

AN ABSTRACT OF THE THESIS OF

Heather E. Barclay for the degree of Master of Science in College Student Services Administration presented on April 29, 1998. Title: New International Students Perceptions of U.S. Professors.

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Abstract approved: \_\_\_\_\_

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The purpose of this study was to determine new international students' perceptions of United States professors upon entrance into the university and after two months in class, and if differences in expectations exist between groups of students based on demographic variables. A survey designed to assess these expectations was administered to 81 new international students during the fall 1997 international student orientation sessions. The survey was readministered to respondents of the pre-test after two months to evaluate changes in their perceptions of U.S. professors. During winter term 1998 follow-up interviews were conducted with several students to confirm and expand upon the statistical data.

Student responses to 12 of the 25 items changed significantly over time. Significant change occurred on items related to the value of international exchange, cultural adaptation, academic adaptation, and on some non-clustering items. In general, new international students held

positive views of professors in the United States on both the pre- and post-tests.

Of the demographic variables considered in the research, region of origin yielded the greatest number of significantly different responses between groups. European students generally held more positive views of professors in the United States than did Southeast Asian or East Asian students. Graduate status and prior experience in the United States also affected student response rates to certain items. Gender did not significantly affect response rates.

Changes in pre- and post-test response rates indicate that students enter the university with expectations for U.S. professors that somewhat inaccurate. The findings also indicate that demographic variables significantly affect the expectations which new international students have upon arrival. The most effective manner to address these issues is to expand upon the information currently presented to new international students during orientation on topics such as classroom and academic expectations and student-faculty interaction. Addressing different perceptions based on demographic variables would require either multiple sessions to meet the needs of diverse student groups, or sessions which cover the above topics expansively.

New International Students' Perceptions of U.S. Professors

by

Heather E. Barclay

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APPROVED:

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Chair of College Student Services Administration Program

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Dean of Graduate School

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Heather E. Barclay, Author 

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# NEW INTERNATIONAL STUDENTS' PERCEPTIONS OF U.S. PROFESSORS

## 1. Introduction

Since the 1950s, more international students have chosen to study in the United States than in any other country (Mauch & Spaulding, 1992). Currently the United States hosts over one-third of the world's exchange students (Wagner & Schnitzer, 1991), which totaled 452,635 international students enrolled for credit at U.S. colleges and universities in 1994-95 (Institute of International Education, 1995); this was 13 times the number enrolled in 1953 (Wobbekind & Graves, 1989). International students comprise roughly 3% of all students at the post-secondary level (Altbach, 1991) and estimates place their representation among graduate students as low as 12% (Council of Graduate Schools, 1991) and as high as 20% (Wan, Chapman, & Biggs, 1992). Although a small percentage of students enroll in language institutes where they are not part of general university classes or earning university credit, the majority pursue regular university classes (IIE).

This influx of international students has led to numerous studies of their academic adaptation (Boyer & Sedlacek, 1988; Wan et al., 1992; White, Brown, & Suddick, 1983), cultural adaptation (Hull, 1978; Schram & Lauver, 1988; Surdam & Collins, 1984), and impetus to study in the U.S. (McMahon, 1992; Mauch & Spaulding, 1992). These studies approach issues of

concern to international students from different perspectives and using different forms of assessment. Spaulding and Flack (1976) view this multiplicity of methodologies and variables as part of the problem in serving this population since surveys are rarely replicated, thus "findings...cannot be compared to results achieved in another study" (p.22). Despite the number of personal, social, and academic characteristics studied, certain problems international students face while in the United States do recur in the literature. The most common of these are the tendency of international students to form enclaves with others from their home country, which is related to their feelings of isolation in the United States; problems communicating in English; and difficulties assimilating into the U.S. higher educational system (Hull). The severity and duration of these problems can negatively impact the social adaptation, personal development, and academic success of international students over time (Wan et al.).

The welfare of such a large group of students should be of concern to faculty and administrators at many institutions. Orientation programs for new international students are usually offered upon arrival at the institution to assist students with the issues mentioned above (Jenkins et al, 1983). However, these programs often occur while the student is deep in culture shock, and tend to treat students of differing nationalities, academic levels, and ages in the same manner despite studies which indicate that these groups have differing needs (Perkins, Perkins, Guglielmino, & Reiff, 1977;

Schram & Lauver, 1988; Hull, 1978). Many orientation programs also tend to focus on social aspects of life in the United States, yet research indicates that new international students are primarily concerned with issues related to their academic programs (Heikinheimo & Shute, 1986; Jenkins et al., 1983). To appropriately serve this population and address the issues which they find most difficult, more research needs to be done in this area.

For the most part, Oregon State University follows the typical orientation model for new international students. Orientation programs are offered at the beginning of each term, and many students may be experiencing jet lag and culture shock at the time they attend, thus inhibiting their ability to retain information. International orientation also attempts to address the concerns of all students simultaneously as Perkins et al. (1977) critique, with one exception. Because of the large number of international graduate students who arrive on the Oregon State University campus for fall term, graduate students have a separate section of the orientation program to address issues specific to the group during the fall orientation program. The current program is well organized and informative, but may still be improved by implementing some of the suggestions that the results of this thesis indicate would be helpful.

## 1.1 Statement of the Problem

Research has shown that international students are likely to have difficulty adapting to the United States higher educational system (Hull, 1978; Robinson, 1992; Wan et al., 1992). Students arriving at Oregon State University from other countries are often unaware or uncertain of U.S. professors' expectations for academic performance, in class behavior, and faculty-student interaction. This thesis attempts to identify some of the assumptions that new international students make about their U.S. professors prior to beginning course work, how their perceptions change during their first term of study, and whether or not the variables of nationality, gender, academic level, and prior U.S. experience affect these perceptions.

## 1.2 Purpose of the Study

This thesis was designed to assess the expectations of international students new-to-campus regarding faculty, their academic expectations, and expectations for classroom behavior prior to entrance into Oregon State University, and to determine if those perceptions change during the course of their first term as students. The significance of variables such as gender, nationality, graduate or undergraduate status, and prior experience in the United States was also investigated to determine if a correlation exists between perceptions of professors and different demographic variables.

Results attained from this research may provide insights and guidance to both professors and international students at Oregon State University as well as other similar institutions. Administrators may be able to use the results of this research to design more effective programs to assist international students in their adjustment to the United States' higher educational system, such as detailed orientation sessions on academic and classroom expectations. The same information may provide faculty with a deeper understanding of the different expectations for academic life that international students have when they arrive. International students' perceptions of American professors in part reflects their perceptions of post-secondary education in the United States. If these expectations, whether correct or incorrect, are known to faculty and administrators at the university, this information can be used to ease students' transitions into the educational system. Lower student stress associated with this transition could facilitate the academic success of new international students and potentially decrease the attrition rate among this population.

## 2. Review of the Literature

### 2.1 The Value of International Exchange

Researchers have introduced numerous theories and models to explain why students chose to study overseas, particularly in the United States. One of the more prevalent ideas is that students chose to study in the United States because of the pervasive use of the English language in today's global economy (Dalili, 1982; Mauch & Spaulding, 1992; Wagner & Schnitzer, 1991). Mauch and Spaulding, for example, emphasize the utility of receiving an education in the United States. They suggest that international students may chose to study here because graduate programs take a much shorter time to complete in the U.S. than in many other countries. The international reputation of accredited programs in the United States may also contribute to the appeal of higher education in this country. The authors suggest that "U.S. institutions and society are relatively free and open to ideas" (p.117), and that the liberal and multicultural nature of American society may appeal to international students as well.

Researchers have suggested that limited opportunities to enter higher education, particularly in developing countries, compel some students to seek their education overseas (Dalili, 1982; Wobbekind & Graves, 1989). McMahon's (1992) analysis of international student exchange patterns to the

United States since World War II also supports this hypothesis. In a related concept, Dalili states that international students are drawn to the United States because well-educated people are needed to fill professional and leadership roles in their home countries. Mauch and Spaulding (1992) discuss the same factor, but from the perspective of how this "public diplomacy" benefits the U.S. as former exchange students become political and military leaders in their native countries, thereby strengthening the political ties between those nations and the United States (p.118).

Scientific achievements and technical advances may also contribute to the flow of international students into the United States (Dalili, 1982). Wobbekind and Graves' (1989) analysis of the international demand for United States higher education indicates that the transferability of technology was a significant factor in the exchange of students to the United States from industrialized countries, but not from less developed countries. McMahon (1992) states that "[i]n the decades following World War II, science, technology, and information gained acceptance as strategic sources and reflections of national power" (p.468). She classifies the impetus to acquire this type of knowledge as one factor that "pulls," or facilitates, international student matriculation at U.S. institutions. McMahon did not specify whether different types of institutions offer varying degrees of "pull" to international students.

Several researchers emphasize economic and political factors that influence international exchange patterns (McMahon, 1992; Mixon & Wan, 1990; Wobbekind & Graves, 1989). Research indicates that countries with higher levels of per capita income (e.g. Western European countries, Japan) tend to have a higher demand for United States education as well (McMahon; Mixon & Wan; Wobbekind & Graves). Research also links population increase other countries to increased demand for educational opportunities in the United States, but the relationship is not proportional: demand for American education increases only 2% for every 10% increase in population (Mixon & Wan). McMahon found that "involvement in global trade and national emphasis on education were both positively correlated... with the levels of overseas study" (p.472). McMahon theorized that international trade acts as a "push" to encourage students to study overseas. Her research also indicates a strong positive correlation between a country's economic weakness and the number of students it sends overseas.

## ✓ 2.2 Cultural Adaptation of International Students

Many researchers have focused on issues related to the social and cultural adaptation of international students (Heikinheimo & Shute, 1986; Hull, 1978; Mallinckrodt & Leong, 1992; Schram & Lauver, 1988; Surdam & Collins, 1984). International students often face problems related to social

interaction with host country nationals, loneliness, stress, and homesickness. Certain clear trends exist around social contact, level of English ability, and social distance from the host culture (i.e. the similarity or dissimilarity of one culture to another). However, the significance of variables such as gender is still in dispute (Perkins et al, 1977; also see Mallinckrodt & Leong; Hull).

The level of social interaction between international students and host nationals has been linked repeatedly with adaptation (Surdam & Collins, 1984; Hull, 1978; Heikinheimo & Shute, 1986). The term "host nationals" refers to all members of the culture in which the student is immersed, in this case, Americans. International students who spend more time with host nationals demonstrate higher levels of language facility, which is positively correlated with adaptation, as well as a greater level of satisfaction with their experience in the United States (Hull). However, many new students turn to others from their home country for emotional or psychological support upon arrival in the host culture, which initially provides a sense of comfort and security during the first months of the exchange period (Surdam & Collins). Students who spend the majority of their leisure time with others from their home country however, tend to have more problems with adaptation to the host culture. These students are more likely to become depressed, homesick (Hull), or physically ill (Hull; Mallinckrodt & Leong, 1992) than are students whose primary social contact is with host country nationals.

Studies have found that differences in adaptation exist between international students depending on their region of origin. Heikinheimo and Shute (1986) found that Asian and African students have difficulty developing social connections with students from the host country, while Perkins et al. (1977) found similar results for Chinese and Indian students. European students tend to have the least problem in this area (Schram & Lauver, 1988; Hull, 1978). In a direct comparison between international students of different regions of origin, Schram and Lauver found that the level of social alienation felt by Asian and African students was higher than that felt by European, Middle and Near Eastern, and Latin American students. The difficulty of adaptation and high levels of social alienation felt by international students from particular regions have been linked to the physical, social, and cultural similarity or dissimilarity of those students to the host culture. Students whose culture differs significantly from the American culture, or those who are readily distinguished by physical traits, tend to experience greater difficulty adapting (Hull; Wan et al., 1992).

The level of English ability exhibited by international students has been identified as another significant factor in cultural adaptation. Studies have repeatedly shown that students who experience difficulty establishing social contacts and are less satisfied with their sojourn in the U.S. often have poor English skills (Hull, 1978; Surdam & Collins, 1986; Heikinheimo & Shute, 1986). This creates a vicious circle where students with low-level

English avoid social interaction with host nationals (Heikinheimo & Shute) which removes the opportunity to improve their English. Surdam and Collins and Wan et al. (1992) make the interesting distinction that adaptation is linked to students' perceived fluency; e.g. the student may have stronger language skills than he or she believes and yet will not adapt as well as others who rate their fluency higher. In their assessment of the levels of academic stress experienced by international students, Wan et al. conclude that "English-language skills appear to override all other concerns, which suggests that international students' perceived language skills have the most significant influence on their appraisal of the stressfulness of classroom situations" (p.617). The individual's perception of language ability has also been linked to a low level of self-confidence which corresponds with decreased academic persistence (Boyer & Sedlacek, 1988).

Graduate status has been positively correlated to lower levels of alienation from the host culture (Schram & Lauver, 1988), yet among graduate students, males have lower levels of stress than do females, and are more likely to experience stress reduction due to contact with faculty members (Mallinckrodt & Leong, 1992). Female graduate students differ from male graduate students in that they experience diminished stress levels through contact with other students and curriculum flexibility (Mallinckrodt & Leong). In contrast, younger and undergraduate students tend to be more

satisfied with non-academic aspects of their exchange experience (Hull, 1978).

Several other factors have been related to cultural adaptation. Although the relative importance of financial concerns among different groups has been disputed (Perkins et al., 1977), the correlation between financial concerns and stress is generally accepted. Several studies have found negative correlations between discrimination and adaptation (Hull, 1978; Surdam & Collins, 1986; Heikinheimo & Shute, 1986). Surdam and Collins linked the early perception of discrimination to significantly poorer adaptation, while Hull found that international students who lived with Americans were less likely to have felt discriminated against during their stay abroad. In a study of Chinese and African students at one Canadian university, Heikinheimo and Shute found that 91% of their respondents felt that overt and covert forms of racial discrimination existed in Canada, indicating the prevalence of this problem. Positive correlations between adaptation and marital status have also been noted (Mallinckrodt & Leong, 1992) although little research has been done on this subject. However, the finding that married students have an easier time adjusting to the host culture can be supported by the findings of several studies that the presence of a strong support person facilitates adaptation (Boyer & Sedlacek, 1988; Mallinckrodt & Leong). The question of whether or not Lysgaard's U-curve

adaptation model is accurate or not is upheld by some (Surdam & Collins) and debated by others (Spaulding & Flack, 1976).

### 2.3 Academic Adaptation of International Students

In addition to the various social and cultural issues which new international students must face, adapting to a new educational system poses problems of its own. Robinson (1992) breaks down these difficulties into four groups of values within education which may be problematic for international students:

1.) *Individualism and competition* is typified by the grading system, where it is generally impossible for all students to get an "A," and by the emphasis on individual learning and responsibility for work and competition. Competition in particular can be problematic for students who are used to group learning and cooperation.

2.) *Equality and informality* are also traits of American higher education. These values are demonstrated by the ideas of equal access to education, and the seemingly casual relationship between professors and students at many universities. The later trait poses a two-fold problem for some international students: first, because student-faculty interaction may be highly formalized in their home countries, making less casual interactions

difficult and second, because international students may not perceive the different indicators of status which do, in fact, exist.

3.) *Pragmatism and reasoning style* are potentially different values for students entering the American educational system for the first time as well. These values are exemplified by the emphasis on in-class participation and accomplishing academic tasks within a set time period. This grouping of values hold an additional difficulty for international students in that class participation requires an understanding of American classroom etiquette.

4.) *Philosophy of knowledge* relates to the principles that govern our use and attitude toward knowledge, such as the emphasis in the U.S. educational system on breadth of knowledge and academic honesty.

While this outline is useful, it omits some of the academic issues researched by others. Wan et al. (1992) examined factors affecting the levels of academic stress felt by international students at U.S. universities. In a study of 406 international graduate students at three universities, they found that:

1.) Students at higher academic levels (i.e. doctoral versus masters level) experience less stress than those at lower levels.

2.) Students from countries with educational systems perceived to be different from the U.S. educational system experience more stress.

3.) Perceived English language ability is the greatest cause of stress in classroom situations for international students.

4.) Younger students and students who have studied in the United States for longer periods of time have more confidence in their coping skills.

From these results, the authors conclude that teaching international students more effective coping techniques would reduce the level of stress they feel more effectively than attempting to reduce the stress inherent to academic situations. They suggest that a better understanding of classroom protocol, appropriate student-faculty interaction, and additional language training would also benefit international students. Currently, most language training focuses on passing the TOEFL. The authors point out that high TOEFL scores do not predict academic success. To improve the academic success of international students, they recommend "training that includes attention to functional language skills - such things as note taking, conversing with faculty, and participating in class discussion" (p.620).

Hull (1978) conducted a long-term study of international students that also focused on coping mechanisms. His findings indicate that the initial period of encounter with the American higher educational environment is critical, as individuals tend to reapply coping mechanisms they have utilized in the past (p.9). In this study, 74% of respondents indicated that they were "adequately or fairly well informed about study opportunities and conditions in the United States prior to leaving their home countries" (p.34). Hull also found a correlation between English ability and academic success, although unlike Wan et al. (1992), he does not indicate whether or not this language

facility is real or perceived on the part of the individual. Results of this study indicate that a positive correlation exists between English language ability and social interaction. Hull states that "as language speaking relates to self-confidence, it is clear that ability in English is important if the student is going to have a fair chance of successful interaction in the U.S. educational environment" (p.37). Findings in this study regarding international students' experiences with teaching faculty are ambiguous, possibly because students were reticent to comment on problems (p.40). The results do indicate however, that cultural assumptions about academic style impact satisfaction and expectations. In general, participants in Hull's study were satisfied with their academic experience and the teaching staff.

Perkins et al. (1977) compared the adjustment of three groups of international students (n = 210) at the University of Georgia: Chinese, Indian, and a mixed group of other nationalities. Findings indicate that different variables are more significant for some groups of international students than for others. In this study, Chinese students rated English proficiency and educational preparation as a greater problem than did either of the other groups. The authors conclude that "international students have problems in common and also problems peculiar to their national groups, [which] suggests that each institution needs to identify the significant differences in the adjustment problems experienced by the various national groups on campus" in order to more effectively meet their needs (p.387).

Boyer and Sedlacek (1988) evaluated the relationship between several non-cognitive variables and international students' academic success in the U.S. as measured by grade point average and persistence. Their findings indicate that self-confidence and the availability of a strong support person are consistent predictors of GPA while community service and understanding racism were the two variables most consistently associated with persistence. In this analysis, retention of international students is linked to seven separate variables whereas the authors cite a previous study which found that retention of white students correlated to the mean of one variable and retention of black students to three variables (Tracey & Sedlacek, 1985). The authors suggest that these findings may indicate that retention issues become more complex as the cultural differences between a student and the "traditional" American college student (i.e. a white, middle-class American) increase.

Heikinheimo and Shute (1986) interviewed African and Southeast Asian students (n = 46) at a public Canadian university in order to determine which aspects of their experience required adjustment or adaptation. Asian students reported having more difficulty understanding lectures, taking notes, answering questions, and writing essays than did African students. Southeast Asians reported more problems adapting to the Canadian academic setting, a finding the authors attribute to their greater difficulty with the English language. Some Southeast Asian students also perceived

difficulties with student-faculty interaction as contributing to their academic adjustment problems. One student felt that "there is a gap between a foreign student and a prof. Professors think it is hard to talk with foreign students; they don't know how" (p.402). This study also found that students in both groups felt pressure to excel academically in order to please their relatives.

Mallinckrodt and Leong (1992) examined the interaction of stress and social support among 440 international graduate students living on campus at a large eastern university in the United States. Results suggest that male international students experience fewer symptoms of stress when they have strong relations with faculty members. In contrast, female international students experience fewer stress symptoms when the curriculum is flexible and they have strong relations with, and tangible support from, other students. Findings for the entire sample suggest that "quality relationships with faculty, faculty interest in students' professional development, and the quality of instruction perceived by students can provide a strong protective function against the development of depression in international students undergoing stress" (p.76). The authors feel that strong faculty relationships are of particular importance to international graduate students since they prefer formal avenues of help and have difficulty developing relationships with students from the United States. They conclude that faculty mentoring programs, increased training for academic advisers, and promoting

supportive relationships among program peers could be beneficial to the success of international students (p.77).

## 2.4 Summary of the Literature

International students study in the United States for a variety of reasons including: the international reputation of American academic institutions; scientific and technological advances taking place at these institutions; and political and economic factors in other countries which compel students to seek programs overseas. Just as the motivation to study in the United States varies widely, so do the experiences of students upon arrival. Students from certain geographic regions, such as China and India, experience greater cultural adaptation problems in the United States than do students of European origin. Students who perceive their English language ability to be low tend to experience more alienation than students with higher ability levels. International students who interact primarily with others from their home country also tend to feel alienated. In contrast, students who interact frequently with Americans experience fewer problems with cultural adaptation. Graduate and marital status were also positively correlated with lower levels of alienation.

In addition to cultural issues, international students also have to contend with differences in the academic system. Several key values in the

American educational system, such as individualism and competition, may pose difficulties for students from different educational systems. Students from educational systems which they perceive to be different from the American system may in fact experience more stress than do international students from similar academic systems. Factors such as English ability, self-confidence, and the availability of a strong support person were related to the academic success of international students. As with cultural adaptation, international students may experience academic adaptation differently depending on their country of origin.

### 3. Methodology

#### 3.1 Population and Sample

This study was conducted during fall term, 1997 at Oregon State University (OSU), a Carnegie I research institution. As of the fourth week of fall term, total enrollment at OSU was 14,127, approximately 8% (1,133) of whom were international students (OSU 1997 Fact Book, on-line).

The population for this study consisted of the 337 new international students admitted to Oregon State University for fall quarter, 1997. Two-hundred and thirty-seven (237) of these students (69%) attended the main orientation session for international students held at the beginning of Oregon State University's week long orientation program, *OSU Connect*. No more than 65 students attended each of the succeeding international student sessions during the week. Eighty-three (83) students who attended one of three sessions that were held on the days following the main session completed surveys for this study. Eighty-one of these surveys (97%) were usable. The sample population for the first survey represented 35% of the entire new international student population for fall quarter, 1997. Students of the English Language Institute located on campus were excluded because they do not attend the same orientation sessions, and some do not attend regular classes at Oregon State University.

The population for the second survey consisted of 78 of the 81 respondents to the original survey. Three students from the first sample group could not be contacted by mail. Of the students who were mailed surveys, 55 responded for a return rate of 71%. The sample size for the second survey represents 24% of all new international students who attended the main session for international students at *OSU Connect* and 16% of the entire new international student population for fall quarter, 1997.

Respondents to the pre-test survey originated from 18 different countries; five students did not provide this information. Among the various nationalities represented, several were substantially over- or underrepresented after the second survey was collected (see table 3.1). Male respondents to the second survey represented 54% of the sample (n = 29) while female respondents represented 46% of the sample (n = 25). Graduate students were overrepresented in the sample as well: 67% of international students at Oregon State University are graduate students (n = 761) compared to 80% of respondents to the second survey (n = 44).

TABLE 3.1 Over- and underrepresented nationalities within the sample

Nationality	Pre-test sample (n= 81)		Post-test sample (n = 55)		Total int'l population (n = 337)	
	n	%	n	%	n	%
French	10	12	9	16	16	5

TABLE 3.1, Continued

Indonesian	6	8	4	7	33	10
Japanese	13	16	7	13	32	10
Uruguayan	2	3	2	4	2	<1
Korean	6	7	3	6	33	10

## 3.2 Instrument Development

### 3.2.1 Initial Instrument

The initial instrument consisted of a 31-question survey. The first 25 were Likert scale questions designed to assess students' perceptions of American faculty. These questions were based on a survey designed by DeLucia (1994) to measure minority students' perceptions of faculty-student relationships prior to arrival on campus. The succeeding free response question asked participants to compare their previously stated perceptions of professors in the United States with their current perception of professors from their own countries. The final five questions collected demographic information so that the results of the Likert scale questions could be analyzed against the variables of academic level, gender, nationality, and prior experience in the United States.

Questions were designed to elicit students' views on professors' personal characteristics, such as friendliness; academic expectations; level

of international and intercultural awareness; and the level of acceptance students felt they received in class. Items were intended to reflect general perceptions of American academia or behavior (such as academic rigor and arrogance, respectively). Most items were designed to be redundant in order to determine if students responded consistently to similar items.

To ensure confidentiality, surveys were identified by a randomly chosen, three-digit number. The same number appeared on the copy of the consent document retained by the principal investigator, along with the name, address, telephone number, and signature of the participant. Only the principal investigator had access to the signed consent forms or any information which could reveal an individual's identity.

### *3.2.2 Pilot Tests and Revised Instrument*

A pilot test was administered to three international students already enrolled at OSU during July and August, 1997. One graduate student and two undergraduate students, all Asian females, agreed to take the survey in its original format and discuss any difficulties they had with specific questions. The results of these pilot surveys indicated that while the Likert-based questions were comprehensible, students felt that the free response question was difficult to answer and would be particularly problematic for students with lower English ability. For this reason, the free response

question was omitted from the final version of the survey. All other questions were retained.

A copy of the survey and consent form as well as an abstract of this study was provided, as required, to the Office of the Dean of Research at Oregon State University. The project and these documents were approved for exemption under the guidelines of Oregon State University's Committee for the Protection of Human Subjects and the U.S. Department of Health and Human Services on September 17, 1997.

### 3.3 Survey Procedures

#### 3.3.1 *First Survey Sample*

Responses to the first survey were collected during *OSU Connect*, Oregon State University's orientation program for new students. This program took place from September 23 to September 28, 1997. Sessions intended for international students only were interspersed throughout the week. An announcement regarding the need for volunteers for this study was made at the main session for international students on September 23. Students at three sessions between September 24 and September 26 were asked to participate in the study either at the beginning or end of the session. The three sessions were:

- 1.) An F-visa session on September 24
- 2.) The Graduate Studies Session on September 25, and
- 3.) The Closing Activity on September 26

At each session, the principal investigator distributed copies of the survey and consent documents to students in the room. Each student received a yellow copy of the consent form to keep for future reference. The survey itself was attached to a blue copy of the consent form. During the explanation, the information contained in the consent document was summarized, including the purpose of the study and administration procedures. The explanation also clarified that participation was voluntary and individual data provided for the study would be kept anonymous. Students were then asked to complete and sign the blue consent form and fill out the attached survey. When they completed the survey, students were asked to separate the blue consent form from the survey form to assist in maintaining the confidentiality of the information they provided.

Of the 81 usable surveys returned, 75 contained responses to all items. Three respondents answered only side one of the survey, one respondent omitted demographic information, and two respondents chose not to provide their ages. The three incomplete surveys were still usable for select analyses.

### 3.3.2 *Second Survey Sample*

Prior to mailing out the second survey, students were sent a postcard thanking them for their participation in the study and reminding them that the second survey would be sent to them in one week. Depending on where students lived, postcards were either sent by campus mail or by regular mail. The purpose of this initial mailing was twofold: first, it alerted students to the arrival of the second survey and hopefully encouraged them to respond; and second, it verified students' addresses. This second factor increased the number of possible participants by 13 as incorrect addresses were modified.

Ten days after the postcard mailing, a second copy of the survey with a cover letter and return envelope was mailed to 78 of the original 81 students' local addresses. The cover letter reminded students of the purpose of the survey and asked that they respond within two weeks. The identification number off the first survey was transferred to the second survey to track respondents while maintaining their anonymity. The second survey was copied on green paper to prevent any confusion between first and second survey forms. The principal investigator's home address was used as the return address to further ensure that all responses remained anonymous.

Fifty-five (55) surveys were returned from the 78 mailed out. All surveys returned were usable and complete. Analysis of response rates between respondents to the pre-test only and those who responded to both

surveys showed no significant difference between respondents and non-respondents to the post-test survey. All surveys were used in each type of data analysis if appropriate demographic information had been provided. One-way analyses of variance with nationality were made using five collapsed groups: European, Southeast Asian, East Asian, Latin American and Middle Eastern. Due to small sample size, the Latin American and Middle Eastern groups were omitted from analysis by region of origin.

### *3.3.3 Follow-up Interviews*

Once all data from the first two surveys were analyzed, interviews were scheduled with five respondents who completed both surveys to verify the accuracy of responses and collect more detailed information. Structured interviews were conducted during the fourth and fifth weeks of winter term, 1998. The students interviewed originated from France, India, Indonesia, China, and Japan. Two students were male, and three of the interviewees were graduate students. All five students were asked the same four questions:

1.) Do you think professors value having international students in class? Why or why not?

2.) How do you feel about the instruction and grading at Oregon State University?

3.) How would you describe your interaction with your professors?

4.) How would you describe a professor from your country?

Prompting questions were used when necessary. Interviews ranged in length from 20 to 45 minutes.

### 3.4 Statistical Analyses

#### 3.4.1 *Programs*

The data were organized by identification number and transferred to an Excel spreadsheet following the first survey. Information obtained from the second survey was added to the same spreadsheet and second-survey respondents and non-respondents were given separate codes to distinguish them during analysis.

The data were analyzed using the Statistical Package for the Social Sciences for Personal Computers (SPSS/PC). Statistics identified mean, standard deviation, and pooled response to determine the nature of student response rates. Chi-square, ANOVA, and t-test were used to determine the relationships between response rates and demographic information or sub-groups.

### 3.4.2 Hypotheses

The following hypotheses were formulated for the study:

1. Students have a neutral or somewhat negative perception of U.S. professors prior to the beginning of the academic quarter.
2. Students' perceptions of U.S. professors become more negative over time.
3. Region of origin significantly impacts students' perceptions of U.S. professors.
4. The perceptions of students who are new to the United States are different from those of students who have prior experience in the U.S.
5. Gender and academic level do not significantly affect students' perceptions of U.S. professors.

## 4. Findings and Discussion

### 4.1 Overall Perceptions

In contrast to my first hypothesis, "students have a neutral or somewhat negative perception of U.S. professors prior to the beginning of the academic quarter," responses to the first survey indicate that students have a generally positive view of U.S. professors, which became more positive over time. For example, 91% of respondents who completed the second survey agreed or strongly agreed that U.S. professors are friendly, while 86% disagreed or strongly disagreed with the statements that "most U.S. professors will be boring or uninteresting." Students also felt that American professors had high expectations for academic performance (only 20% agreed or strongly agreed that professors are easy graders); treat students fairly (87% agreed or strongly agreed); and 76% agreed or strongly agreed that professors treat them the same as American students. Items that reflected intercultural awareness on the part of professors, or the value professors place on having international students in class met with a more neutral response. This could indicate that students still had not formed an opinion on these topics. It is also plausible that certain groups of students (e.g. Asian students) were reluctant to answer or give a negative response, a phenomenon encountered by other researchers (Hull, 1978). The complete findings are presented in Appendix D.

Student responses were also examined for changes in responses which occurred over time between the first and second surveys. The following sections discuss responses which changed significantly over time, followed by demographic variations in response rates. The complete findings are presented in Appendices E-J.

#### 4.2 Variations in Pre- and Post-test Responses

**Findings related to the value of international exchange.** Overall results were mixed in this category, with responses to most items remaining in the neutral range for both surveys. Only one survey item related to the value of international exchange, "treat you the same as students from the U.S.," showed significant change in this category ( $t=-3.11$ ,  $df=53$ ,  $p=.003$ ). Over the course of the term, student responses to this item became more positive.

Interviews provided mixed results in this area. Although the five students all had positive views of American professors overall, a French graduate student said that she often felt singled out because of her nationality and that professors "don't know how to react" to the presence of an international student in class. An Indian graduate student agreed that she did not receive different treatment from domestic students, but added that professors "may not care" who they teach, they just have to teach. Only

one student reported taking a class where international students were consciously included in the discussion and asked to share their views.

**Findings related to cultural adaptation.** Table 4.1 shows the pre- and post-test results for questions related to cultural adaptation. Responses to "U.S. professors will be distant or unapproachable" showed the greatest change. In this category, all responses except "get to know you personally" changed significantly and positively over time. This change in the direction of more positive views contradicts the hypothesis that students would develop somewhat more negative views over time.

Student interviews strongly support these findings. All five students described American professors as friendly and open to being approached by students outside of class. In fact, the French, Indian, Chinese, and Japanese individuals interviewed all reported that professors were more open to contact with students than they themselves were. The French student reported that a classmate recommended that she discuss a homework problem with the professor, an idea which had never occurred to her until then. The Indonesian student had developed a close relationship with one professor and felt more comfortable taking advantage of office hours than the others, although no student reported feeling comfortable talking about anything other than academic work. Both the Japanese and French students reported that professors at their home institutions do not act

in an advisory capacity, so they are not familiar, or comfortable, with this kind of relationship.

TABLE 4.1 Findings related to cultural adaptation

Item	n	Pre-test		Post-test		t	p
		M	S	M	S		
6. be distant or unapproachable	55	2.31	.84	1.95	.68	3.03	.004
12. be arrogant or conceited	55	2.16	.79	1.95	.78	2.06	.04
13. treat students fairly	55	3.76	.88	4.09	.70	-2.69	.01
23. get to know you personally	54	3.30	.66	2.98	.79	2.22	.03

1= strongly disagree, 5= strongly agree\*

**Findings related to academic adaptation.** Questions related to academic expectations are generally difficult to label as "positive" or "negative," but the overall student response does indicate a positive view of academic life in the U.S. These responses indicate that international students perceive U.S. professors to be strict, but fair, and to encourage classroom discussion. Results for these questions are presented in Table 4.2.

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\* On the original survey, the scale was reversed (1 represented strongly agree, 5 represented strongly disagree).

Information from the interviews both supports and contradicts these findings, possibly because survey items asked for responses based on what "most U.S. professors" will do while interviews often focused on specific examples. The Indonesian and French students felt that work must be turned in on time, but the Japanese student observed that "I was so surprised [that] one U.S. student asked permission to take [a] test late and the professor was so good -- she said 'yes'." She continued by saying that Japanese professors would never accept excuses. Several students agreed that professors do like participation in class, but explained that they felt unable to do so because of their self-consciousness about speaking English in front of the entire class. With respect to grades, both the Indian and Chinese students reaffirmed the finding that most professors will not give international students low grades. They both felt that professors here grade easily; the Indian student said that in her country, 60% is a good grade. Neither seemed bothered by the different academic standards here.

TABLE 4.2 Findings related to academic adaptation

Item	n	Pre-test		Post-test		t	p
		M	S	M	S		
9. be boring or uninteresting	55	2.18	.58	2.00	.69	2.10	.04
11. let you turn work in late	54	2.43	.74	2.13	.93	2.13	.04

TABLE 4.2, Continued

18. not like questions during class	54	1.93	.72	1.72	.66	2.03	.05
24. give you low grades	54	2.43	.74	2.17	.72	2.13	.04

1= strongly disagree, 5= strongly agree

**Findings in non-clustering items.** Six survey items did not correspond to any of the categories listed above. Of these items, responses to two changed significantly over time. Both items relate to students' perceptions of U.S. professors' awareness of international events. These results are summarized in Table 4.3.

International students appear to arrive with higher expectations for professors' knowledge and use of international events in class than they are encountering. The students interviewed agreed with this view. None of the students interviewed remembered a class in which the professor had introduced international topics, although the Japanese student took one class where she was asked to share information about her native culture.

TABLE 4.3 Findings in non-clustering items

Item	n	Pre-test		Post-test		t	p
		M	S	M	S		
15. use international examples in class	55	3.20	.76	2.93	1.02	1.84	.07
17. know about current world events	54	3.78	.57	3.52	.72	2.44	.02

1= strongly disagree, 5= strongly agree

#### 4.3 Variations in Responses by Academic Level

Table 4.4 shows four items in which significant differences in student responses between graduate and undergraduate students occurred. These items represent each of the three major categories listed above. Results in this category are mixed, but seem to indicate that graduate students have a more positive perception of U.S. professors than do undergraduates.

Complete findings are presented in Appendix F.

Based on the types of items which differed significantly the different characteristics of undergraduate and graduate education may serve to explain the variation. With respect to the different response rates to item three, "usually teach about American issues," graduate students may have access to more specialized courses which introduce international issues, or may be in a graduate department with many other international students, as with the Chinese student interviewed. This could in turn influence the content of courses in that program.

Graduate students may disagree more strongly than undergraduates with item six, "be distant or unapproachable," because graduate students often have closer connections to professors, which can help lower overall stress (Schram & Lauver, 1988; Mallinckrodt & Leong, 1992). This is particularly true of students working closely with a professor on research projects. Graduate students' lower level of disagreement with item eight, "be easy graders," may be due to the different admission and grading standards for graduate students. Admission into graduate programs at Oregon State University requires an undergraduate grade point average of 3.0 (B) or better; presumably these students excel academically. Graduate students at Oregon State must also maintain higher grade point averages to remain in good academic standing with the university. Graduate students must maintain at least a B average in their coursework and must receive a C or above in all academic course work to remain in their graduate program, thus grades received by graduate students are generally above this level. In contrast, undergraduate students have a lower minimum requirement and professors may chose to give a wider range of grades because of this.

There does not seem to be a clear connection between academic level and item 13, "treat students fairly," that would explain the difference. Interviews did not provide insight on this matter. Perhaps the closer relationship that graduate students in general have with professors affects their perceptions of the "fairness" with which they are treated. However, it is

equally possible that this difference is related to some untested factor, such as English language ability or academic program.

TABLE 4.4 Variations in responses by academic level

Item	Under-graduate (n = 10)		Graduate (n = 44)		t	p
	M	S	M	S		
3. usually teach about American issues	3.90	.99	3.20	1.03	1.95	.06
6. be distant or unapproachable	2.20	.63	1.84	.61	1.67	.10
8. be easy graders	1.90	.74	2.86	1.05	-2.75	.008
13. treat students fairly	3.60	.97	4.23	.57	-1.98	.08

1= strongly disagree, 5= strongly agree

#### 4.4 Variations in Responses by Prior U.S. Experience

The amount of time spent in the United States prior to completing the first survey significantly affected student responses to three survey items.

Table 4.5 shows that students who have been in the United States longer than one month prior to taking the pre-test held different views of professors' academic expectations and believed professors knew more about current world events (see Appendix G for complete findings). It is interesting to note that students who have been in the United States for a longer period of time more strongly disagree that professors are "easy graders." One would

assume that increased experience with American professors would lower students perceptions of the difficulty of the American grading system. One possible explanation is that students who have been here for any length of time have been taking increasingly advanced, more difficult courses, which would impact their view of the grading system.

It is encouraging to note the different responses to items 17 and 20, "know about current world events" and "expect you to agree with them" respectively. These differences seem to indicate that students who have more experience in the United States also have a more positive view of American professors' international knowledge and a more realistic view of their in-class expectations.

TABLE 4.5 Variations in responses by prior U.S. experience

Item	0 months (n = 41)		One month or more (n = 14)		t	p
	M	S	M	S		
8. be easy graders	2.83	1.02	2.23	1.09	1.81	.08
17. know about current world events	3.39	.63	3.92	.86	-2.43	.02
20. expect you to agree with them	2.56	.71	2.15	.90	1.69	.10

1= strongly disagree, 5= strongly agree

#### 4.5 Variations in Responses by Gender

No significant variation in responses occurred between international students of different genders. This finding partially confirms hypothesis 5, "gender and academic level do not significantly affect students' perceptions of U.S. professors."

#### 4.6 Variations in Responses by Region of Origin

The greatest number of significant findings occurred when responses were compared by region of origin. Students were divided into three groups based on their geographic origin: European (E), Southeast Asian (SEA), and East Asian (EA). Out of the 25 items, nine had statistically significant different responses from two or three of the groups (see Appendices I and J for complete results). A clear pattern of significant response variations by group emerged, which supports hypothesis three, "nationality significantly impacts students' perceptions of U.S. professors." Because of the small sample size, Middle Eastern and Latin American responses were omitted for this analysis.

The nine items with statistically significant variations in responses can be divided into three groups: cultural, academic, and items related to the value of international exchange. The following sections will summarize and discuss the significant response variations within these categories.

**Inter-group variations related to cultural adaptation.** Within the cultural items, European students consistently held more positive views of U.S. professors than East Asian students, and in two of three items, of Southeast Asian students as well. Students in all three groups believed U.S. professors to be friendly ( $F = 3.57$ ,  $df = 2, 46$ ,  $p = .04$ ), yet East Asian students' responses were significantly lower than those of European and Southeast Asian students. All groups also agreed that U.S. professors are not "distant or unapproachable" ( $F = 4.81$ ,  $df = 2, 46$ ,  $p = .01$ ), but European students more strongly agreed that this was not true than the other two groups. All three groups also agreed that U.S. professors are not "arrogant or conceited" ( $F = 6.20$ ,  $df = 2, 46$ ,  $p = .004$ ), but again, European students disagreed more strongly with this statement than did the other two groups.

The different response rates between these groups may relate to some of the differences found between the cultural adaptation of groups of international students in previous studies. Schram and Lauver (1988) found that Asian students studying in the U.S. felt more socially alienated than did European students; levels of social alienation may also affect students' perceptions of the approachability or friendliness of their professors. Responses to these survey items are also in keeping with Hull's (1978) finding that as differences between the student's culture or physical appearance and that of host country nationals increases, so does difficulty adapting to that culture. Since the United States has a strong European

heritage in both culture and population, European students may feel less alienation, and thus perceive their professors to be friendlier than East Asian students, whose culture and appearance are dissimilar from the majority of Americans. South East Asian students fall somewhere in the middle; their culture has been strongly influenced in recent decades by Western culture, particularly American, which may contribute to their somewhat more positive views on cultural items related to American professors than their East Asian counterparts.

#### **Inter-group variations related to academic adaptation.**

Significantly different responses among groups occurred in three items related to academic adaptation. All three groups differed from each other over whether or not professors expect class participation ( $F = 6.67$ ,  $df = 2, 46$ ,  $p = .003$ ). Southeast Asian students agreed most strongly with this statement, followed by East Asian students. European students also agreed, but their responses were almost neutral on this issue. European and Southeast Asian students disagreed over whether or not U.S. professors are demanding ( $F = 2.30$ ,  $df = 2, 45$ ,  $p = .10$ ), with European students again taking a positive, but almost neutral position, while Southeast Asian students disagreed. Both groups of Asian students disagreed with European students on the amount of work U.S. professors assign ( $F = 3.49$ ,  $df = 2, 46$ ,  $p = .04$ ).

European students agreed that U.S. professors "assign a lot of work," but Southeast Asian and East Asian students were neutral on this item.

A clear difference exists on the academic items. In all of the above instances, European students held different views than Southeast Asian and East Asian students, although the two Asian groups did not necessarily respond identically to each item. The responses to the above items seem in part to contradict the literature. Wan et al. (1992) found that students who perceive their educational system to be similar to the U.S. system experience less stress, yet of the students interviewed, none indicated that they felt the U.S. system to be "similar." Because of the European heritage of the United States, including the influence of European educational systems on the development of American universities, I assumed that European students would not perceive academic life here to be particularly difficult, yet the responses for this group indicate otherwise. In fact, the one European student interviewed, a French graduate student, explained that at her undergraduate university in France, the professors did not interact with students or encourage questions, nor did they assign much work during the term. In contrast, a Chinese graduate student said that at his undergraduate university, professors were "very strict, especially with graduate students" because they wanted students to achieve and "think about ideas on their own." An Indian graduate student agreed that grading was "more strict" at her home university, but that like OSU, the difficulty of the class depended

on the professor. These observations indicate that some Asian students may in fact be better prepared for U.S. academic life and the expectations of U.S. professors than European students. The different response rates to items regarding academic adaptation may also indicate that Asian students knew more about the U.S. educational system prior to arrival in the U.S. than did European students, and thus their expectations were met by what they found.

**Inter-group variations related to the value of international exchange.** Items in the third group reflect of the value U.S. professors place on international exchange as perceived by international students. The following items indicate how students feel they are treated and received by their professors, which is an indication of the value those professors place on having international students in their classes. As with the first two categories, European students generally held different views than Asian students. European students agreed that U.S. professors "respect students from your country" ( $F = 7.13$ ,  $df = 2,46$ ,  $p = .002$ ) and disagreed with the statement that U.S. professors do "not understand your culture" ( $F = 4.42$ ,  $df = 2, 46$ ,  $p = .02$ ) while both groups of Asian students responded neutrally to these items. However, both European and Southeast Asian students agreed that they are treated the same as students from the U.S. ( $F = 3.95$ ,  $df = 2, 46$ ,  $p = .03$ ), whereas East Asian student responses were neutral.

European students seem to expect that U.S. professors will be familiar with their culture and have a high opinion of individuals from their country, while Asian students are unsure on these questions. This expectation of acceptance on the part of European students corresponds to other research which has shown that the physical, social, and cultural similarity of international students to the host culture is positively correlated with adaptation to that culture (Hull, 1978). European students may perceive greater levels of acceptance and cultural understanding than Asian students because they are, in fact, receiving greater acceptance than the other student groups. Professors may perceive Europeans to be more like Americans, and thus more approachable. It is also possible that European students feel that American culture is similar to their own, and therefore expect to be treated the same as American students are (a case of perception influencing reality). In contrast, both Southeast and East Asian students were uncertain how U.S. professors felt about individuals from their countries. It is interesting to note that all three groups responded neutrally to the statement "Most U.S. professors will enjoy having international students in class" ( $F = .75$ ,  $df = 2, 46$ ,  $p = .48$ ). There was no significant difference between the response rates of the three groups, which is significant in itself. After two months at an American university, Asian students are not sure that they are appreciated or respected in classes, and although European

students expect respect, they are not sure of their welcome in classrooms either.

The mixed feelings evident in the above data were present among interviewees as well. A French graduate student said that she felt like "The French Student" since she was the only one of her nationality in many classes, and often the only international student as well. Although European students in general felt that U.S. professors understand their cultures, this student felt that "Americans think of the countries in Europe like they are states," and do not understand that each has a unique culture.

In contrast, and in partial contradiction to the data, one East Asian student interviewed felt that professors at OSU were sensitive to the needs of international students in class. A Chinese graduate student said that in his program, professors speak clearly and will repeat sentences if they can see that international students are confused, and he felt that his participation in discussions was "received well." He also pointed out that many international students were in his program. Because of the high number of international students in these classes, professors in the department may be accustomed to teaching international students and to making them feel comfortable in class, as opposed to other departments where international students are rare.

A Japanese undergraduate student had mixed, and probably more typical, experiences in class. She said that in one class, the professor used

comparisons between the experiences of domestic and international students as part of lectures. This student felt that the professor believe it is good to have international students [in class]. If the international student explains about their country, it is direct information for U.S. students. Some professors appreciate it. She was the only student to report this level of internationalization in classes, and in fact, this only occurred in one class. She felt that whether or not professors enjoyed teaching international students depended on the professors, some of who "do not like to teach international students." What these examples seem to illustrate is that although the overall feeling of Asian students may be ambiguous on this topic, the individual perceptions of students are largely dependent on the course or program they are in.

## 5. Conclusions and Recommendations

### 5.1 Conclusions

The adaptation of international students to universities in the United States is of concern to faculty and administrators alike. Internationalization is a popular goal of higher education, but the results of many studies indicate that the desire to promote internationalization may not extend beyond campus rhetoric. In order to better serve international students and ease their transition into the U.S. educational system, institutions must develop a coherent picture of the needs of international students. A large body of research in this area currently exists, but as Spaulding and Flack (1976) point out, much of this work has not been replicated or expanded upon and thus is not conclusive.

This observation is true of research on international students' perceptions of U.S. professors as well. While the results of this study indicate that international students have a positive view of their professors overall, differences between demographic groups indicate that international students on campus are experiencing the academic environment here differently based on factors such as prior experience in the U.S., academic level, and region of origin. These differences impact how international students experience education in the United States, and may impact their success within this higher educational system. A greater awareness of the

differences between groups of students on the part of faculty and staff may increase the effectiveness with which they interact with international students.

The changes which occurred over time in student responses to certain survey items suggest that international students arrive in the United States with somewhat unrealistic expectations for higher education. These expectations differ based on specific demographic variables, most notably region of origin. These preconceptions about professors, classroom expectations, and the rigor of academic courses may contribute to misunderstandings between students and professors or confusion on the part of students. Such misconceptions early in a student's academic program may increase academic adaptation problems and decrease that students academic success in the American higher educational system. Below are suggestions for addressing these issues.

## 5.2 Recommendations

### *5.2.1 Provide More Detailed Information to New International Students*

The fact that international students' perceptions of U.S. professors changed within two months indicates that they have inaccurate perceptions upon arrival. One way to counteract this is to provide more detailed

information about U.S. professors' expectations for student-faculty interaction, in-class behavior, and academic performance. This has already been done at Oregon State University on a small scale. The fall 1997 International Student Orientation sessions included a graduate session in which a professor, international graduate students, and representatives from the graduate school spoke about their expectations for, or experiences as, graduate students at Oregon State University. Evaluations of this session were overwhelmingly positive, indicating that this is in fact information that international graduate students want to receive.

No equivalent session was offered for undergraduate students during the fall sessions on the assumption that the larger *OSU Connect* program would fill this role. However, many undergraduate international students did not attend the *OSU Connect* sessions, and may need different information to succeed in this academic environment than do domestic students. All international students would likely benefit from a structured overview of the academic system and procedures at OSU and professors' expectations for in-class behavior, academic performance, and student-faculty contact. In the process of exploring these areas, some of the misconceptions with which students enter the university could be dispelled.

Although significant differences exist between groups of students based on region of origin, creating and implementing separate orientation sessions based on all possible combinations of variables (e.g. nationality,

prior experience in the U.S., and academic level) poses logistical problems and could offend some students or appear racially motivated. However, dividing students by academic level seems appropriate and feasible, as well as necessary since undergraduate and graduate students have very different academic experiences. Presenting information within these sessions in a comprehensive manner with opportunities for students to ask questions would allow the diverse concerns of these students to be expressed.

Another approach for helping undergraduates make the adjustment to a new academic and social environment would be to create a special *OSU Odyssey* section specifically for international students. *OSU Odyssey* is a new term-long, one-credit orientation class offered primarily for first year students. Such a class would create a supportive environment for new undergraduate international students to learn about Oregon State University's academic system and to absorb that information over a period of time, after they have recovered from their initial culture shock and jet lag.

#### *5.2.2 Increase Awareness of International Students' Perceptions and Misconceptions among Faculty*

Faculty members who have had extensive contact with newly arrived international students may already be aware of these students' expectations and misconceptions about faculty. However, many professors may not be aware of this, or of the particular differences among groups. Understanding

the misconceptions international students have could help faculty clarify points of confusion or misunderstanding on syllabi, during the first lecture of the term, or throughout the course. Incorporating this knowledge into teaching styles could increase the academic success of international students.

### *5.2.3 Actively Support Internationalization*

In survey responses and interviews, the general consensus among this sample was that U.S. faculty are not promoting internationalization. The five students interviewed reported that they rarely heard international examples used in class and were unconvinced of their professors' knowledge of world events. The survey findings indicate that many students did not expect cultural understanding from their professors, nor were they convinced that professors enjoyed their presence in class. International students appear to feel that U.S. professors are parochial in their teaching style and outlook. One purpose of internationalization is to improve students' ability to succeed in a global economy and multicultural workplace. Another is to improve international ties. Yet if courses do not embody these goals, how can domestic students be expected to value diversity? How can we expect international students to feel that they are a welcome, valued part of this community? It may not be feasible to internationalize course curricula in

the immediate future, but it is possible to begin changing the classroom environment. Encouraging different viewpoints and valuing the diverse experiences students bring with them can promote an atmosphere of cultural exploration and mutual respect. Professors can use their classrooms as "teachable moments" in terms of cross-cultural interaction whether their course content is directly related to international affairs or not. Positive examples of cultural awareness and sensitivity set by professors in the classroom would provide a valuable model for students to emulate, and would move Oregon State University closer to its goal of internationalization.

#### *5.2.4 Additional Research*

The scope of this thesis was narrow by design, yet the findings raised issues that could not be addressed. This was due in part to the fact that the pre- and post-tests were conducted within such a short time period. A longer period of study than the scope of this research covers could provide greater insight into the experiences of international students over time. Many responses to survey items remained neutral after students had experienced two months of academic life here; a six month or year long study might yield more conclusive results.

Several topics touched upon by this research require further study. During the course of the literature review, I found no sources which

addressed international students' perceptions of U.S. faculty in detail and only a handful which mentioned this topic at all. Since the student-professor relationship is the core of any learning experience, this would seem to be an area in need of further investigation. A comparison of the perceptions of international students in different colleges and departments could help pinpoint programs that are successfully integrating international students into academic life and working towards a multicultural academic environment. Interviews seemed to indicate that the student's program might impact the level of cross-cultural awareness by the professor.

Conducting similar research with domestic students could also prove valuable. We now have an idea of the perceptions of new international students upon arrival and after two months in class; how does this compare to American students? It is possible that what appear to be patterns in the responses of international students regarding level of approachability or respect are consistent for students from the United States as well. This would indicate that international students might in fact be experiencing the U.S. higher educational system in much the same way that domestic students do. Results from this type of research might suggest ways that faculty-student interaction could be improved for all students.

Another area requiring further research is the differences in perceptions and experiences between international students from different regions of origin. A growing body of work suggests that these differences

are based on the social distance of the individual and the host culture (i.e. how similar the international student is to Americans in appearance and/or culture). Further exploration of this area may help educators more successfully address this topic in the academic environment.

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## APPENDICES

## Appendix A. Survey Instrument<sup>†</sup>

ID # \_\_\_\_\_

### International Students' Perceptions of College Professors

Below you will find 25 possible characteristics of college professors in the United States. Please circle the number which best describes how you feel about each statement (1 = **Strongly agree**, 2 = **Agree**, 3 = **Not sure**, 4 = **Disagree**, 5 = **Strongly disagree**). Remember, the only right answers are your answers.

<u>Most professors in the United States will:</u>	<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. be friendly	1	2	3	4	5
2. expect you to participate in class	1	2	3	4	5
3. usually teach about American issues	1	2	3	4	5
4. be demanding instructors	1	2	3	4	5
5. enjoy having international students in class	1	2	3	4	5
6. be distant or unapproachable	1	2	3	4	5
7. be aware of cultural differences	1	2	3	4	5
8. be easy graders	1	2	3	4	5
9. be boring or uninteresting	1	2	3	4	5
10. respect students from your country	1	2	3	4	5
11. let you turn work in late	1	2	3	4	5
12. be arrogant or conceited	1	2	3	4	5
13. treat students fairly	1	2	3	4	5

<sup>†</sup>The scale was reversed when findings were reported(1 represents strongly disagree, 5 represents strongly agree).

<u>Most professors in the United States will:</u>	<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
14. be very intelligent	1	2	3	4	5
15. use international examples during class	1	2	3	4	5
15. value different points of view	1	2	3	4	5
17. know about current world events	1	2	3	4	5
18. not like questions during class	1	2	3	4	5
19. assign a lot of work	1	2	3	4	5
20. expect you to agree with them	1	2	3	4	5
21. treat you like an adult	1	2	3	4	5
22. not understand your culture	1	2	3	4	5
23. get to know you personally	1	2	3	4	5
24. give you low grades	1	2	3	4	5
25. treat you the same as students from the U.S.	1	2	3	4	5

---

Nationality \_\_\_\_\_ Age \_\_\_\_\_ Sex:  male  female

Are you a:  graduate student  undergraduate student

Have you studied in the U.S. before?

- Yes. Years: \_\_\_\_\_ months: \_\_\_\_\_  
 No.

*Thank you for your participation!*

## Appendix B. Informed Consent Document

### INFORMED CONSENT DOCUMENT

#### Survey of International Students' Perceptions of U.S. Professors

Investigator: Heather Barclay, graduate student  
College Student Services Administration Program  
Tom Scheuermann, Director of Housing and Dining Services

I understand that the purpose of this study is to evaluate my expectations, as a new international student at Oregon State University, of professors in the United States. Those expectations will then be compared to my image of professors in my native country. The results of this survey may help explain the assumptions, expectations, and misconceptions that can hinder interaction between international students and faculty.

I have received an oral and a written explanation of this study and I understand that as a participant in this study the following things will happen:

1. I will be asked to complete a 30-question survey on my views of U.S. professors that will take approximately 10 minutes to complete.
2. I may be contacted during the sixth week of the current term to determine if any change in my perception of U.S. professors has occurred during this time. I will be asked to complete a similar survey at this time, which will take 10 minutes.
3. After I complete the second survey, I may be asked to participate in a brief personal interview to provide the investigator with more complete knowledge of my views and perceptions of U.S. professors.
4. I understand that surveys and interviews will be given by the student-investigator listed above.

I understand that the results of this survey could help educators provide useful information to new international students on classroom expectations and faculty-student relationships in the United States. An additional benefit could be an increased awareness of international students' expectations by U.S. professors.

Any information obtained from me will be kept confidential. A code number will be used to identify any survey results or other information that I provide. The only person who will have access to this information will be the student-investigator and no names will be used on any data summaries or publications.

I understand that my participation in this study is completely voluntary and that I may either refuse to participate or withdraw from the study at any time without penalty.

Any questions about the research study and/or specific procedures should be directed to Heather Barclay, Snell Hall 444, (541) 737-5041. Any other questions that I have should be directed to Mary Nunn, Sponsored Programs Officer, OSU Research Office, (541) 737-0670.

My signature below indicates that I have read and that I understand the procedures described above and give my informed and voluntary consent to participate in this study. I understand that I will receive a signed copy of this consent form.

---

 Signature of Subject

---

 Name of Subject (please print)

---

 Date Signed

---

 Subject's Phone Number

---

 Subject's Present Address

<i>ID #</i>
-------------

## Appendix C. Correspondence with International Students

Greetings!

I would like to thank you for participating in my thesis research, "International Student Perceptions of U.S. Professors," during Fall Orientation. I have evaluated all the surveys I received, and have found some interesting patterns in the data. However, as you may remember, I need to collect a second survey from you to complete my thesis work.

In about a week, I will send you another survey and a return envelope. When it arrives, I would really appreciate it if you could take a few minutes to sit down and fill it out. Remember, there are no "right" answers; just tell me what you think about U.S. professors.

I hope you are enjoying the term, and adjusting to our lovely Oregon weather. If you have any questions about this research, feel free to contact me.

Best wishes,

Heather Barclay  
Office of International Education  
737-5041    barclayh@ucs.orst.edu

November 12, 1997

Dear International Student,

Last week I mailed you a bright green postcard reminding you that I would soon send you a second survey, similar to the one you completed during International Student Orientation. Now that the seventh week of classes is here, I would like to ask you to take a few minutes and fill out the enclosed survey on International Student Perceptions of U.S. Professors. As you know, I need participants to fill out two surveys to complete my research, one before you began classes at OSU, and one now, after you have started your classes at OSU. During the final stage of this research project, I will contact a small number of participants to conduct a brief personal interview. This will occur during the ninth week of classes.

You will notice that your survey has an ID number in the top right hand corner. This number matches the ID number from the survey you took in September. It will only be Used for tracking purposes and all information you provide will be kept anonymous.

The information you provide on this survey can help administrators and faculty members better understand the needs of international students. The results of this survey will suggest ways to help prepare new international students for classes at OSU, and information that can be provided to faculty, staff, and administrators so that they may better assist international students.

Please fill out the enclosed survey and mail it in the envelope provided by November 21<sup>st</sup>. There are no "wrong" answers to these questions; this survey only measures your opinion. If you have any questions concerning this research, or would like to see a copy of the results when completed, please feel free to call or e-mail me.

Thank you for your contribution to this research project.

Best wishes,

Heather Barclay  
Masters Candidate  
College Student Services Administration  
737-5041    barclayh@ucs.orst.edu

Appendix D. New International Students' Perceptions of U.S. Professors: Post-test

<u>Item</u>	<u>Strongly Agree</u>		<u>Agree</u>		<u>Not Sure</u>		<u>Disagree</u>		<u>Strongly Disagree</u>	
	n	%	n	%	n	%	n	%	n	%
1. Be friendly	16	29.1	34	61.8	4	7.3	1	1.8	0	0.0
2. Expect you to participate in class	17	30.9	27	49.1	10	18.2	1	1.8	0	0.0
3. Usually teach about American issues	9	16.4	15	27.3	17	30.9	14	25.5	0	0.0
4. Be demanding instructors	1	1.8	22	40.0	21	38.2	9	16.4	1	1.8
5. Enjoy having international students in class	3	5.5	23	41.8	25	45.5	4	7.3	0	0.0
6. Be distant or unapproachable	0	0.0	1	1.8	8	14.5	33	60.0	13	23.6
7. Be aware of cultural differences	1	1.8	20	36.4	23	41.8	9	16.4	2	3.6
8. Be easy graders	4	7.3	7	12.7	17	30.9	22	40.0	5	9.1
9. Be boring or uninteresting	1	1.8	0	0.0	7	12.7	37	67.3	10	18.2
10. Respect students from your country	7	12.7	32	58.2	16	29.1	0	0.0	0	0.0
11. Let you turn work in late	0	0.0	4	7.3	15	27.3	20	36.4	16	29.1
12. Be arrogant or conceited	0	0.0	3	5.5	6	10.9	31	56.4	15	27.3

<u>Item</u>	<u>Strongly Agree</u>		<u>Agree</u>		<u>Not Sure</u>		<u>Disagree</u>		<u>Strongly Disagree</u>	
	n	%	n	%	n	%	n	%	n	%
13. Treat students fairly	14	25.5	34	61.8	5	9.1	2	3.6	0	0.0
14. Be very intelligent	5	9.1	37	67.3	9	16.4	4	7.3	0	0.0
15. Use international examples in class	0	0.0	21	38.2	14	25.5	15	27.3	5	9.1
16. Value different points of view	8	14.5	34	61.8	13	23.6	0	0.0	0	0.0
17. Know about current world events	4	7.3	24	43.6	24	43.6	3	5.5	0	0.0
18. Not like questions during class	0	0.0	1	1.8	4	7.3	30	54.5	20	36.4
19. Assign a lot of work	11	20.0	24	43.6	9	16.4	7	12.7	3	5.5
20. Expect you to agree with them	0	0.0	4	7.3	22	40.0	24	43.6	5	9.1
21. Treat you like an adult	12	21.8	41	74.5	1	1.8	1	1.8	0	0.0
22. Not understand your culture	2	3.6	7	12.7	26	47.3	19	34.5	1	1.8
23. Get to know you personally	0	0.0	15	27.3	25	45.5	14	25.5	1	1.8
24. Give you low grades	0	0.0	0	0.0	20	36.4	25	45.5	10	18.2
25. Treat you the same as students from the U.S.	13	23.6	29	52.7	8	14.5	5	9.1	0	0.0

Appendix E. New International Students' Perceptions of U.S. Professors: Pre- and Post-test

<u>Item</u>	<u>n</u>	<u>Pre-test</u>		<u>Post-test</u>		<u>t</u>	<u>p</u>
		<u>M</u>	<u>S</u>	<u>M</u>	<u>S</u>		
1. Be friendly	55	4.16	.76	4.18	.64	-.16	.87
2. Expect you to participate in class	55	4.18	.79	4.09	.75	.61	.55
3. Usually teach about American issues	54	3.31	.77	3.35	1.05	-.22	.83
4. Be demanding instructors	52	3.27	.72	3.29	.78	-.14	.89
5. Enjoy having international students in class	55	3.61	.80	3.45	.71	1.18	.25
6. Be distant or unapproachable	55	2.31	.84	1.95	.68	3.03	.004
7. Be aware of cultural differences	55	3.35	.87	3.16	.86	1.32	.19
8. Be easy graders	55	2.69	.71	2.69	1.05	.00	1.00
9. Be boring or uninteresting	55	2.18	.58	2.00	.69	2.10	.04
10. Respect students from your country	55	3.71	.81	3.84	.63	-1.22	.23
11. Let you turn work in late	54	2.43	.74	2.13	.93	2.13	.04
12. Be arrogant or conceited	55	2.16	.79	1.95	.78	2.06	.04
13. Treat students fairly	55	3.76	.88	4.09	.70	-2.69	.01
14. Be very intelligent	55	3.78	.71	3.78	.71	.00	1.00

<b>Item</b>	<b>n</b>	<b>Pre-test</b>		<b>Post-test</b>		<b>t</b>	<b>p</b>
		<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>		
15. Use international examples in class	55	3.2	.76	2.93	1.02	1.84	.07
16. Value different points of view	54	3.81	.62	3.91	.62	-.90	.37
17. Know about current world events	54	3.78	.57	3.52	.72	2.44	.02
18. Not like questions during class	54	1.93	.72	1.72	.66	2.03	.05
19. Assign a lot of work	53	3.53	.75	3.58	1.12	-.35	.73
20. Expect you to agree with them	54	2.70	.66	2.46	.77	1.99	.05
21. Treat you like an adult	54	4.09	.40	4.17	.54	-.89	.376
22. Not understand your culture	54	2.74	.83	2.80	.81	-.49	.63
23. Get to know you personally	54	3.30	.66	2.98	.79	2.22	.03
24. Give you low grades	54	2.43	.74	2.17	.72	2.13	.04
25. Treat you the same as students from the U.S.	54	3.56	.77	3.94	.83	-3.11	.003

Appendix F. New International Students' Perceptions of U.S. Professors by Academic Level

<u>Item</u>	<u>Undergraduate</u>			<u>Graduate</u>			<u>t</u>	<u>p</u>
	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>		
1. Be friendly	10	4.10	.57	44	4.23	.64	-.58	.57
2. Expect you to participate in class	10	4.00	1.05	44	4.14	.67	-.39	.70
3. Usually teach about American issues	10	3.90	.99	44	3.20	1.03	1.95	.06
4. Be demanding instructors	10	3.30	.68	43	3.23	.87	.23	.82
5. Enjoy having international students in class	10	3.60	.70	44	3.43	.73	.66	.51
6. Be distant or unapproachable	10	2.20	.63	44	1.84	.61	1.67	.10
7. Be aware of cultural differences	10	3.30	.82	44	3.16	.86	.47	.64
8. Be easy graders	10	1.90	.74	44	2.86	1.05	-2.75	.008
9. Be boring or uninteresting	10	2.20	.63	44	1.93	.70	1.12	.27
10. Respect students from your country	10	3.70	.68	44	3.86	.63	-.73	.47
11. Let you turn work in late	10	2.10	.87	44	2.11	.95	-.04	.97
12. Be arrogant or conceited	10	2.30	.95	44	1.84	.71	1.73	.09
13. Treat students fairly	10	3.60	.97	44	4.23	.57	-1.98	.08
14. Be very intelligent	10	3.90	.74	44	3.75	.72	.59	.56

<u>Item</u>	<u>Undergraduate</u>			<u>Graduate</u>			<u>t</u>	<u>p</u>
	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>		
15. Use international examples in class	10	2.70	1.16	44	2.95	.99	-.71	.48
16. Value different points of view	10	4.00	.67	44	3.89	.62	.52	.61
17. Know about current world events	10	3.70	.95	44	3.48	.66	.88	.38
18. Not like questions during class	10	1.90	.74	44	1.68	.64	.95	.35
19. Assign a lot of work	10	3.90	.57	43	3.51	1.20	1.51	.14
20. Expect you to agree with them	10	2.40	.84	44	2.48	.76	-.28	.78
21. Treat you like an adult	10	4.00	.00	44	4.21	.59		
22. Not understand your culture	10	3.00	.67	44	2.75	.84	.88	.38
23. Get to know you personally	10	3.10	.88	44	2.95	.78	.52	.60
24. Give you low grades	10	2.40	.52	44	2.11	.75	1.14	.26
25. Treat you the same as students from the U.S.	10	3.70	.82	44	4.00	.84	-1.03	.31

Appendix G. New International Students' Perceptions of U.S. Professors by Prior Experience in the United States

<u>Item</u>	<u>0 months*</u>			<u>One month or more</u>			<u>t</u>	<u>p</u>
	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>		
1. Be friendly	41	4.20	.64	13	4.23	.60	-.18	.86
2. Expect you to participate in class	41	4.12	.64	13	4.08	1.04	.15	.88
3. Usually teach about American issues	41	3.22	.15	13	3.69	.33	-1.43	.16
4. Be demanding instructors	40	3.30	3.08	13	3.08	.86	.84	.41
5. Enjoy having international students in class	41	3.46	.75	13	3.46	.66	.01	.99
6. Be distant or unapproachable	41	1.90	.63	13	1.92	.64	-.10	.92
7. Be aware of cultural differences	41	3.20	.81	13	3.15	.99	.15	.88
8. Be easy graders	41	2.83	1.02	13	2.23	1.09	1.81	.08
9. Be boring or uninteresting	41	2.02	.72	13	1.85	.56	.81	.42
10. Respect students from your country	41	3.85	.62	13	3.77	.73	.41	.68
11. Let you turn work in late	41	2.23	.94	13	1.77	.83	1.55	.13
12. Be arrogant or conceited	41	1.93	.85	13	1.92	.49	.02	.98
13. Treat students fairly	41	4.15	.65	13	4.00	.82	.66	.51

\* As of September, 1997

<u>Item</u>	<u>0 months*</u>			<u>One month or more</u>			<u>t</u>	<u>p</u>
	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>		
14. Be very intelligent	41	3.73	.71	13	3.92	.76	-.83	.41
15. Use international examples in class	41	2.93	.96	13	2.85	1.21	.25	.81
16. Value different points of view	41	3.88	.64	13	4.00	.58	-.61	.54
17. Know about current world events	41	3.39	.63	13	3.92	.86	-2.43	.02
18. Not like questions during class	41	1.76	.62	13	1.62	.77	.67	.51
19. Assign a lot of work	40	3.55	1.13	13	3.69	1.11	-.40	.69
20. Expect you to agree with them	41	2.56	.71	13	2.15	.90	1.69	.10
21. Treat you like an adult	41	4.20	.60	13	4.08	.28	.97	.34
22. Not understand your culture	41	2.73	.84	13	3.00	.71	-1.04	.30
23. Get to know you personally	41	2.95	.81	13	3.08	.76	-.50	.62
24. Give you low grades	41	2.10	.74	13	2.38	.65	-1.26	.21
25. Treat you the same as students from the U.S.	41	3.92	.88	13	4.00	.71	-.27	.79

\* As of September, 1997

Appendix H. New International Students' Perceptions of U.S. Professors by Gender

<u>Item</u>	<u>Female</u>			<u>Male</u>			<u>t</u>	<u>p</u>
	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>		
1. Be friendly	25	4.20	.58	29	4.21	.68	-.04	.97
2. Expect you to participate in class	25	4.12	.73	29	4.10	.77	.08	.94
3. Usually teach about American issues	25	3.52	.96	29	3.17	1.10	1.24	.22
4. Be demanding instructors	25	3.16	.90	28	3.32	.77	-.70	.49
5. Enjoy having international students in class	25	3.52	.71	29	3.41	.73	.54	.59
6. Be distant or unapproachable	25	2.04	.54	29	1.79	.68	1.49	.14
7. Be aware of cultural differences	25	3.08	.91	29	3.28	.80	-.84	.41
8. Be easy graders	25	2.80	1.08	29	2.59	1.05	.73	.47
9. Be boring or uninteresting	25	1.84	.55	29	2.10	.77	-1.45	.15
10. Respect students from your country	25	3.76	.66	29	3.90	.62	-.78	.44
11. Let you turn work in late	25	2.08	.95	29	2.14	.92	-.23	.82
12. Be arrogant or conceited	25	1.76	.52	29	2.07	.92	-1.54	.13
13. Treat students fairly	25	4.00	.81	29	4.21	.56	-1.07	.29
14. Be very intelligent	25	3.76	.78	29	3.79	.68	-.17	.87
15. Use international examples in class	25	3.00	.91	29	2.83	1.10	.63	.53

<u>Item</u>	<u>Female</u>			<u>Male</u>			<u>t</u>	<u>p</u>
	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>		
16. Value different points of view	25	4.00	.65	29	3.83	.60	1.01	.32
17. Know about current world events	25	3.76	.66	29	3.31	.71	2.40	.02
18. Not like questions during class	25	1.76	.66	29	1.69	.66	.39	.70
19. Assign a lot of work	24	3.54	.93	29	3.62	1.27	-.26	.80
20. Expect you to agree with them	25	2.64	.81	29	2.31	.71	1.58	.12
21. Treat you like an adult	25	4.16	.62	29	4.17	.47	-.08	.94
22. Not understand your culture	25	2.84	.85	29	2.76	.79	.36	.72
23. Get to know you personally	25	2.96	.79	29	3.00	.80	-.18	.86
24. Give you low grades	25	2.12	.78	29	2.21	.68	-.43	.67
25. Treat you the same as students from the U.S.	25	3.96	.74	29	3.93	.92	.13	.90

<u>Item</u>	<u>DF</u>		<u>SS</u>		<u>f</u>	<u>p</u>
	<u>Between</u>	<u>Within</u>	<u>Between</u>	<u>Within</u>		
1. Be friendly	2	46	2.60	16.75	3.57	.04
2. Expect you to participate in class	2	46	6.13	21.13	6.67	.003
3. Usually teach about American issues	2	46	1.23	49.54	.57	.57
4. Be demanding instructors	2	45	3.27	30.65	2.30	.10
5. Enjoy having international students in class	2	46	.82	25.38	.75	.48
6. Be distant or unapproachable	2	46	3.54	16.95	4.81	.01
7. Be aware of cultural differences	2	46	2.82	33.87	1.91	.16
8. Be easy graders	2	46	.04	59.06	.01	.99
9. Be boring or uninteresting	2	46	.81	23.11	.80	.45
10. Respect students from your country	2	46	4.58	14.77	7.13	.002
11. Let you turn work in late	2	46	1.51	39.30	.88	.42
12. Be arrogant or conceited	2	46	6.72	24.95	6.20	.004
13. Treat students fairly	2	46	1.86	22.63	1.89	.16
14. Be very intelligent	2	46	.21	23.14	.21	.82
15. Use international examples in class	2	46	.67	49.25	.31	.73

<u>Item</u>	<u>DF</u>		<u>SS</u>		<b>f</b>	<b>p</b>
	<b>Between</b>	<b>Within</b>	<b>Between</b>	<b>Within</b>		
16. Value different points of view	2	46	1.07	16.61	1.48	.24
17. Know about current world events	2	46	.46	25.74	.41	.66
18. Not like questions during class	2	46	.30	22.11	.31	.73
19. Assign a lot of work	2	46	8.41	55.42	3.49	.04
20. Expect you to agree with them	2	46	2.06	23.94	1.98	.15
21. Treat you like an adult	2	46	.20	9.76	.48	.62
22. Not understand your culture	2	46	5.15	26.81	4.42	.02
23. Get to know you personally	2	46	1.35	28.57	1.09	.35
24. Give you low grades	2	46	1.35	23.34	1.33	.27
25. Treat you the same as students from the U.S.	2	46	5.23	30.45	3.95	.03

<u>Item</u>	<u>European (E)</u>			<u>Southeast Asian (SEA)</u>			<u>East Asian (EA)</u>			<u>Multiple Comparison</u>
	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>	
1. Be friendly	17	4.35	.49	13	4.38	.51	19	3.89	.74	E = SEA > EA
2. Expect you to participate in class	17	3.71	.69	13	4.62	.51	19	4.16	.76	E < EA < SEA
3. Usually teach about American issues	17	3.35	1.17	13	3.08	.95	19	3.33	1.03	
4. Be demanding instructors	16	3.56	.81	13	2.92	.86	19	3.11	.81	E > SEA ; E = EA; SEA = EA
5. Enjoy having international students in class	17	3.65	.79	13	3.38	.77	19	3.47	.74	
6. Be distant or unapproachable	17	1.53	.52	13	2.08	.64	19	2.11	.66	E < SEA = EA
7. Be aware of cultural differences	17	3.35	.49	13	2.77	1.17	19	3.26	.87	E > SEA ; E = EA; SEA = EA
8. Be easy graders	17	2.65	1.06	13	2.62	1.19	19	2.68	1.16	
9. Be boring or uninteresting	17	1.82	.64	13	2.15	.99	19	1.95	.52	
10. Respect students from your country	17	4.24	.44	13	3.62	.65	19	3.58	.61	E > SEA =EA
11. Let you turn work in late	17	2.18	1.07	13	1.77	1.01	19	2.16	.69	

<u>Item</u>	<u>European (E)</u>			<u>Southeast Asian (SEA)</u>			<u>East Asian (EA)</u>			<u>Multiple Comparison</u>
	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>	<u>n</u>	<u>M</u>	<u>S</u>	
12. Be arrogant or conceited	17	1.41	.51	13	2.23	1.01	19	2.16	.69	E < SEA = EA
13. Treat students fairly	17	4.12	.49	13	4.38	.65	19	3.89	.88	SEA > EA ; E = SEA ; E = EA
14. Be very intelligent	17	3.88	.70	13	3.85	.69	19	3.74	.73	
15. Use international examples	17	3.06	1.09	13	2.77	1.17	19	3.00	.88	
16. Value different view points	17	4.00	.61	13	4.08	.64	19	3.74	.56	
17. Know about world events	17	3.47	.72	13	3.69	.85	19	3.47	.70	
18. Not like questions in class	17	1.59	.62	13	1.77	.83	19	1.74	.65	
19. Assign a lot of work	17	4.12	1.05	13	3.08	1.12	19	3.47	1.12	E > SEA = EA
20. Expect you to agree with them	17	2.29	.59	13	2.23	.93	19	2.68	.67	SEA < EA ; E = SEA ; E = EA
21. Treat you like an adult	17	4.12	.49	13	4.23	.44	19	4.26	.45	
22. Not understand your culture	17	2.35	.49	13	3.08	.76	19	3.00	.94	E < SEA = EA
23. Get to know you personally	17	2.82	.81	13	3.23	.73	19	2.89	.81	
24. give you low grades	17	2.00	.71	13	2.08	.76	19	2.37	.68	
25. Treat you like students from the U.S.	17	4.06	.83	13	4.31	.63	19	3.53	.91	E = SEA > EA