the list -- and exempted from the ban individuals who already held valid visas. That ban, too, was enjoined by federal courts. However, in June, the Supreme Court [allowed a modified version of the second](#)

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### THREE ITERATIONS OF THE TRAVEL BAN


Since last January, the Trump administration has issued three versions of the travel ban, each with different implications for international students and scholars.

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#### TRAVEL BAN 1

Issued January 27, 2017

**Days 90**



90-day ban on entry for nationals of **Iran, Iraq, Libya, Somalia, Sudan, Syria and Yemen**. Included current visa holders from the affected countries, who would not be able to return if they left the U.S. Ultimately excluded lawful permanent residents, after initial confusion.


What happened to it: Enjoined by federal courts. **Superseded by second travel ban.**

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#### TRAVEL BAN 2

Issued March 6, 2017

**Days 90**



90-day ban on entry for nationals of **Iran, Libya, Somalia, Sudan, Syria and Yemen**. Excluded lawful permanent residents and individuals who already held valid visas, including student visas.


What happened to it: After lower courts blocked the ban, the Supreme Court allowed a modified version to go into effect, except in the cases of "foreign nationals who have a credible claim of a bona fide relationship with a person or entity in the United States." The court cited a student with an admission offer to a U.S. university or a lecturer invited to address an American audience as two examples of such "bona fide" relationships. **The 90-day period has expired.**

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#### TRAVEL BAN 3

Issued September 24, 2017

**Days ? CURRENTLY IN EFFECT**



**Travel restrictions vary by country:**

- Chad, Libya and Yemen:** indefinitely suspends all immigrant travel and travel by nonimmigrants on B (short-term business and tourism) visas.
- Iran:** indefinitely suspends all immigrant and nonimmigrant travel except for travel by students and exchange visitors on F, J and M visas "subject to enhanced screening and vetting requirements."
- Iraq:** recommends additional scrutiny of all Iraqi travelers.
- North Korea and Syria:** indefinitely suspends all immigrant and nonimmigrant travel.
- Somalia:** indefinitely suspends all immigrant travel and subjects all nonimmigrant travel by Somalis to additional scrutiny.
- Venezuela:** indefinitely suspends travel by certain government officials and their immediate family members on B (short-term business and tourism) visas.

What happened to it: Court challenges are ongoing. **The Supreme Court has agreed to take on the case.**

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[ban](#) to go into effect, with the significant carve out that individuals with "a credible claim of a bona fide relationship with a person or entity in the United States" -- including a student with an admission offer to a U.S. university, or a lecturer with an invitation to speak to an American audience -- would still be able to come.

Upon the expiration of the second ban, a presidential proclamation issued in September outlined new restrictions for nationals of eight countries, six of them Muslim majority -- the eight countries are Chad, Libya, Iran, North Korea, Somalia, Syria, Venezuela and Yemen -- and also recommended that nationals from Iraq be subjected to additional scrutiny.

Those restrictions -- which vary by country and range from a total ban on all immigrant and nonimmigrant travel for nationals of North Korea and Syria to a limited ban on short-term travel for business and tourism by certain Venezuelan government officials and their immediate family members -- are currently in place.

The Trump administration has argued that the travel restrictions -- accompanied by increased scrutiny of visa applicants -- are necessary to prevent the entry of terrorists. In a September statement, the White House described the current travel restrictions as "a critical step toward establishing an immigration

## New Strategies to Navigate International Enrollments

system that protects Americans' safety and security in an era of dangerous terrorism and transnational crime."

Opponents have argued that what they describe as a "Muslim ban" is motivated by religious discrimination. Federal district judges have been sympathetic to arguments that the travel restrictions violate the Constitution's ban on favoring or disfavoring any specific religion: in finding that the second of the bans "[drips with religious intolerance, animus, and discrimination](#)," the U.S. Court of Appeals for the Fourth Circuit cited various statements about Muslims made by the president and his advisers, including Trump's call during the campaign for "a total and complete shutdown of Muslims entering the United States until our country's representatives can figure out what is going on."

The U.S. Court of Appeals for the Ninth Circuit did not consider religious discrimination arguments in its ruling on the third ban in December, but did find that the president had exceeded his authority in issuing the travel restrictions and that the indefinite suspension of entry for nationals of certain countries "conflicts with" the Immigration and Nationality Act's prohibition on nationality-based discrimination.

The Supreme Court [agreed last month](#) to hear arguments challenging the third and current version of the ban. In December it ruled that the third ban could go into effect pending the resolution of the law-

	B1 or B1 / B2 Short-Term Visas Issued March-December 2017	B1 or B1 / B2 Short-Term Visas Issued Fiscal Year 2016	Adjusted Fiscal Year 2016 Number (Multiplied by 5/6)	Percent Change (Against Adjusted Number)	F-1 Student Visas Issued March-December 2017	F-1 Student Visas Issued Fiscal Year 2016	Adjusted Fiscal Year 2016 Number (Multiplied by 5/6)	Percent Change (Against Adjusted Number)
<b>Chad</b>	272	536	446.7	(-)39.1%	63	79	65.80%	(-)4.3%
<b>Iran</b>	9,894	23,108	19,256.70	(-)48.6%	1,680	2,650	2,208.30	(-)23.9%
<b>Iraq</b>	6,934	13,015	10,845.80	(-)36.1%	154	393	327.5	(-)53%
<b>Libya</b>	451	1,429	1,190.80	(-)62.1%	73	217	180.8	(-)59.6%
<b>North Korea</b>	11	52	43.30	(-)74.6%	0	0	0	0%
<b>Somalia</b>	74	231	192.50	(-)61.6%	12	50	41.7	(-)71.2%
<b>Sudan</b>	2,617	5,769	4,807.50	(-)45.6%	140	320	266.7	(-)47.5%
<b>Syria</b>	2,727	7,873	6,560.80	(-)58.4%	135	320	266.7	(-)49.4%
<b>Venezuela</b>	31,699		121,037	(-)73.8%	2,238	3,636	3,030	(-)26.1%
<b>Yemen</b>	1,018	3,901	3,250.80	(-)68.7%	179	665	554.2	(-)67.7%

suits.

As the court challenges continue, the impact of the ban -- both on American higher education's reputation and on the absolute number of students and scholars from the affected countries getting visas -- is already being felt.

An *Inside Higher Ed* analysis of U.S. Department of State data on visa issuances shows big drops both in the number of students on F-1 visas and travelers on short-term B-1 and B1/B2 visas -- a category that would include but not be limited to academics traveling for conferences -- from countries directly affected by the various travel bans.

With the notable exception of Iran, it's true that none of the affected countries sent large numbers of students and scholars to the U.S. to begin with. Still the percentage declines are substantial, particularly in light of the fact that the bans were

enjoined by the courts for a good portion of last year and that the "bona fide relationship" exemption in place over the summer would have meant that students from the affected countries who were admitted to U.S. universities and scholars with invitations to conferences would technically still have been eligible for visas to come to the U.S. The current version of the ban also continues to allow individuals from most of the affected countries -- all but North Korea and Syria -- to come to the U.S. on student visas.

Since the State Department only began publishing monthly data on visa issuances in March, the comparison is roughly adjusted on the chart below to attempt to account for the fact that it compares a 10-month period with figures from the 12-month period that made up fiscal year 2016, the last year for which visa issuance data are available (and the last full year before

the first travel ban went into effect). The State Department declined an interview request for this article.

There are a lot of factors that can affect visa issuance rates, including local economic and safety conditions -- many of the countries on the travel ban list are sites of conflict and/or economic crisis -- and, for students, the availability of scholarships. The numbers can fluctuate from year to year, but it's reasonable to think U.S. visa policy restricting entry for nationals of certain listed countries or subjecting them to increased vetting is one reason behind some of the recent declines.

Stephen Yale-Loehr, a professor of immigration law practice at Cornell University, said the percentage changes were "higher than I would have anticipated. For example, a 53 percent decline in the number of F visas issued to people from Iraq, that's very significant. Even if the numbers are small, the percentage change is very significant, and it shows that the State Department is implementing the travel ban more aggressively than many people may have thought."

Yale-Loehr added, "The fact that despite the exception that theoretically allows students from Iran to come to the United States we still see a 24 percent decrease in the number of F-1 visas granted from Iran, shows that there is a de facto travel ban in place for many students from Iran even though legally they are allowed to apply to come under the same conditions as be-

	Fiscal Year 2016	Fiscal Year 2017
Iran	45.02%	58.66%
Iraq	51.71%	60.71%
Libya	40.58%	45.50%
Somalia	63.89%	75.50%
Sudan	36.59%	51.37%
Syria	59.77%	59.11%
Yemen	48.85%	60.76%

B VISA ADJUSTED REFUSAL RATES, ORIGINAL TRAVEL BAN COUNTRIES

fore."

Though the travel ban itself affects relatively few countries, many in higher education are concerned that a perception among prospective international students that the U.S. is unwelcoming or unsafe and uncertainty about visa policies are among the factors that have contributed to a drop in international enrollments at U.S. universities -- the first such drop in many years.

[A National Science Foundation report](#) released last month documented a 2.2 percent decline in international undergraduate enrollment, and a 5.5 percent decline in international graduate enrollment at American colleges and universities in fall 2017 compared to fall 2016. [A Council of Graduate Schools survey](#) released Tuesday found a 1 percent decline in first-time international graduate enrollment at responding institutions, including a 16 percent decline in the number of new students from Iran.

What's not apparent from the State Department data is whether changes in the number of student visas issued reflect a change in the number of students applying for vi-

sas, or a change in the refusal rate. The State Department only publishes [refusal rates for the short-term B visas](#), not for any other class of visa. Even before the ban, refusal rates for short-term B visas were high for nationals of many of the travel ban countries -- 63.89 percent in fiscal year 2016 for Somalians, for example.

From fiscal year 2016 to fiscal year 2017, the published refusal rate increased for six of the seven original travel ban countries. What this means for higher education is that it was harder for scholars from those countries to get visas to come to the U.S. for conferences and other short-term academic activities, even if they technically were able to come under the evolving terms of the travel bans.

**Free Exchange**

Higher education has been largely united in its opposition to the travel bans, which university leaders and associations have characterized as harmful to free exchange and scholarly collaboration.

"If indeed science is to benefit people, economically, culturally, personally, and if you want the re-

search enterprise to thrive, you have to pay attention to the basic principles of the free exchange of ideas and the free exchange of people and the ability to collaborate," said

Rush Holt, the CEO of the American Association for the Advancement of Science.

Holt said that different scientific organizations are reporting "different degrees of impact on their meetings. We have a meeting coming up in February. [For the AAAS meeting] last February, which was just after the first version of the travel ban, we lost not large numbers, but some critical participants. For example, an award winner was not able to make the trip."

Tiffany Lohwater, AAAS's chief communications officer, said that Rania Abdelhameed, an electrical engineer at Sudan University of Science and Technology, received one of five Women in Science Elsevier Foundation Awards and participated in the award ceremony remotely via live video.

"Additionally," she said, "we know of four other individuals who did not attend the 2017 AAAS Annual Meeting due to visa policy, either because they were from one of the countries targeted, or had concerns about the policy. One of those individuals [was Mohamed Hassan](#), who is from Sudan and was executive director of the World Academy

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"I am not happy attending a conference where, had I been a citizen of a 'wrong' country, I would not have been allowed to enter. It is not fair."

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of Sciences at the time."

There are those who can't come to the U.S., and those who won't come due to concerns about the policy. After the initial travel ban was announced, [an online petition](#) calling for a boycott of U.S.-based academic conferences garnered thousands of signatures. Some of the signatories told Inside Higher Ed they continue to boycott conferences to protest U.S. policies.

"My rationale then, which continues now, and which I have told to the people inviting me, was the following: I am not happy attending a conference where, had I been a citizen of a 'wrong' country, I would not have been allowed to enter. It is not fair," said Gustau Catalán, a research professor at the Catalan Institute of Nanoscience and Nanotechnology, in Barcelona, Spain.

"I have made that position known to all my colleagues as well as to everybody in the mailing lists of the three invitations I have received from the U.S. last year. Let us say that, within my community (I work on oxide nanophysics and ferro-electrics), my absence and its reasons have been noticed," Catalán said via email.

"As for prolonging the boycott into the future ... that is a difficult question that I am grappling with at the moment. On the one hand, the judiciary in the U.S. is reining in,

to some extent, some of the Trump initiatives ... And there is also a more selfish consideration that, by opting out of the U.S., I am opting out of the main events to showcase my research," Catalán said.

"I am also disappointed to see that, while getting sympathies from most of my colleagues, I am still the only one I know who is boycotting, and a boycott of one has a bigger effect on the boycotter than on the boycotted. So, yes, I do question my position. I am not giving up yet, though."

Brenda Beagan, a professor of occupational therapy at Dalhousie University, in Canada, characterized her decision to boycott professional and personal travel to the U.S. as a more common choice in her circles. "I don't even consider any conferences in the U.S. anymore," she said. "I have numerous friends doing the same in a huge range of disciplines, some missing out on important opportunities."

The Middle East Studies Association, which has been involved in one of the court cases challenging the travel bans, reported an effect of the travel restrictions on participation levels at its Novem-

ber conference in Washington. “We heard second-hand about people who were not going to bother to try to get visas, either because they had had a bad experience at a port of entry or because they figured that the fallout from the Muslim ban simply would create an even more unpleasant environment,” Mark J. Lowder, the association’s assistant director, said via email.

“One gentleman withdrew from the program because a trip for business travel to D.C. several months in advance of the MESA meeting proved to be ‘utterly disturbing, if not humiliating’ and after experiencing ‘aggressive pat-downs’ at the Dulles airport. We also suffered from the ‘in-solidarity movement’ of mostly Europeans who decided to pass on the MESA meeting, and any U.S.-based meetings for that matter, as long as the Muslim ban was in effect. One member offered, ‘many folks are not attending this year because they are worried/boycotting because of Trump.’”

“Under normal circumstances 2017 should have been a banner year in terms of membership and meeting registration/attendance,” Lowder said. “However, we experienced an anomaly. Registration was down by about 400 people. In D.C. years, [conference] attendance is typically around 2,400 people and



“We know of four other individuals who did not attend the 2017 AAAS Annual Meeting due to visa policy, either because they were from one of the countries targeted, or had concerns about the policy.”



in 2017 it was under 2,000. Membership was down by roughly 250 members. Certainly there are many factors in determining membership levels and meeting registrations, but it is clear that the administration’s hostility toward Muslims had an impact across the board.”

“We definitely did note that the travel ban had an impact, but it also had an impact because from the time of the application process to participate in the conference through the conference itself there were three different iterations of the ban,” said Beth Baron, the past president of MESA and a distinguished professor at the Graduate Center of the City University of New York. “Basically, what the different iterations and the ongoing court cases have done is created a climate of uncertainty so that people have just made the choice to avoid conferences to the United States oftentimes.”

“The other thing that I think is important to take note of, we’ve been focused on the actual ban itself and the banned countries, but there’s so much discretion that takes place

at every consul, at every border,” Baron said. “It’s not just the people on the banned country list, but people from throughout the region have faced difficult times in trying to get visas.”

One of those people who have faced difficulties is Ahmed Dardir, a Ph.D. candidate in Middle East studies at Columbia University who said he has been unable to return to the U.S. after he finished writing his dissertation in Cairo. An Egyptian national, Dardir has mostly lived in New York City since 2011. Egypt is not one of the countries covered by any of the various travel bans.

“I was supposed to head to the U.S. in November for my dissertation defense,” Dardir said via email. “On November 18th, 2017, I was on my way to New York via Abu Dhabi. There is a U.S. immigration unit at the Abu Dhabi airport which grants entry, and the flight from Abu Dhabi lands in [John F. Kennedy Airport] as a domestic flight. I was stopped by the U.S. immigration unit at Abu Dhabi. After some questioning I was given an entry stamp and allowed to board the plane, but a few minutes later I was asked to leave the plane for further questioning. I was subjected to a lengthy and absurd questioning for about six to seven hours.

“After the interrogation was



over," Dardir continued, "I was told that they were canceling my visa and crossing out my entry stamp. I was asked to sign a statement to the effect that Homeland Security

could not establish that I was entering the U.S. for non-immigration purposes and that I thereby withdraw my visa. I objected to this characterization given that I had all the paperwork proving my university affiliation."

Dardir said Homeland Security officials searched his laptop, iPad and phone -- the laptop, he said, was confiscated and only just returned to him last week -- and asked him about his personal opinions and beliefs. "They also asked about my religious beliefs and were particularly adamant that I identify as Sunni or Shi'i even though I tried to explain to them that this distinction is not relevant to me," he said.

"They also asked me about my previous travels and showed suspicion and hostility every time I missed to mention a trip. I was also asked whether during my stay in New York I had met people from certain countries (I do not remember the list of countries, but I remember they were predominantly Arab and Muslim countries). I responded that during my study at Columbia I

“They also asked about my religious beliefs and were particularly adamant that I identify as Sunni or Shi'i even though I tried to explain to them that this distinction is not relevant to me.”

met people from all over the world. After the official 'interview' was over, another interrogator came in, started discussing my personal views again, and after asking me to explain to him what 'salafis' are, he asked whether I had any names or phone numbers of salafis or people with extremist views which I could share with him. I didn't have any."

Asked about Dardir's case, a spokesperson for U.S. Customs and Border Protection said in a written statement, "It is important to note that issuance of a visa or a visa waiver does not guarantee entry to the United States. A CBP officer at the port of entry will conduct an inspection to determine if the individual is eligible for admission under U.S. immigration law.

"As the agency charged with determining admissibility of aliens at ports of entry, under U.S. immigration law Section 291 of the INA [8 USC 1361] applicants for admission bear the burden of proof to establish that they are clearly eligible to enter the United States. In order to demonstrate that they are admissi-

ble, the applicant must overcome ALL grounds of inadmissibility," the spokesperson said. "INA § 212(a) lists more than 60 grounds of inadmissibility divided into several major categories, including health-related grounds, criminality, security reasons, public charge, labor certification, illegal entrants and immigration violations, documentation requirements, and miscellaneous grounds."

Dardir said he has applied for another visa, which is currently being subjected to an additional layer of review -- common for applicants from the Middle East -- known as "administrative processing." He said Columbia has given him the option of defending his dissertation virtually. "For now we have postponed the defense in the hope that the situation may be solved."

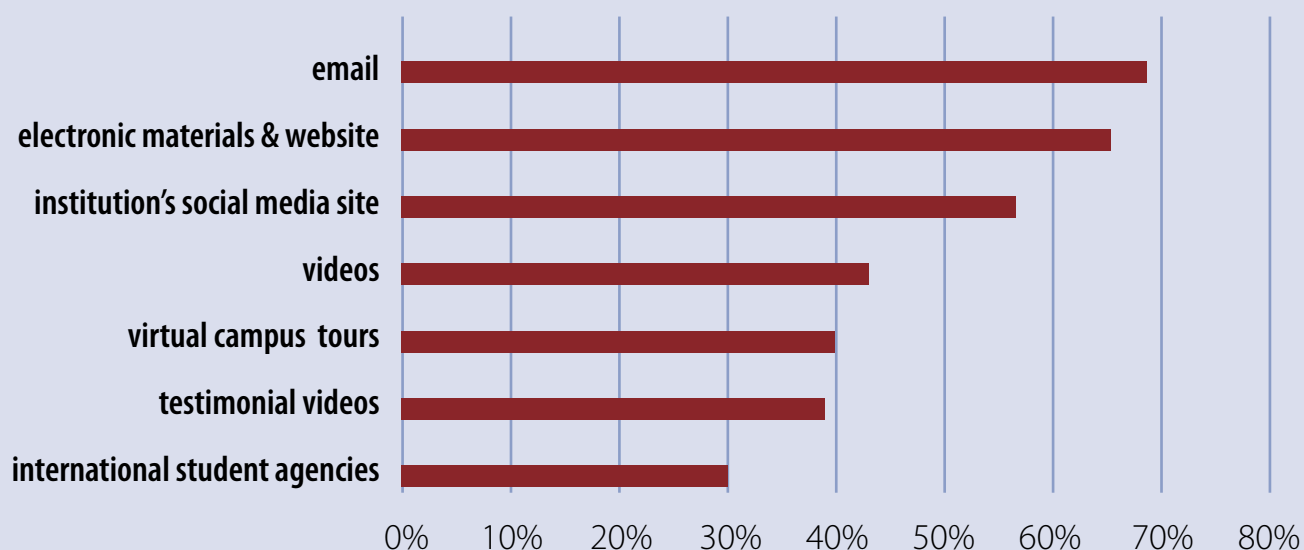
He said the situation has affected his academic and professional plans in many ways. "While on the short term I may be able to defend online, this has greatly impacted my ability to apply for jobs in the U.S., or to be able to travel to the U.S. for conferences or workshops. Given the centrality of U.S. universities to academia, and the general dearth of academic positions, this puts me in a very difficult situation." ■

<https://www.insidehighered.com/news/2018/02/01/year-later-trump-administrations-travel-restrictions-opposed-many-higher-ed-are>

# Navigating the New World of International Student Recruitment

The current political climate in the United States is causing colleges and universities to become increasingly concerned about recruiting and retaining students from other countries, according to the findings of a new survey titled "Policies and Practices in Enrollment and Student Affairs." The survey was conducted in March 2017, by Maguire Associates of Concord, Mass., exclusively for the TOEFL® Program.

## Tactics institutions are using for outreach to international students:



## Another thing to consider is the current political environment ...

About  
**50%**  
of current  
international  
students are  
concerned about  
recent U.S. political  
developments

Yet, only  
**29%**  
of U.S. institutions  
are concerned  
about attracting  
international  
students

And, only  
**16%**  
of U.S. institutions  
are concerned  
about retaining  
them

For TOEFL tools and resources, visit [www.ets.org/toefl/institutions/resources](http://www.ets.org/toefl/institutions/resources)

# An End to Years of Growth for New International Enrollments

BY ELIZABETH REDDEN // NOVEMBER 13, 2017

Declines are greatest in central-south region that includes Texas. Only New England sees increase.

After years of growth, enrollments of international students at American universities started to flatten in fall 2016, and a downward trend in new enrollments appears to be accelerating this academic year, with nearly half of universities surveyed (45 percent) reporting a drop in new international students this fall.

Those are the headline findings of two international enrollment surveys released today: "Open Doors," a comprehensive annual survey of more than 2,000 colleges and universities that reports international enrollment numbers on a one-year delay, and a "snapshot" survey of about 500 institutions that reported on their international enrollment numbers for the current semester. The institutions that responded to the snapshot survey reported an average decline in new international students this fall of 7 percent.

While there are lots of variables

that affect international enrollments, the drop in new students comes at a time when many in international education have expressed fears that the rhetoric and policies of President Trump could discourage some international students from enrolling at U.S. institutions. Among institutions that responded to the survey, 68 percent cited the visa application process or visa denials and delays as a reason for declining new enrollments, up 35 percentage points from last year, and 57 percent cited the social and political environment in the U.S., up 41 percentage points from last year. Other factors cited included the cost of tuition and fees (57 percent of respondents also cited this) and competition from universities in other countries (54 percent).

However, despite the 7 percent drop in new international students, the overall picture for this fall is



mixed and suggests a divergence of trends depending on the selectivity, type and geographic location of a given university.

While 45 percent of institutions responding to the snapshot survey reported declines in new international students, 31 percent reported increases and 24 percent reported no change. Of those reporting decreases in new international students, the average decrease was 20 percent. Of those reporting increases, the average increase was 5 percent.

The most selective universities -- those that admit less than a quarter of applicants -- continued

to report growth in new international student enrollments. The steepest declines in new international enrollments were reported by master's-level institutions, where new international enrollments are down by 20 percent, and at associate-level institutions, where they're down 19 percent. Institutions in the middle of the country -- including the West South Central region, which includes Texas -- saw steeper declines in new enrollments than did institutions on the East and West coasts (see map below).

Total international enrollments have not fallen, buoyed up as they are by students already in the U.S. higher education pipeline. But the declines in new international enrollments will likely be cause for concern for many universities that have counted on growth in international students -- and the tuition revenue they bring -- to help balance their budgets.

### "Open Doors" on International Enrollments

The "Open Doors" data, which reflect enrollments for the last ac-

ademic year, not this one, show a 3.4 percent increase in total international student enrollments at American colleges and universities in 2016-17 compared to the year before, bringing the total number of international college students in the U.S. to 1,078,822.

Though a slowdown compared to the growth rates seen in the six years prior, 3.4 percent is still growth. However, what will be worrisome for many colleges is the fact that the number of new international students decreased for the first time in the six years that Open Doors has been reporting new enrollments, falling by 3.3 percent compared to the previous year.

Drilling down by academic level helps to explain the top-level trends. In 2016-17 the number of international students increased by a modest 2.7 percent and 1.9 percent at the undergraduate and graduate levels, respectively, and fell by 14.2 percent at the nondegree level -- a category that includes intensive English programs, which many students enroll in prior to entering de-

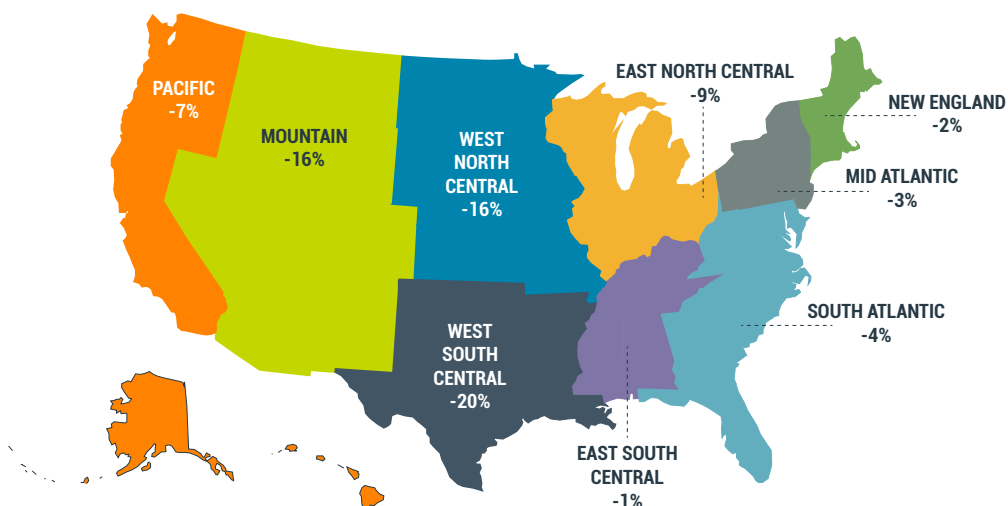
gree-granting programs.

The fastest rate of growth by far was in the number of students who are participating in optional practical training (OPT), a number that grew by 19.1 percent in 2016-17 compared to the prior year.

While individuals on OPT are classified as students for visa purposes, and remain on their university's sponsorship, they are not really students at all in the traditional sense, as they have already graduated from their degree programs and are now pursuing employment. Under [an extension of the OPT program](#) that went into effect in May 2016, students with degrees in science, technology, engineering and mathematics fields can now spend up to three years working in the U.S. on OPT after they graduate (students with degrees in non-STEM fields are eligible for a one-year OPT term).

"What we're really seeing is this sort of bulge in the system. A lot of students who began their studies in the U.S. have remained under the sponsorship of their institutions for longer because of the OPT extension, while at the same time the numbers of enrolled students haven't increased at the same pace," said Rajika Bhandari, head of research, policy and practice at the Institute of International Education, which publishes the annual "Open Doors" survey with funding from the U.S. State Department.

"Then when you add to this the finding on the drop in new enrollments, all of that put together really



points to the fact that the numbers of international students coming to the U.S. are beginning to flatten. I would interpret this as by no means a crisis, but really more of a wake-up call where this is the beginning of a flattening trend and there's a lot that institutions and others can be doing to still turn this around," Bhandari said.

In 2016-17, U.S. universities reported increases in the number of students from China (up 6.8 percent) and India (up 12.3 percent) -- two countries that collectively account for about half of all international students in the U.S. However, the number of students from two other key source countries, South Korea and Saudi Arabia, dropped.

The 14.2 percent decline in the number of students from Saudi Arabia was especially notable and is likely attributable to [moves to scale back and retool the Saudi government's foreign scholarship program](#), which has sent massive numbers of students to U.S. universities in recent years. The number of students from Brazil also declined by 32.4 percent, following an 18.2 percent decline the year before, reflecting the wind-down of another large foreign scholarship program sponsored by the Brazilian government.

The top three fields of study for international students in the U.S. in 2016-17 were engineering -- students in engineering fields accounted for 21.4 percent of all international students in the U.S. -- business and management (18.6

percent) and math and computer science (15.5 percent). The most notable change according to field of study was the big drop in intensive English enrollments, down

Country of Origin	Number of Students in 2016-17	Percent Change From 2015-16
1. China	350,755	(+)6.8%
2. India	186,267	(+)12.3%
3. South Korea	58,663	(-)3.8%
4. Saudi Arabia	52,611	(-)14.25%
5. Canada	27,065	(+)0.3%
6. Vietnam	22,438	(+)4.8%
7. Taiwan	21,516	(+)1.8%
8. Japan	18,780	(-)1.5%
9. Mexico	16,835	(+)0.6%
10. Brazil	13,089	(-)32.4%
11. Iran	12,643	(+)3%
12. Nigeria	11,710	(+)9.7%
13. Nepal	11,607	(+)20.1%
14. United Kingdom	11,489	(-)0.9%
15. Turkey	10,586	(-)1%

Top 15 Countries of Origin for International Students in the U.S.

25.9 percent.

Fall Snapshot Data

Simultaneous with the release of "Open Doors," IIE released the results of the "snapshot" survey it conducted in partnership with nine other higher education groups on this fall's international enrollments. Once again, the universities that responded to the survey reported an average drop of 7 percent in new international enrollments, but their total international enrollments remained flat as existing students stayed in the pipeline, including on OPT.

The survey does not disaggregate the enrollment changes by country of origin, but 71 percent

Field of Study	Number of International Students in 2016-17	Percent Change From 2015-16
1. Engineering	230,711	(+)6.4%
2. Business and management	200,754	(+)0.2%
3. Math and computer science	167,180	(+)18%
4. Social sciences	83,046	(+)2.1%
5. Physical and life sciences	76,838	(+)1.9%
6. Fine and applied arts	61,506	(+)3%
7. Health professions	34,395	(+)1.3%
8. Intensive English	30,309	(-)25.9%
9. Communications and journalism	21,913	(+)3.6%
10. Education	17,993	(-)7.6%
11. Humanities	17,561	(-)0.6%
12. Legal studies and law enforcement	15,306	(+)1.5%
13. Agriculture	12,602	(+)2.3%

International Students in the U.S. by Field of Study

of institutions said they were concerned about recruiting students from China for next fall and 68 percent said the same about India. Seventy-six percent of institutions said they are concerned about enrolling international students from the Middle East and North Africa, a finding that IIE says is likely due to concerns about the reductions in the Saudi scholarship program and travel restrictions for the region. [A third version of the Trump administration's travel ban](#), currently [halted by the courts](#), would bar all travel from North Korea and Syria and impose varying restrictions or higher vetting standards for travelers coming from Chad, Iran, Libya,



## New Strategies to Navigate International Enrollments

Somalia and Yemen (it would also bar certain Venezuelan government officials and their families from coming on business and tourist visas).

New enrollments of international students started to decline last fall prior to the election of President Trump. But some college administrators are worried that the current political and social climate may contribute to keeping some students away. Hundreds of universities have joined [a campaign aimed toward](#)

“

“I would interpret this as by no means a crisis, but really more of a wakeup call where this is the beginning of a flattening trend and there's a lot that institutions and others can be doing to still turn this around.”

”

[prospective international students called “#YouAreWelcomeHere”](#) to counter concerns about xenophobia and perceptions about personal safety in the U.S.

Fifty-two percent of universities responding to the snapshot survey

said that international students have expressed a desire to leave or have left the U.S. as a result of this climate. Eight percent reported an incident on campus or in the community that targeted international students in a negative manner. ■

said that international students have cited the U.S. social and political climate as a potential deterrent to studying in the U.S. However, only 20 percent of institutions said that international stu-

<https://www.insidehighered.com/admissions/article/2017/11/13/after-years-growth-us-colleges-see-decline-number-new-international>

# O Canada

BY SCOTT JASCHIK // MAY 22, 2017

American students -- at record numbers -- are accepting offers of admissions from Canadian universities. So are students from other parts of the world.

Immediately after last year's presidential election, Canadian universities started to report record traffic on their websites, coming from American high school students. Then the universities started to report more trips to campus from south of the border. And more applications.

But the question remained: Would Americans enroll?

As Canadian universities start to report on their admissions cycle, the answer is Yes. And not only will Canada be attracting more American undergraduate talent, but more from other countries as well.

Admissions leaders in Canada report that the "Trump effect" is a major part of the shift. But this isn't just about young people in the U.S. disgusted with the president or those abroad who are scared about how they will be treated in the United States. Many Canadian universities have stepped up their recruitment to unprecedented levels



in the United States and elsewhere, seeing an opportunity to broaden interest in their universities (which are generally held in high regard in terms of academic rigor, although that has been the case long before the current surge in interest.)

Consider the University of Toronto, which is regularly called the premier university in Canada (though advocates of the University of British Columbia or McGill might contest that). Toronto has highly competitive admissions and doesn't lack for applicants.

For this fall, 225 applicants from

the United States have accepted undergraduate admissions offers. That's more than double last year's total of 110. The yield was also up, 25 percent for Americans this year, compared to 20 percent last year.

Beyond North America, Toronto is also seeing a surge. The number of new undergraduates from India enrolling in the fall is up 75 percent, to 263. The number from the Middle East and Turkey is up 62 percent, to 222. Generally, these students would all be competitive at top universities in the United States.

## New Strategies to Navigate International Enrollments

Edward Sargent, vice president for international at Toronto, said in an interview that there were several key factors to the growing popularity of the university, and that more than Trump is at play. He said international students care about rankings and find Toronto at the top of evaluations of Canadian universities and on lots of “top lists” globally.

Cost is also a factor. International students at Toronto pay considerably more than do Canadians. But consider the numbers. For an engineering student at Toronto next year (tuition varies by program and engineering is among the most expensive), tuition is about \$45,000, but that would be Canadian dollars, or about \$33,000 in U.S. currency. For an out-of-state student at the University of Michigan, tuition and fees are about \$45,000 (American). Sargent said that tuition for Americans (and others from outside Canada) compares favorably to private institutions and also to out-of-state rates at the best public universities in the United States.

And then there is the cultural and political environment. Students say they care about the cultural and political environment, and appreciate Canada’s push toward diversity. “They talk about hearing Justin Trudeau talk about wanting Canada to recruit great talent” and his outreach to immigrants from all over the world.

If they visit Toronto, Sargent said, they see a cosmopolitan city where more than half of the res-

idents were born outside of Canada. “We’re a global city,” he said, and that appeals to Americans and also those from elsewhere who might in the past have focused their searches on universities in the United States.

But Toronto didn’t just rely on increased interest from Americans. The university hasn’t in the past had a “conversion” strategy for the United States. (Canadian admissions officials talk about “conversion” the way their American counterparts talk about “yield.”) This year, Toronto held four events in the United States after admissions offers had been extended. The events were combined with alumni events, in part to drive home the point that a Toronto degree has launched many a career in the United States.

In New York City, the event’s host was Lorne Michaels (below), the creator and producer of “Saturday Night Live,” who graduated from

Toronto in 1966. He stressed the value of his liberal arts education (he was a literature major) while also talking Trump and politics.

And he addressed what for some might be a fear about studying in Canada: “Winter helps because it narrows your choices, and you’re perfectly happy to be reading a book when it’s cold and snowy,” he said.

Toronto mixed it up for different events. In Silicon Valley, the emphasis was more high tech than humanities. The university just announced [a new research center on artificial intelligence](#) and focused on the research and courses expected from the center.

Sargent said he expects more growth next year and after that -- both from the United States and the rest of the world. He noted that the same factors that American applicants talk about are those that he hears from applicants from India.



### Other Universities Showing Gains

Toronto isn't the only university expecting more Americans or non-Canadians in the fall.

McGill University, historically the Canadian university with the largest number of Americans, has a later response date on admissions offers. But undergraduate applications from the U.S. were up 21 percent, to 5,189 this year, and admissions offers were up 10 percent, to 2,121.

At Ryerson University, in Toronto, commitments to enroll as undergraduates are up 49 percent from outside Canada. From the United States (a subset of that figure), confirmations are up 30 percent.

Brock University is among a number of Canadian universities located quite close to the U.S. border. Brock is in St. Catharines, on the southwest side of Lake Ontario, close to Buffalo. Brock is seeking major growth in international applications from all over the world. As part of a 30 percent increase in applications, the university saw a 67 percent increase from countries covered by the Trump administration's travel bans (currently

blocked by the U.S. courts).

So far, undergraduate commitments to enroll in the fall are up 36 percent, with the largest gains from India, Ghana and Nigeria.

Brock is trying to build on its success by creating an International Student Ambassador program. Fifteen international students will be selected each year. In return for recruiting more international students, they will be able to pay tuition rates of Canadians, and save \$16,000 (Canadian, or \$12,000 U.S.) a year.

Another institution near the U.S. is Bishop's University (below), an English-speaking university in Sherbrooke, Quebec, about 30

miles from Vermont. Historically, Bishop's hasn't had a large American population. This year, Bishop's joined the Common Application. And that strategy along with the political environment seem to have reached more Americans.

Applications from the United States were up by more than 200 percent. So far, commitments to enroll from the U.S. are up 18 percent, to 75, and more may yet commit.

Dan Seneker, director of enrollment management, said that students in the United States (including non-Americans who have been in high schools in the U.S.) want to be somewhere with "a more liberal political climate."

In the past, Seneker said, Bishop's saw American applicants and students primarily from about 20 states, generally those in New England and the East. This year, he said, Bishop's already has confirmed acceptances from Americans from more than 40 different states. "States like the Carolinas, Colorado, Georgia, Louisiana, Florida, Illinois, Wisconsin and Missouri have all of the sudden emerged without any direct recruitment efforts on our part," he said. ■



<https://www.insidehighered.com/admissions/article/2017/05/22/canadian-universities-report-surge-us-students-committing-enroll>

# Boom in Indian Enrollments, Followed by Bust

BY ELIZABETH REDDEN // OCTOBER 30, 2017

At the University of Central Missouri, the number of students from India went from 152 five years ago to 2,429 in 2015 -- and 631 today.

At the height of the boom, in 2015, the University of Central Missouri enrolled 2,429 students from India, accounting for about 87 percent of the university's total 2,786 international students. The number of students from India had risen rapidly -- climbing from just 152 in 2012 -- and it dropped this fall with similar precipitousness.

Central Missouri is enrolling just 631 students from India this year, out of a total international population of 944 students. Almost all of the university's Indian students -- save 19 -- are graduate students enrolled in master's programs (the university does not offer Ph.D. degrees).

"Our graduate international student population is where we took all of the hit, so our graduate international student population is down 71.2 percent," said Mike Godard, Central Missouri's vice provost for



**CENTRAL MISSOURI PRESIDENT CHUCK AMBROSE (THIRD FROM LEFT, SEATED) AT A UNIVERSITY EVENT IN SEPTEMBER IN MUMBAI.**

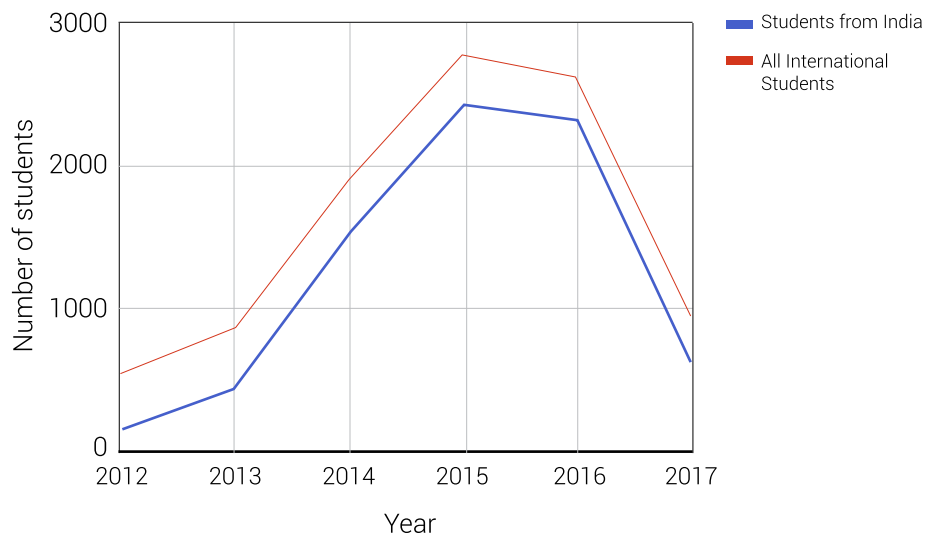
enrollment management. The drop in international graduate students accounts for an approximately 40 percent drop in Central Missouri's total graduate enrollment, when went from 4,202 students last fall to 2,532 this fall.

It's true that enrollment is up at Central Missouri at the undergraduate level: the university reports a 5.1

percent growth in new freshmen, a 3.4 percent increase in new transfer students and a 1.1 percent increase in retention. The number of international undergraduates is also up, albeit from a small base, from 239 to 248 international students. The university also reports a 5.8 percent increase in domestic in-state and out-of-state graduate students.



## New Strategies to Navigate International Enrollments



### INTERNATIONAL ENROLLMENT AT THE UNIVERSITY OF CENTRAL MISSOURI

But there's no question that the big drop in graduate students from India has made a "tight budget even tighter," as Jeff Murphy, a university spokesman, put it.

"This has been a very difficult year financially for all of Missouri's public colleges and universities," said Murphy. "We've had some significant reductions in appropriations at the state level that have impacted all of us." Murphy said that in fiscal year 2017, the Legislature approved a \$59.7 million appropriation for the university but withheld some of that money, so the university received \$53.7 million. In fiscal year 2018, Murphy said the university expects a \$52.7 million appropriation. To save money the university initiated [a voluntary retirement incentive program](#), which Murphy said 110 employees opted for, including 35 faculty members and 75 staff.

Public universities have increasingly turned to tuition revenue from international students to make up

for state funding shortfalls, but the drop in Indian students at Central Missouri shows the risk of relying too much on students from any one country. In a recent survey of admissions directors conducted by Inside Higher Ed and Gallup, 53 percent of respondents from private universities and 39 percent from public universities said that American colleges have become too dependent "on international students from a few countries, such as China and India," the top two countries of origin for international students in the U.S.

Central Missouri officials say that while the university recruits in India, the surge in students from there was unexpected. "It wasn't necessarily by design," said Godard, the vice provost for enrollment management. "India is -- I don't want to call it a unique country -- but very relationally connected, and very reliant on social media. We had two academic programs in particular

that I think individuals found of interest to them: they were a graduate computer science program and a graduate program in computer information systems. Both of those two programs are offered at our Lee's Summit center, which is about 40 miles or so from our main campus in Warrensburg, closer to the Kansas City metro area."

Godard said the tuition structure at the Lee's Summit location "is such there that no matter who you are from, you pay the same tuition rate; you could be in state, out of state." This year, in response to the drop in international students, the university dropped [the tuition](#) for the master's of computer science and computer information science programs, from \$424.05 per credit hour to \$390.25 per credit hour. At that rate, a student, whether from elsewhere in Missouri or from Mumbai, can complete the minimum 30 credits required for the programs for a little less than \$12,000 in tuition.

"I think some international students found that attractive for the price point, as compared to other options," Godard said. "It's kind of like one year we had a handful and then all of the sudden the next year we were just inundated."

The chairs of the computer science and computer information systems departments did not respond to *Inside Higher Ed's* requests for interviews about the effects of the enrollment changes on their programs. "As enrollment went up, we increased the number of

faculty who could cover classes and they were hired on year-to-year contracts, so as the enrollment went down we reduced the number of faculty," said Murphy, the university spokesman. He

said about seven to eight year-to-year positions have been cut, but that no permanent, tenured or tenure-track positions were eliminated.

"It's hard to pinpoint all the exact reasons why we had that drop," Murphy said. "Certainly we're doing things to build up our international student population. Our president and a delegation of nine or 10 other faculty and staff members in September visited India and Nepal and Saudi Arabia and met with alumni from UCM. They also attended college fairs and visited with industries and tried to establish some strong connections to build our enrollment in the future."

Many universities across the country are [reporting declines](#) in international student enrollments this fall. However, the trend is far from uniform, and some institutions are reporting increases. International recruitment professionals have reported hearing concerns from prospective international students about the climate in the U.S. -- about whether they will feel safe and welcome on American campuses -- as well as about the employment opportunities available to



"It's kind of like one year we had a handful and then all of the sudden the next year we were just inundated."



them here.

Many prospective students have raised concerns about whether the Trump administration will make changes to existing programs that allow international students to stay in the U.S. and work after graduation, including the optional practical training (OPT) program, which allows students with STEM degrees to work in the U.S. for up to three years after graduation while staying on their F-1 student visas (students with degrees in non-STEM fields can work for up to one year). There have been no changes to date to the OPT program, but some [speculate they could be coming](#).

Many in higher education are big fans of the OPT program, which they argue is critical for attracting talent to the U.S., but [critics say](#) it creates unfair competition for American workers, particularly in technology-related fields. The left-wing magazine Mother Jones recently focused on Central Missouri's students and alumni in [a critical article](#) it published about the OPT program and the working conditions for graduates who are recruited to work at so-called body shops,

essentially temp agencies that provide information technology workers to other companies on a contractual basis.

(In a statement about the Mother Jones piece, Central Missouri said

that "while the university does not vet every company that seeks to hire its graduates, UCM students are encouraged to use their due diligence in learning about organizations that approach them as job candidates and the quality of the working environment and conditions they provide." The university statement also encouraged international students to report any unlawful employer practices to the career services office and "to use resources available at career services as a starting point for any job search.")

In any case, it's clear that the opportunity to work in the U.S. for up to three years after graduating on OPT -- and the chance to get a H-1B visa after that -- is a key selling point for many students from India, and newfound uncertainty over the future of these programs is at the very least not helpful for recruitment. In April President Trump issued [an executive order](#) that called on agency heads to "suggest reforms to help ensure that H-1B visas are awarded to the most skilled or highest-paid petition beneficiaries." Since that time, applicants for H-1B visas have come under increased scrutiny, as

## New Strategies to Navigate International Enrollments

Reuters [recently reported](#).

Rahul Choudaha, the executive vice president of global engagement and research at StudyPortals, an online international student recruitment and marketing platform, said that the drop in Indian students at Central Missouri "is largely attributable to 'Trump effect' for the segment of Indian students who were highly conscious of value for money. They prioritized opportunities of lower tuition and higher job prospects over any other criteria."

Choudaha said the University of Central Missouri offered lower tuition than many other American universities. "At the same time," he said, "the OPT STEM extension offered high prospects for gaining experiences through internships and subsequently finding jobs. However, the tighter immigration policies that aim to curb prospects of H-1B visa has unfavorably skewed the equation for many Indian students who were seeking value for money."

"More of my friends are going to Australia and Canada" rather than the U.S., said Abhideep Dharga, an Indian student in Central Missouri's computer information systems master's program. "They were worried about maybe in the future the government will affect their visa." Beyond concerns about the future

availability of H-1B, Dharga also said it's hard for international students at Central Missouri to find on-campus jobs: international students can't legally work off campus without special authorization to do so, and then only in training programs related to their field. "Many students who come from other countries, they're more dependent on on-campus jobs," said Dharga.

Dharga also cited as another reason for the drop in new enrollments the February incident in a Kansas City, Mo., suburb in which a white man shot and killed an Indian engineer, Srinivas Kuchibhotla, and wounded two other men. Authorities have [classified the shooting as a hate crime](#).

Priyanka Chaudhary, another graduate student from India studying computer information systems, said she came to Central Missouri last March because she wanted to study in the U.S. at an affordable university. She's been happy with the decision to study there.

"I think most of it has to do with the application screening and visa approval process back in India," she said of the drop in Indian students at Central Missouri. "Part of it could be the uncertain and slightly hostile environment post-presidential elections."

Godard cited a number of likely reasons for the drop in students from India this fall, including increased competition from other universities that are offering computer science master's programs at a similar price point and factors in the Indian economy.

"Last year the economy in India was decimated for a little while, so as a result of that we still had interest in students wanting to come and study at UCM, but their financial situation changed enough where that wasn't possible," Godard said. "We also saw that visa issuance went down significantly in India, especially certain regions of India, Hyderabad being one of them." Godard said he did not have any hard data on how visa approval rates have changed.

"We would all be naïve to say our geopolitical environment didn't change in January," Godard continued. "I think you take the increased competition in the marketplace for those two programs, you take the economy in India, you take the decreased issuance of visas, so even if people are interested in coming, they aren't able to, and then you take the geopolitical environment that we're in right now, and you put all those together and here we are." ■

<https://www.insidehighered.com/admissions/article/2017/10/30/after-huge-surge-enrollment-india-central-missouri-sees-substantial>

# Do You Know Who You're Talking To?\*



## CHINA

In China, the father is a major influencer in the study-abroad decision.



## INDIA

Students in India may decide for themselves, but their parents and friends play an important role.



## PHILIPPINES

Students in the Philippines are influenced by their mothers.



## FRANCE & GERMANY

In France and Germany, students have very little outside influence and decide for themselves where they want to go.



## SOUTH AMERICA

Studying abroad in South America is a personal choice — the students are not influenced by others.



The exception is **BRAZIL**, where parents play an equal role.

### Now that you know who you are talking to, here are some tips:

- Take time to understand the nuances of the region and country you are trying to target
- Have feeder country-specific marketing plans
- Have strategies and tactics that engage influencers

\*Results of an ETS survey conducted in 20 countries with 8,528 individuals who are currently or planning to study abroad.

For more TOEFL® tools and resources, visit [www.ets.org/toefl/institutions/resources](http://www.ets.org/toefl/institutions/resources)

# How Chinese Students Navigate the U.S. University

BY ELIZABETH REDDEN // DECEMBER 6, 2017

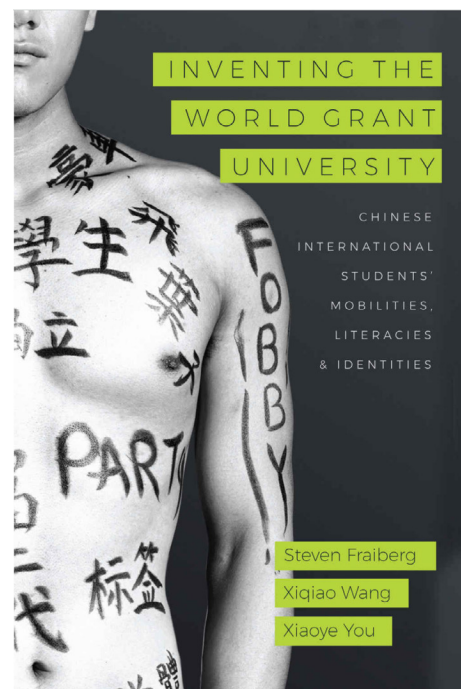
New book looks at “who changes, how much and into what” with influx of Chinese students into U.S. universities and at the underground learning networks students cultivate.

A new book on Chinese students and American higher education, *Inventing the World Grant University: Chinese International Students' Mobilities, Literacies & Identities* ([Utah State University Press](#)), looks at the underground networks some students develop to navigate their classwork and the frictions at play as American universities seek, in the authors' words, “to capitalize on international students while also policing them through policies of containment.”

*Inventing the World Grant University* was written by Steven Fraiberg and Xiqiao Wang, both assistant professors in the Department of Writing, Rhetoric and American Cultures at Michigan State University, and Xiaoye You, an associate professor of English and Asian studies at Pennsylvania State University. It is deeply grounded

in theory, specifically theories of “mobile literacies,” an approach that the authors write “centers on how literacy affords and constrains movement of actors, identities and practices across geographical and social structures.” But readers who aren't invested in the theoretical framework can still find much of interest in the authors' analysis of how the recent and rapid growth in the number of Chinese students on American campuses raises questions about “who changes, how much and into what.”

At Michigan State's campus in Lansing, one of two research sites for the book along with a private summer program in China, the number of Chinese students grew from 600 students in [fall 2006](#) to 4,527 in [fall 2016](#). The authors write that universities like Michigan State have on the whole “been



unequipped to absorb such a large contingent of students from a single region or to accommodate sometimes wide cultural and linguistic differences. Surrounding these matters are questions about



how and whether or not educators should accommodate cultural and linguistic differences."

Inventing the World Grant University considers what it means

when a minority population becomes a majority in some classrooms: in a basic college writing course at Michigan State, for example, it is not uncommon for 80 to 90 percent of students to be from China. The book describes the tensions faced by faculty as they tried to adjust to the rapidly shifting student population, tensions, the authors write, that "were driven by the fact that many of the Chinese international students had not been socialized into a Western educational system and lacked the linguistic abilities to participate in discussion-style classrooms."

Even those faculty members who come across in the book as especially thoughtful and culturally sensitive educators struggled. A physics instructor who participated in the authors' research described the challenges he had in structuring group work in a 200-level class in which 27 of 30 students were Chinese (the instructor speculated that his class, which fulfilled a general-education requirement, attracted high numbers of Chinese students both because many had solid backgrounds in physics and because the class put fewer de-



"Say I have three Americans in my classroom, what do I do? Do I put one in each group of Chinese? Or do I let them [choose]?"



mands on their English skills than did other options).

"Say I have three Americans in my classroom, what do I do? Do I put one in each group of Chinese? Or do I let them [choose]? Typically I let them do the groups, and what happens is the three Americans sit together," said the physics instructor, who is identified by the pseudonym Manuel Antonio.

"Automatically?" Fraiberg, one of the authors, asked.

"Automatically," Antonio responded.

"They just self-select?"

"And actually the Chinese self-select, too, they sit together because they can speak their own language."

Antonio made numerous adjustments. He hired Chinese-speaking "learning assistants" -- though the authors note that meant "that he himself was not always privy to the Chinese conversations between the assistants and lab groups." He stopped using PowerPoint in class in favor of solving problems on an overhead projector after discovering that students had difficulty listening to his lecture while processing the written materials on

the slides. Even so, he estimated that 10 to 20 percent of students struggled because of English proficiency issues.

"For example, one student did not know the term

for the metal lead. In this scenario, while the instructor tried to imagine creative ways to explain it, the concept ultimately proved too fundamental. As a final resort, Antonio turned to a Chinese classmate to translate. Engaged in these types of large and small acts, the instructor continually sought out ways to balance an assortment of needs and bridge social and linguistic differences. While these adjustments were sound pedagogical practices standard in any well-managed classroom, they were distinct in Antonio's class because of the size and scale of the shifts," the authors write.

Inventing the World Grant University also provides a glimpse into the rich underground learning networks created by many Chinese students, in which weaker students -- so-called scumbags of learning, to use a term that was popularized by an internet meme -- seek help from fellow Chinese students whom they identify as "lords of learning."

The authors write that the "prevalent invocation of this practice among Chinese students constructs a dynamic scene of collab-

orative learning that has both positive and negative implications. For example, it is typical for students to create and maintain course-themed, digitally mediated study groups on WeChat and QQ," two social media platforms popular in China.

"On these online platforms," the authors write, "students may discuss challenging concepts, prepare for quizzes and exams, and offer and receive help on homework. It might unfold in private tutorial sessions organized by students during which a lord unpacks course materials in accessible language to scumbags. Collaboration can also transgress into the realm of cheating, as students illegally acquire and trade answers to exam questions across sections and semesters."

One student known for his knack for economics, identified in the book by the pseudonym Lee, managed seven different tutorial groups in a single semester through the group chat function on WeChat. These groups ranged in size from seven to several hundred students.

Lee appreciated the ways in which teaching helped him to better master the material at hand: as he said, "If my explanation doesn't clarify the concepts, it is proba-

bly because my understanding was limited." He also understood that the opportunity to help fellow Chinese students with their economics classwork presented an opportunity to build social -- and material -- capital. "Helping my class friends will help me now and in the future," he said.

"For example, I get to build Renmai [a network of social relationship], as many Chinese students would say. Let me give you a very simple example. I need a car because I am staying here for the

[Chinese] does well. I am idealistic in that way. We are the minority here, or I would even go so far to say we are a socially vulnerable group. We should really stick together to succeed."

By contrast, another student, Yan (also a pseudonym), was drafted reluctantly into serving as an expert for a writing class, a role that for her was more of a burden than a boon. "To her, being bombarded with questions was not only annoying but confounding," the book says. "What was really

puzzling was that her classmates seemed to have no grasp of what was happening in the classroom."

Rather than read the assignments distributed by the instructor, "students resort-

ed to Yan to provide explanations in a language they understood. These explanations ranged from basic questions about due dates, length requirements or submission guidelines to more complex issues with assignment completion," the authors write.

In their conclusion, the authors consider the pedagogical implications of their research. "Broadly," they write, "our study offers a framework to better understand the dynamics and complexities of teaching and learning in a space in which national identity, social class, culture and language are in-



"I'd love to see more high-achieving Chinese students in business school so that we can compete against the Americans."



winter break, but I don't have a car yet. I sent out a message in my friendship circle [on WeChat], and several people volunteered to lend me their cars. To me, that's one way how Renmai works. Now I drive a BMW and a Jaguar in turn."

Lee also saw broader benefits in helping other Chinese students succeed. "I'd love to see more high-achieving Chinese students in business school so that we can compete against the Americans," he said. "Second, I am a firm believer that I will be able to improve myself by helping others. I'll be more successful if everybody else

creasingly entangled. This framework provides key insights into a rich underground set of literacies and practices that remains invisible to educators."

"Our study," they write, "provides a glimpse into this population's lifeworlds."

In written answers to questions from Inside Higher Ed, the authors elaborated further on the implications of their research for pedagogy.

"We recommend what has been referred to as reciprocal pedagogy that is loosely summarized as engaging in genuine dialogue with international students and trying to learn about their backgrounds and histories. We see this as a two-way street in which both the teachers and students must shift their stances. Having noted our broader goals and aims, we did find some overall general trends and themes in the context of our research," the authors said.

"Central to working with Chinese international students is the importance of understanding the social, cultural and educational contexts in which many of them have been socialized. In part due to a highly structured educational system that revolves largely around a national entrance exam, many of the students are used to memorizing large

bodies of information, deferring to teachers and authorities, and solving problems or questions with a single correct answer. As a result, many Chinese international students need more time and exposure to open-ended problem solving while learning to take positions and support opinions. They are also not generally accustomed to discussion-style courses with a stigma generally associated with losing face."

"Students' reluctance is often compounded by struggles with mastering the language," they wrote "Though many of the students do learn English from an early age, they typically do so based on approaches that focus more on grammar or drill and skill as opposed to offering ample opportunities for practicing the language. Grounded in these contexts, we would therefore recommend constructing assignments with ample use of models, examples, and explicit aims or objectives. We would further encourage instruction that breaks down assignments into multiple stages with multiple op-

portunities for feedback. In the case of writing, this means employing multiple drafts that offer opportunities for practice and revision.

"Additionally important is recognizing and creating opportunities to unpack examples or concepts that are commonly taken for granted in U.S. contexts (e.g., frequent use of sports metaphors related to baseball or American football). A final key practice includes presenting classroom information in multiple modes or forms. One instructor in our study, for example, found that PowerPoint slides often contained too much information to absorb quickly when coupled with the talk, so began to write out notes and ... solve mathematical problems on an overhead as he worked to make it easier for students to follow the course. In many ways, these recommendations reflect general best practices in university teaching and are not unique to Chinese international students."

The authors continued, "Though such solutions are not perfect, we have seen that involving students

in collaborative forms of learning can be useful, while also allowing Chinese speech and writing into the classroom. Indeed, central to our key findings is the significance of the collective or dense social net-



"We found rich types of entrepreneurial activity on campus. Engaged in large and smallscale enterprises, many of the students proved to be adept at problem solving, creative thinking and managing complex projects."



works of the Chinese international students that often influence their classroom practices and learning. While this has been addressed by other scholars and in popular media, we believe our findings add texture and a historical-social dimension to our understanding of how Chinese international students navigate the university. In some cases the students do segregate themselves or use their networks in a manner that is not always conducive or productive for deeper forms of study. But we also found many ways that the students' informal networks were productive and a rich source of academic learning and socialization into the various disciplines.

For example, we found many students take initiative in organizing their informal learning spaces to recruit each other as resources and unpack challenging course material. One key for instructors is to leverage these dispositions and design collaborative assignments that make everyone in the group accountable."

"Finally," the authors wrote, "one of the main findings is perhaps most relevant to business and engineering schools, but also we believe relevant to our understandings of student population as a whole. We found rich types of entrepreneurial activity on campus. Engaged in large- and small-scale enterprises, many of the

students proved to be adept at problem solving, creative thinking and managing complex projects in their efforts to start their own student organizations and businesses that often stretched across transnational borders. In relation to students' academic lives, the key is to tap into some of this creativity, ambition and drive that often goes below the radar or unnoticed in part because of language and cultural barriers. While this is to some extent dependent on the course or discipline, in a business class, for example, it might be useful to have students discuss the Chinese market or various marketing and business decisions based on the cultural context in China." ■

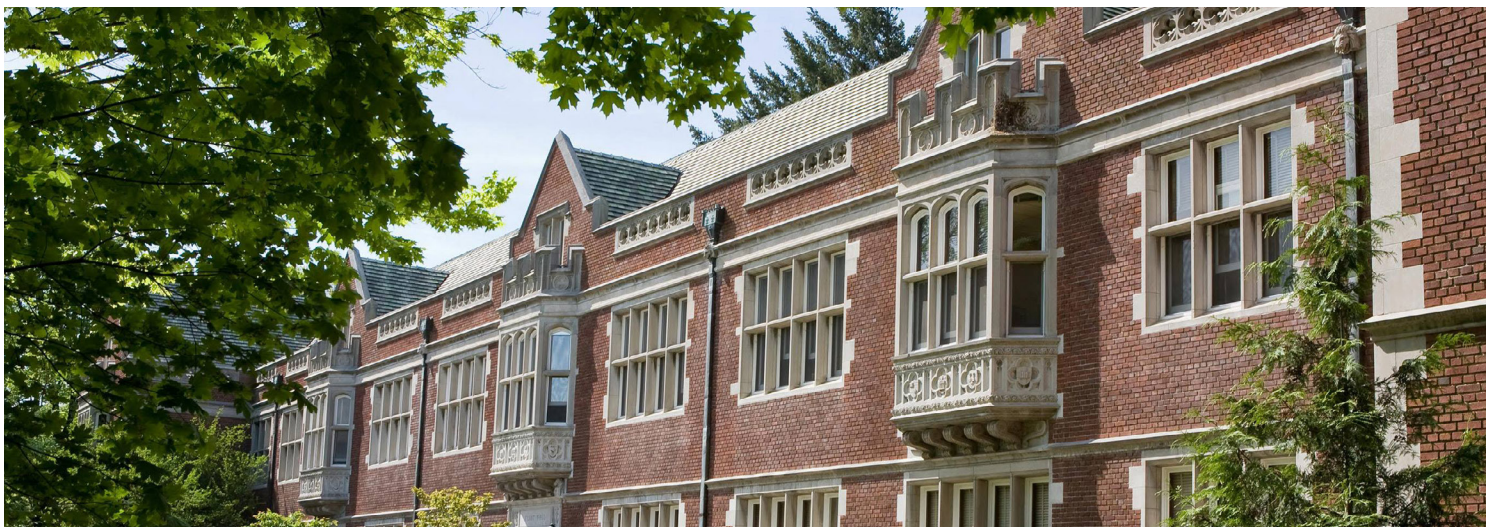
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# How Reed Grew International Population in Challenging Year

BY SCOTT JASCHIK // JULY 10, 2017

Letter from college president highlighted approach that made clear that American higher ed doesn't back Trump policies.



REED COLLEGE

At the end of 2016, Reed College officials started to worry that the class to enroll this fall might be seriously short on students from outside the United States. Reed has in recent years been enrolling around 33 new international students each year, between 8 and 9 percent of the freshman class.

And Reed, like many American colleges, was getting a lot of negative indications from prospective international students in the weeks

after Donald Trump was elected president.

Guidance counselors at international high schools that have in the past sent students to Reed sent email messages with lines such as "I've already had two students come to my office to withdrawal all U.S. applications" and "I now have students we are truly afraid to study in the U.S. ... even more than the gun violence."

Reed has an outstanding reputa-

tion as a liberal arts college. Reed's campus culture embraces diversity and the college is located in Portland, Ore., a progressive city that is hardly Trump territory. (In the county that includes Portland, 76 percent of the vote went to Hillary Clinton.)

But the message about Reed being inclusive wasn't strong enough to counter images of Trump's America. Reed uses software to project enrollment of different groups, based on expressions of interest,



communications and so forth. The projections were coming in for a serious decline in new international students.

Many colleges and universities are reporting flat or declining yields for the fall, according to [data released last week](#) by the Institute for International Education. So how is Reed ending up with a record number of international students, bringing the international share of its freshman class to 15 percent?



First the college decided to push back all deadlines for international applicants, trying to buy some time to deal with the negative image that was taking hold, said Milyon Trulove (above), vice president and dean of admission and financial aid.

"We knew that there was something we needed to do," he said.

The single most important tactic Reed adopted, Trulove said, was sending a letter to all prospective international applicants in February from John Kroger, the college's president.

In much of the world, including countries from which Reed recruits students, college leaders are assumed to endorse the views of their government leaders, or at a mini-

mum can't challenge them. Kroger's letter may not have been stunning in the context of what some American college presidents say, but it was direct (shockingly and reassuringly so to some prospective students) in disavowing Trump.

"Recent shifts in policy regarding travel to the U.S. are in direct conflict with our desire to bring together at Reed thinkers from a broad range of nations, faiths and races to pursue shared intellectual passions and exchange their ideas," wrote Kroger. "It also deeply offends Reed community values with respect to tolerance, religious freedom, human dignity, and freedom to travel."

The Reed president continued by drawing attention to values of the college as reflected by its diversity statement. "Reed embraces the inherent value of diversity," Kroger wrote. "It is committed to attracting the best and brightest from every group, including those who have historically experienced discrimination and prejudice, for it recognizes that dialogue between people with different perspectives, values, and backgrounds enhances the possibilities for serious intellectual inquiry."

The letter went out in February and -- almost immediately -- the impact was evident. The tone of inquiries shifted to the sorts of questions that indicate an interest in enrolling if admitted.

And many of those who received the letters responded directly to Kroger. Reed shared a few responses, removing students' names.

One, from a student in Pakistan, simply said: "This means a lot, thank you."

Another, from a student in Morocco, was longer. He shared an essay he had written about being devoted to his Muslim faith, and lessons learned from imams on Fridays at mosques. But the theme of his essay was about how his parents didn't force him to abide by their family's faith, and how he came to value his choice to observe. Faith that isn't imposed is the best kind, he wrote.

The student's email to Kroger (who was attorney general of Oregon before becoming Reed's president) said: "I have received your email about the recent shifts in policy regarding travel to the U.S. Thank you for securing me. I want to make sure that your honor knows that I am intellectual freedom supporter. I know that you have a special place in your heart for law. Well, we both do and I believe that one of law's purposes is to give equal opportunities to all humans without consideration their race or faith. We are all humans looking to serve the humankind. I believe that Reed College will give me the full opportunities to realize my dreams."

As Reed was counting up its commitments to enroll in the fall, tragedy struck that also might have unnerved students. [Two people in Portland were stabbed](#) when they attempted to intervene when a man was shouting slurs at two women, one of them wearing a hijab, who appeared to be Muslim. Portland,



TALIESIN MYRDDIN NAMKAI-MECHE

despite its progressive reputation, has attracted a small but visible group of white supremacists, potentially adding to the safety concerns many international students have about the United States.

Trulove said that the tragedy hit Reed hard. One of those killed was Taliesin Myrddin Namkai-Meche (left), who had just graduated from the college. Reed has created [a scholarship fund](#) in his honor. Trulove said that the killings don't seem to have scared off students. He said that the story of Namkai-Meche's heroism and commitment is one that resonates with all of those considering the college, including those from other countries, as representing the values of the college, far more than does the president of the United States. ■

<https://www.insidehighered.com/admissions/article/2017/07/17/colleges-are-now-using-discounting-attract-some-international-students>

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# Is Econ STEM?

BY ELIZABETH REDDEN // DECEMBER 6, 2017

Some economics departments are reclassifying their programs as STEM fields, in part to make them more attractive to international students.



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Some economics departments are changing the formal classification of their programs so that international students have more opportunities to work in the U.S. after they graduate.

It may seem like the most bureaucratic of changes, but changing the formal classification -- what's known as the federal CIP code -- for an economics program from the one for "economics, general" to the

one for "econometrics and quantitative economics" means that international graduates of those programs can work in the U.S. for two extra years after they graduate while staying on their student visas.

That's because the Department of Homeland Security considers econometrics and quantitative economics -- but not general economics -- to be a STEM field. International graduates of designat-

ed STEM programs are eligible for what's known as the STEM OPT extension, which enables them to work in their field for a total of three years in the U.S. while staying on their universities' sponsorship. By contrast, students with degrees in non-STEM fields are only eligible for one year of OPT, which stands for optional practical training.

Those involved in recruiting top international students who are

considering options in the United States and other countries have long complained that the limited options for postgraduation work in the U.S. place American colleges and universities at a disadvantage. The extra two years that students in eligible STEM programs can spend on OPT arguably make them more hireable, and give them additional chances to try their luck in the annual lottery for the limited number of H-1B skilled worker visas.

Michael Kuehlwein, chair of the economics department and the George E. and Nancy O. Moss Professor of Economics at Pomona College, said he was approached by an international student who asked if the department's economics major could be reclassified as a STEM field. That student had a friend at Williams College, which had already made such a change.

"We do have a fair number of international students who major in economics, and I have heard that only being able to spend one year in this country after you graduate is a real impediment when you're on the job market," Kuehlwein said. "I've actually heard that our majors they have gone on, have gotten a job in consulting or whatnot, and they literally have to leave the country after a year. So I looked at

the criteria for this econometrics and quantitative economics major, and it just looked like what we do here already; it seemed like a very close fit. It seemed appropriate to say that this is what we do, and if our international students can benefit, that would be fantastic."

The definition for "economics,

systematic study of mathematical and statistical analysis of economic phenomena and problems. Includes instruction in economic statistics, optimization theory, cost/benefit analysis, price theory, economic modeling, and economic forecasting and evaluation."

"Pomona's program includes instruction in all of those things," Kuehlwein said, ticking through the items on the list. "It just seemed clear that we satisfied the criteria."

Other departments that have made the change include the economics department

at Yale University, which announced in January that its undergraduate and graduate economics programs now carry the CIP code for econometrics and quantitative economics. "The new classification more closely corresponds to the quantitative and analytic nature of our programs," says a statement on the Yale economics department website.

The Massachusetts Institute of Technology also made this change in 2016. "At economics at MIT we are the most technical economics program in the United States, probably in the world," said David Autor, the associate head of the department and Ford Professor of Economics. Autor said in the past there was never much of a reason to care

"We do have a fair number of international students who major in economics, and I have heard that only being able to spend one year in this country after you graduate is a real impediment when you're on the job market."

general" on the U.S. Department of Education website is for "a general program that focuses on the systematic study of the production, conservation and allocation of resources in conditions of scarcity, together with the organizational frameworks related to these processes. Includes instruction in economic theory, micro- and macroeconomics, comparative economic systems, money and banking systems, international economics, quantitative analytical methods, and applications to specific industries and public policy issues."

By contrast, the definition for "econometrics and quantitative econometrics" is more specialized and mathematically focused: "a program that focuses on the



about the economics program's CIP code, which was used primarily for the purpose of submitting data to the federal government. But after the Homeland Security Department designated econometrics as a STEM field -- a move it made in 2012 -- there were new stakes for students.

"The question we had to ask is, does this qualify under the econometrics designation? It's not that we would say our program is more econometrics than anything else, but does it meet that criteria, because the stakes were high," Autor said. He said the answer is yes.

"We think our students are fully qualified under that heading."

Universities such as Yale and MIT have no shortage of international applicants, but a STEM designation for an economics program unquestionably offers a recruiting edge. In a proposal to change the CIP code for its graduate economics program from the one for economics to the one for econometrics in 2016, the economics department at the University of Wisconsin at Madison cited competition from other programs that had the STEM designation. "This year, we have already had 6 instances of applicants to our terminal MS program declining our offer and accepting the offers [of] other terminal MS programs and the reason given is that the other programs offer a STEM designation," says the proposal considered by the University Aca-

demic Planning Council in 2016.

More recently, Madison's agricultural and applied economics department announced in January that it had received approval to change the CIP code for all of its graduate degrees from the one for "agricultural economics."

"When we looked at the description, we pretty much did everything in the description of this new CIP designation, and the old one didn't seem to fit us all that well," said Jeremy Foltz, the department chair. "Since we're brand-new at this, we're not sure all of the things this will mean. We know that there are advantages in terms of the optional practical training program that our students will get an extra two years, so we think this will help make our program more attractive to foreign students."

It's not just economics. Heidi Pickett, the director of MIT's master of finance program, said the program changed the CIP code from the one for "business/commerce, general" (non-STEM) to the one for "financial mathematics" (STEM) in 2016 -- a change that she said reflects the evolution of the curriculum to include more financial mathematics and financial engineering course work over the years. Pickett said she's fielded inquiries from other master of finance programs interested in making the same change.

"We're MIT, so we have such a strong brand that we're going to get

way more applicants than we could possibly seek," said Pickett. Still, she continued, "the finance space, particularly the master of finance space, is becoming very crowded here in the U.S., as well as outside the U.S. Not all programs are going to be able to survive in the long run. Having the brand that we have but also the STEM designation, I think that will help us in the end to maintain our position -- and I think that will be a challenge for some of the second- and lower-tier programs."

The Department of Homeland Security's Student and Exchange Visitor Program did not comment directly on the choice of some universities to reclassify their programs. "If the Department of Education recognizes a degree program as a STEM degree and that degree falls within the two-digit codes designated by DHS as a qualifying degree, then that degree would qualify for the STEM OPT extension," a spokeswoman said.

Peter Rousseau, the secretary-treasurer of the American Economic Association, said the association has no position on universities reclassifying their programs. "The reclassification question is something determined by universities, and they may have several reasons for doing so, including the nature of their programs falling increasingly into the STEM domain, making the reclassification the intellectually appropriate one," he said. ■

<https://www.insidehighered.com/admissions/article/2018/02/19/economics-departments-reclassify-their-programs-stem-attract-and-help>

# International Students Are Not Necessarily 'Full Pay'

BY ELIZABETH REDDEN // DECEMBER 6, 2017

Some discounting is now needed both to keep numbers and quality high, say admissions experts.



When college officials talk about international students and the need to increase their numbers, a common assumption is that international undergraduates are “full pay” -- meaning that no discounting is involved and the students pay the full sticker price. As colleges have been forced to provide larger and larger aid packages to American students (even those without financial need), international students have been described as a

key way to keep budgets balanced.

But quietly, in some cases over the last few years and in other cases for longer periods of time, some American campuses have been starting to offer non-need-based scholarships to international students. The issue is a sensitive one -- especially at public colleges and universities, where many legislators tend to be dubious of out-of-state enrollments to start with.

But some admissions officials

say that including some aid based on academics is essential to get not only the desired number of international students, but to keep the academic quality high.

“The international student marketplace has become more competitive and more savvy as it relates to American pricing differences, and universities are responding in kind,” said David Burge, vice president for enrollment management at George Mason University.

At George Mason, about 3,000 of the 35,000 total student body is from outside the United States. Burge estimated less than 10 percent of those students receive any aid from the university.

Burge said George Mason's approach is the same for international students as for non-Virginia-resident domestic students -- to look for outstanding academic candidates and provide an extra incentive to enroll. Students who are getting aid are those "who will have a markedly positive impact on [the] academic environment," he said.

The shift at George Mason to include international students in such consideration is a gradual one of the last year or so, Burge said. And it comes as many colleges in the United States are facing flat or (in the South, declining) yields on offers they have made to international applicants.

"Universities with an eye toward internationalization have used this tactic and have done so because of market realities," he said.

At the same time, Burge is quick to note that international students are getting modest support -- no one is getting a full ride, and no one is getting so much money that Virginia residents don't enjoy a price advantage over international students. (Tuition and fees for Virginia residents at George Mason total just under \$6,000 a semester,

while non-Virginians pay just over \$17,000 a semester. Virginia residents also are eligible for many forms of need-based aid.)

Other public universities appear to share the sensitivities about international students ever paying less than those from the state -- and for keeping most international students in the full-pay category. At Michigan State University, non-need-based scholarships for international students (leaving aside a few that have work responsibilities as well) range from \$1,000 to \$6,000 a year. International students pay more than \$25,000 more in tuition and fees than do Michigan residents.

Iowa State University offers two academically based scholarship programs for international applicants: one is for \$8,000 a year and the other \$4,000 a year. (International students pay about \$15,000 more a year in tuition and fees than do Iowa residents, and about \$1,000 more than non-Iowa-resident Americans.)

At Iowa State, about 47 of these awards have been made a year recently. That equals about 7 percent of the new class of international undergraduates.

Different Philosophy at a Private College

Wheaton College in Massachusetts is a private institution, and thus doesn't need to worry about the political implications of aid to

international students in the way that public institutions do. It is embracing an approach that mixes need-based and non-need-based aid and includes full scholarships.

"Wheaton has a real institutional commitment to building a global community," said Grant Gosselin, who is the vice president and dean of admission and student aid. The college awards three or four international students full scholarships a year at the college, where tuition, room and board top \$63,000.

While the college can't afford full scholarships for many, it maintains a need-based pool that is open to international students, with many students receiving up to half of the cost of attendance.

The freshman class at Wheaton is about 500 students, of which just over 10 percent come from outside the United States. Gosselin said that about half of them are receiving some aid.

Gosselin said he understands that colleges need to think about a variety of issues in developing their strategies for international enrollment. But he said he fears the messages institutions send when they assume all students from outside the United States are ready and able to pay full freight.

"What I worry about is that the idea that international students equals full pay is that we are only interested for their pocketbook," he said. ■

<https://www.insidehighered.com/admissions/article/2017/07/17/colleges-are-now-using-discounting-attract-some-international-students>

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