

Formal Request to Create the International Student Success Advising Community

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Introduction

1. The initial proposal for establishing the international student success advising community (ISS AC) was approved by Wendy Schindler and Gavin Farber on Nov. 19, 2022
2. In August 2022, NACADA helped distribute survey to members, named *Supporting International Students in Academic and Career Advising*.
3. On October 24, 2022, the potential ISS AC attended the Advising Communities Division (ACD) Fair at the annual conference.
4. On October 25, 2022, an open meeting was held during the NACADA annual conference to solicit feedback from conference attendees.
5. Leading Institution: Syracuse University, College of Arts and Sciences and Maxwell School of Citizenship and Public Affairs
6. Host Organization: NACADA, Professional association serving over 14,000 academic advisors worldwide, established in 1979.
7. Partner Organization: NAFSA, Professional association serving over 10,000 international educators worldwide, established in 1948.

Rationale

Statement of Need

1. There are 5.6 million university students studying outside their home countries in 2018 (OECD, 2020). In 2020, there are over 1 million international students studying in the U.S. and over 340,000 U.S. students studying outside the U.S. (IIE, 2021). However, the existing scholarly work and initiatives in the field of student success rarely discuss facilitating academic success for international students.
2. The current thirty-seven advising communities in NACADA support a wide range of student populations but none focuses on international students.
3. NAFSA's International Student and Scholar Services Knowledge Community support international students with focus on visa services, English language improvement, social supports, but limited on academic success.
4. Comprehensive data from a recent NACADA survey and other resources confirm the need of professional development supports on advising international students.

Inclusion and Engagement statement

The ISS AC is highly committed to diversity, equity, and inclusion. ISS AC will help increase the diversity of NACADA by attracting and involving members from diverse ethnicities, genders, gender identities, sexual orientations, as well as from institutions of diverse sizes and types and from different regions of the world, to add the richness of diverse representation within all units of the Association.

Advancement of NACADA’s Mission and Goals in Terms of Research

Academic advising is not just another compartmentalized campus service but serves as “hub of the wheel” (Habley, 1994), by providing the essential academic connections to students and helping them integrated in campus community. The notion of recruiting students and then opening the doors to them and letting them navigate the higher education maze should be left in the dust, especially for students who grow up and receive K-12 education in a foreign country and in a foreign language. Academic integration or engagement is the key for increasing student persistence and retention (cited in Schaffling, 2018). Academic advising is the very core to education and sustaining students. Nonetheless, how academic advising supports student learning, such as academic success and student retention, is unclear. Most importantly, how does academic advising support an international student studying in a foreign culture and foster their academic achievement? The existing scholarly work and initiatives in the field of student success rarely discusses facilitating academic success for international students. This is an area overlooked by many higher education institutions and professional organizations in the world.

Many higher education institutions still take a traditional approach to support international students, such as visa services, English language improvement, social supports, and others. To build a sustainable model of enrolling and retaining international students, universities and academic advising must proactively invest time and efforts to define and deliver outcomes related to international students’ academic success. Institutions need to think holistically about the entire international student experience. Strategies and initiatives with a focus on international student educational achievement need to be assessed with a focus on retention.

The ISS AC will contribute to the advancement of research, literature or other resources in the field of academic advising, with goal and outcomes as follows.

Goal and Outcomes

1. Goal: Enhance international student educational attainment globally
2. Outcomes
 - 2.1. Define and redefine academic success for international students in the context of emerging discourse and research on inclusive teaching, learning, and advising.
 - 2.2. Discuss current and emerging trends in facilitating academic success for international students.
 - 2.3. Share best high impact practices.
 - 2.4. Develop strategies and initiatives that help international students succeed.
 - 2.5. Create an international student success model.

Steering Committee

A steering committee has been formed with a chair and co-chair identified. Eleven committee members are from four countries (U.S., China, U.K., Singapore) and various regions in the U.S., with abundant experiences in teaching, research, and administration.

Name	Institution	Title	Relevant Expertise
Ming Cheng, PhD	Sheffield Hallam University, UK	Professor of Higher Education	Research in Chinese international student mobility; intercultural communication; developing critical thinking skills/attributes; international student academic and social experiences
Melissa Hawkins, PhD	University of Alabama at Birmingham	International Teaching and Learning Specialist	Faculty engagement and training towards supporting the international student experience and at-home internationalization initiatives; international student support and advising; intensive English program management
Kate Hellmann, PhD	Washington State University	Director of International Student and Scholar Services	Student development theory, advising, immigration for students/scholars, ESL, academic support, programming, retention, crisis case management
Xinquan Jiang, PhD	Senior Research Associate	The Ohio State University	Intercultural development, high impact practices, international student academic experience and success, COIL Virtual Exchange
Ling Gao LeBeau, PhD (Co-Chair)	Syracuse University	Associate Director of International Student Success	Decades of experiences in university teaching, research, and administration in the field of international higher education. Front-runner of international student success model.
Kelly Roberts	Tufts University	Assistant Director, Career Center	Career development theory & Student development theory, academic and career advising, extensive prior expertise as immigration advisor/STEM specialist, international student support/services
Melanie Robins	East Carolina University	Coordinator of Global Understanding; Interim Director of ECU Language Academy	Extensive experience working with international students in intensive English programs; language and academic support in making the transition from English language study to degree programs
Steve Shaffling, EdD (Chair)	Syracuse University	Assistant Dean of Student Success	Decades of experience as an academic advisor, advising administrator, and national leader in advising. Innovative leader in student success and international student success model.
Heng Tang Tang, PhD	Nanyang Technological University, Singapore	Assistant Professor, National Institute of Education	Conducted award-winning research on international students' experiences; worked with international student offices and college staff, such as U Toronto, New York University, advising them on sociocultural Ly-attuned engagement with international students.
Rong (Lotus) Wang, PhD	Xi'an Jiaotong-Liverpool University, China	Professor and Head of Department of Educational Studies, Academy of Future Education	Extensive teaching and research experiences in assessment and evaluation, study engagement, faculty development, international students, and teaching and learning
Whitney Wotkins	Northeastern University	Director of Global Student Success	Intercultural communication; Design/creation/management of success initiatives for international/non-native English speakers; English Language tutoring /program management; Design Thinking/Universal Design Curriculum; Immigration advising

Evidentiary Support of Activity and Membership

1. Needs analysis from 255 survey responses, distributed by NACADA in August 2022.
 - 1.1. 203 NACADA members are interested in joining the potential ISS AC.
 - 1.2. 144 NACADA members are willing to opt out of membership of one of four current advising communities to join the potential ISS AC.
2. Feedback from participants attending the open meeting on potential ISS AC at the 2022 annual conference.

Conference Proposal Reviewer Quotes

“As an advisor with an International Ed background, I believe it is critical for us as advisors to support or international students in the most impactful way and as the knowledge evolves, so should the techniques. I would love to hear more about the research that has already been done on this topic and some concrete real-world examples of the ways in which our support for this population needs to evolve.”

“This presentation investigates gaps in advising research regarding international students. There will be interest in this presentation from both advising administrators, advisors, and anyone interested in the retention and support for international students. Professional development that is specific to international student advising is often difficult to obtain, and this presentation asks important questions about how we can create a better learning environment for international students.”

Open Meeting at 2022 NACADA Annual Conference

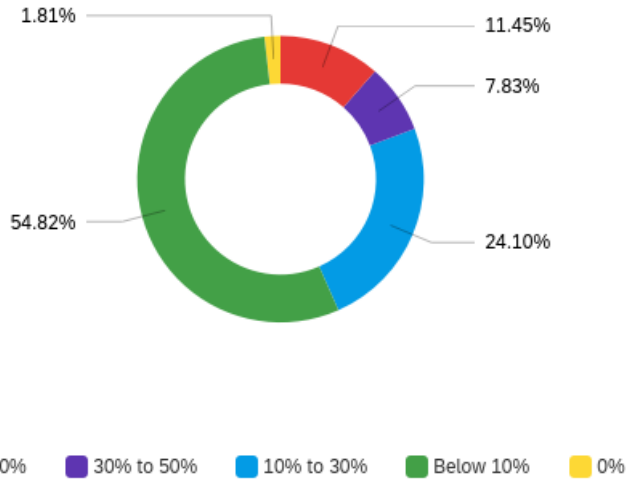
1. 20 participants from 15 higher education institutions attended the Potential Advising Community Meeting: International Student Academic Success, to support the initiative.
2. Participants’ remarks
 - 2.1. Finally, someone is paying attention to international student success beyond immigration regulations and English language training.
 - 2.2. I am the only person on campus to work with international students on academic success. I cannot find resources or support from either NAFSA or NACADA. NAFSA’s international student division only focuses on compliance and English language. NACADA’s advising resources are rarely related to international students.
 - 2.3. NAFSA and NACADA need to collaborate to address the gap for international student success.
 - 2.4. In addition to academic advising, we need to address how to help international students with career outcomes.
 - 2.5. I also want to know how our U.S. students who study abroad receive academic supports in their hosting institution.
 - 2.6. We are willing to communicate with NACADA leadership if there is any hesitance approving the international student success advising community. We need this.
 - 2.7. As an experienced previous international education leader and current professional in academic advising, I am thrilled to see the ISS AC is being created. This is the gap that has existed for too long.

NACADA Survey Results for Supporting International Students in Academic and Career Advising

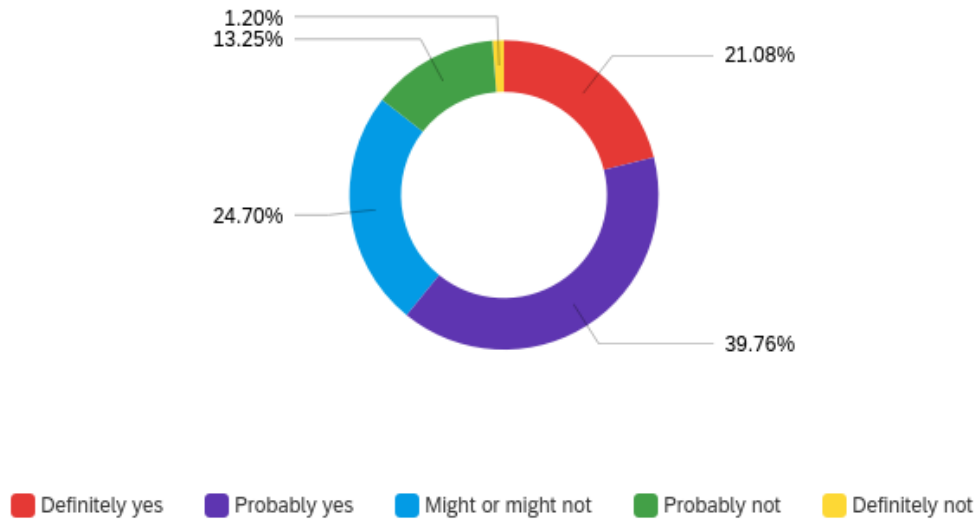
- 255 participants responded to the survey as of November 14, 2022
- 79.75 percent of respondents (equivalent to 203 NACADA members) indicate they are interested in joining the ISS AC if NACADA approves.

- 56.44 percent of respondents (equivalent to 144 NACADA members) indicate they are willing to opt out of membership of one of four current advising communities to join the ISS AC if NACADA approves.

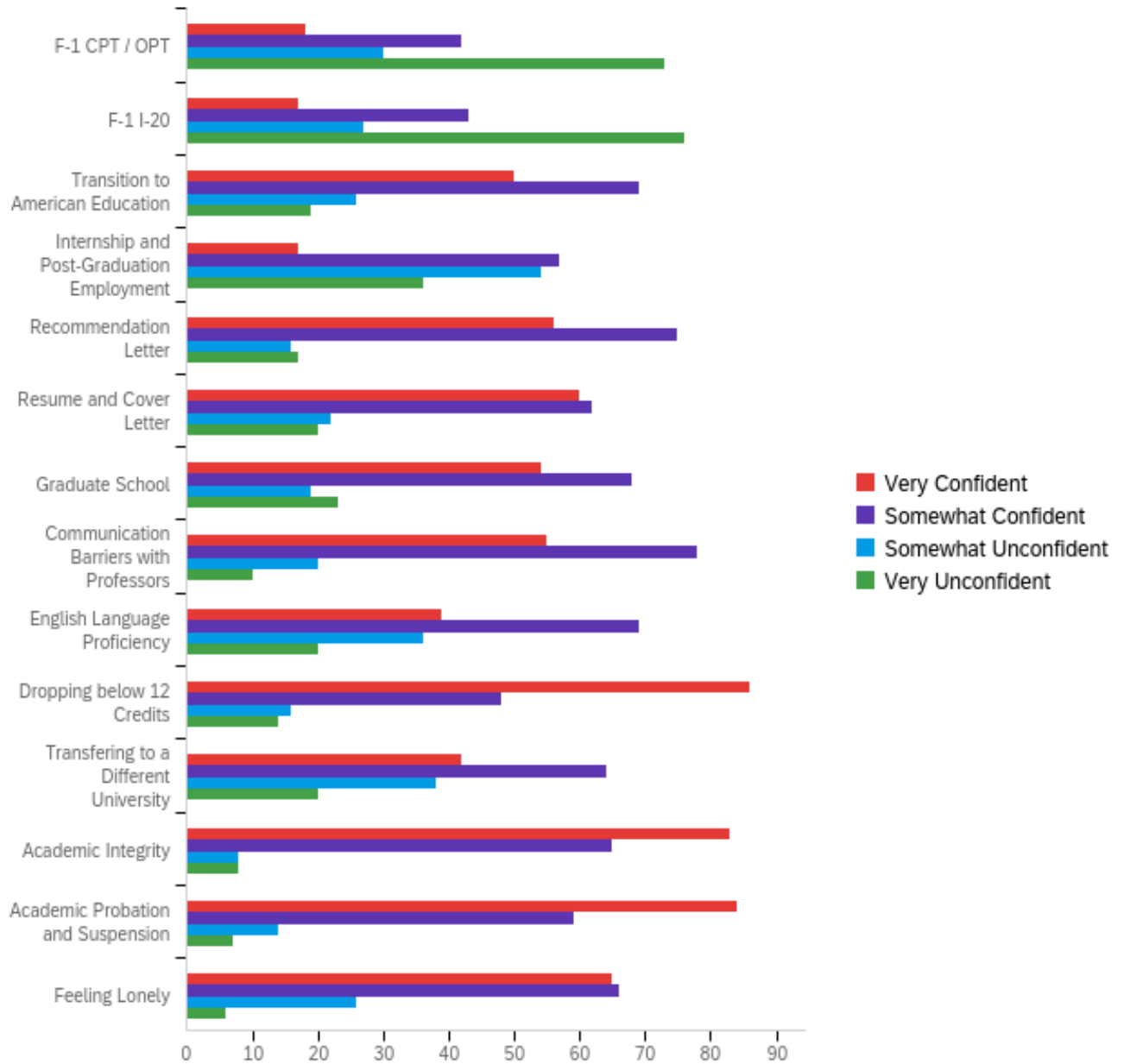
Q2 - What is the percentage of international advisees in your workload?



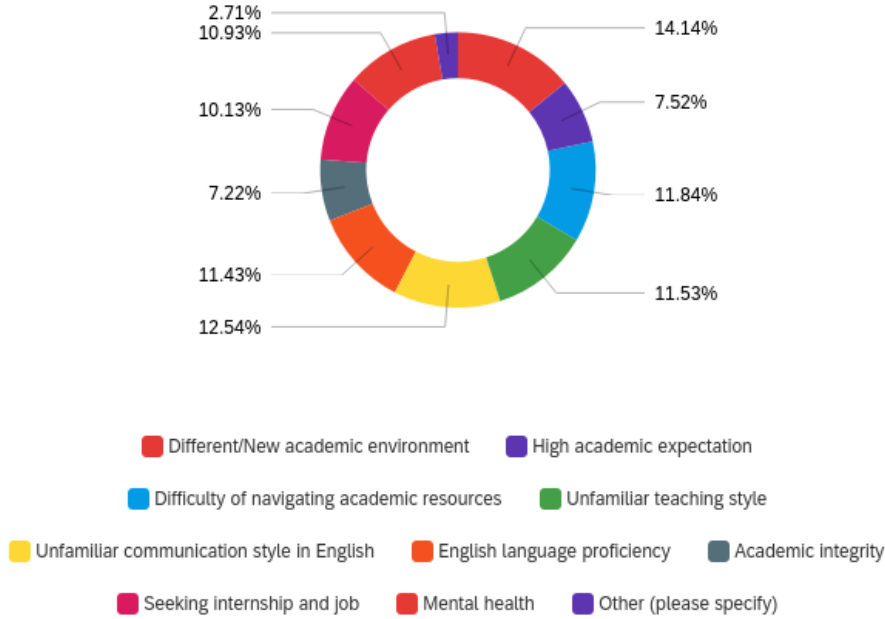
Q3 - Are you confident in your ability to advise to the unique academic characteristics of international students?



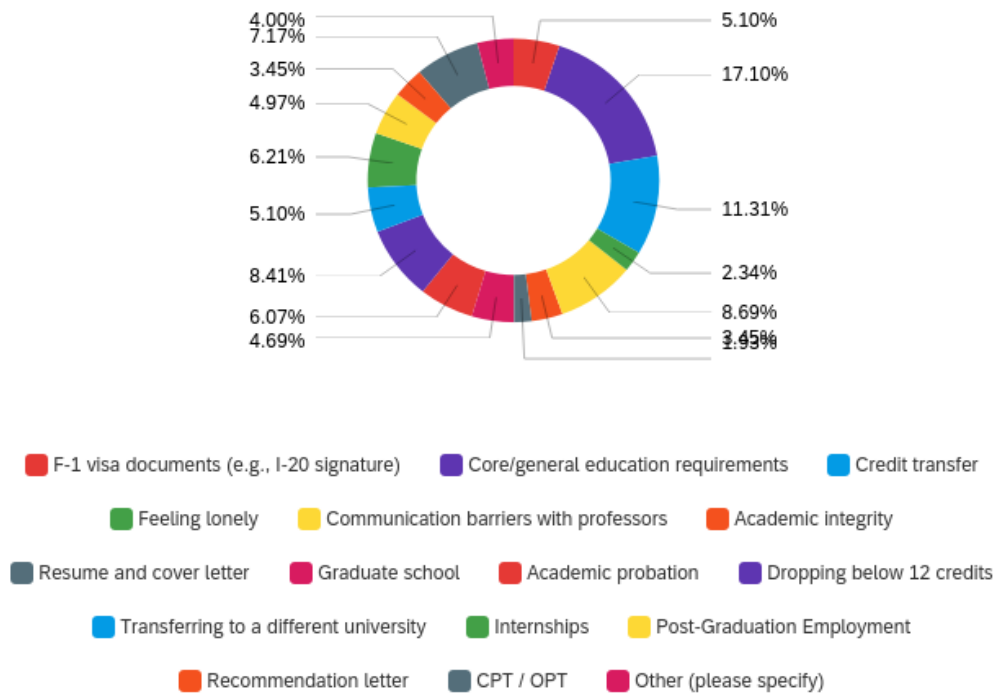
Q4 - Please rate how confident you are in your ability to effectively advise international students on the following topics.



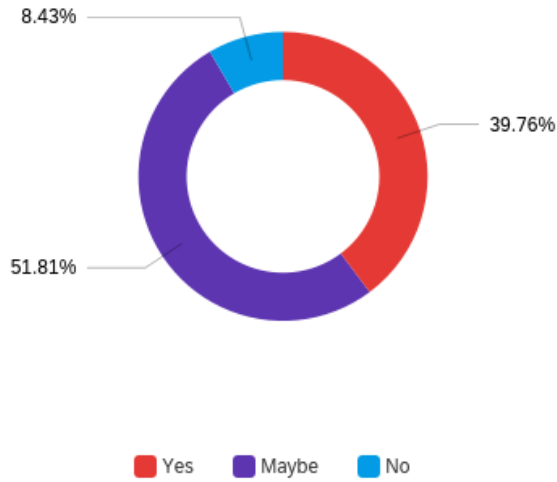
Q5 - What challenges do you see your international students experiencing? Please select all that may apply.



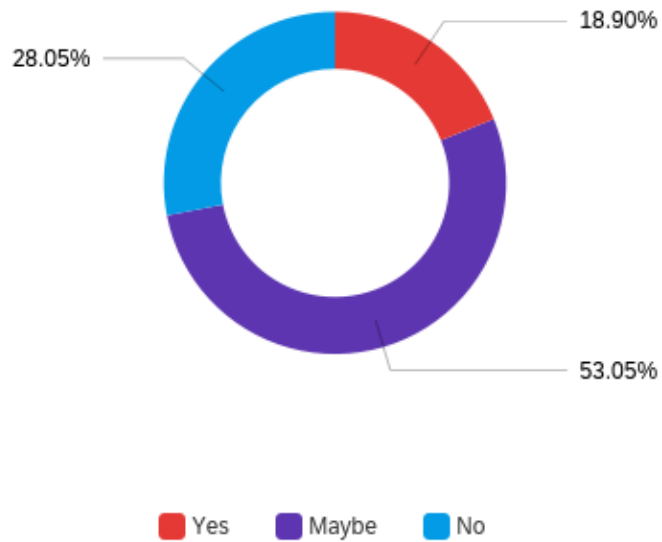
Q6 - What are the most common reasons your international students seek advising for? Please select all that may apply.



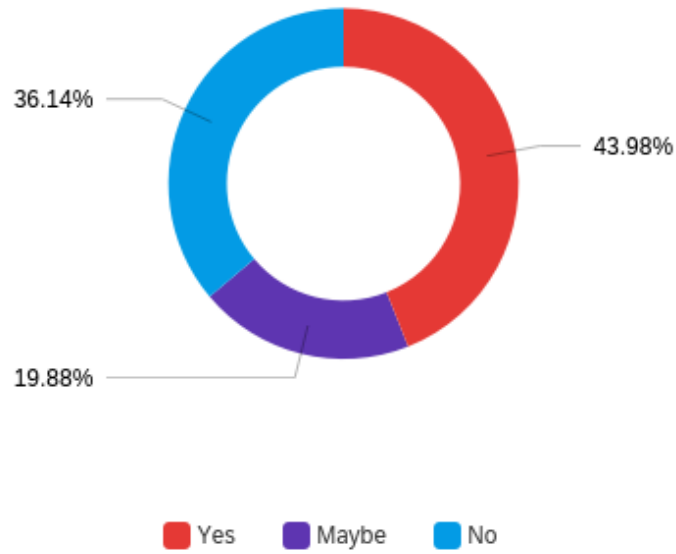
Q7 - Do you feel your institution, or your advising office, successfully supports international students in their transition into your institution after arrival?



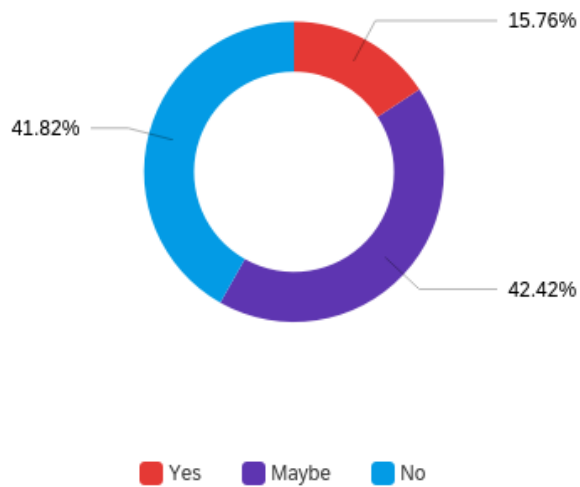
Q8 - Do you feel your institution, or your advising office, successfully supports international students in their post-graduation transition?



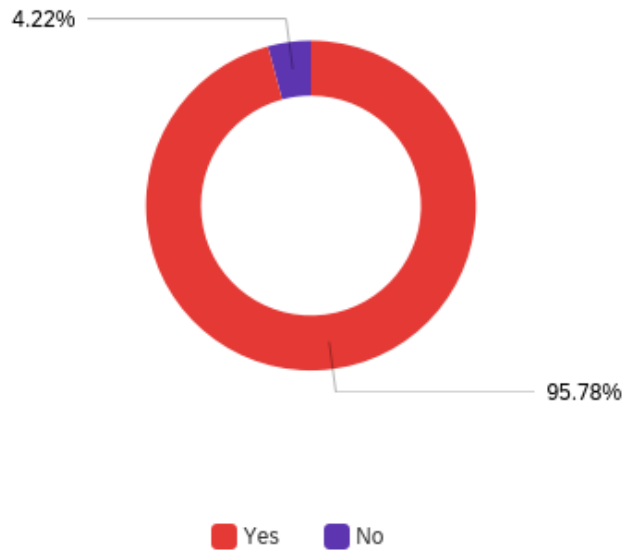
Q9 - Does your institution run specific programming for new international students related to academic advising?



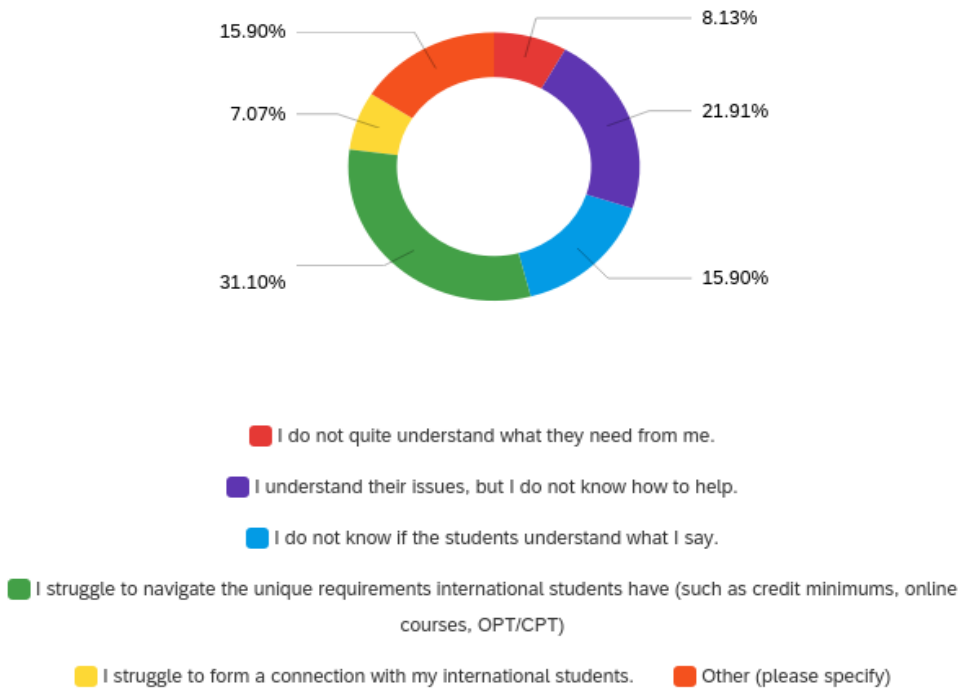
Q10 - Does your institution run specific programming for graduating international students?



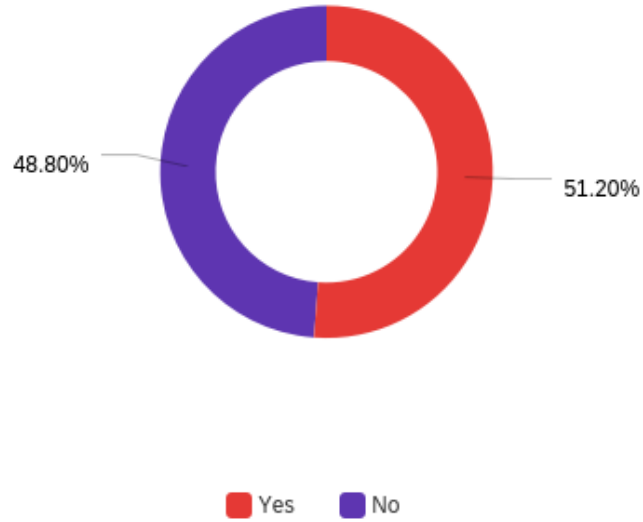
Q11 - Do you feel you would benefit from specific professional development opportunities around advising international students?



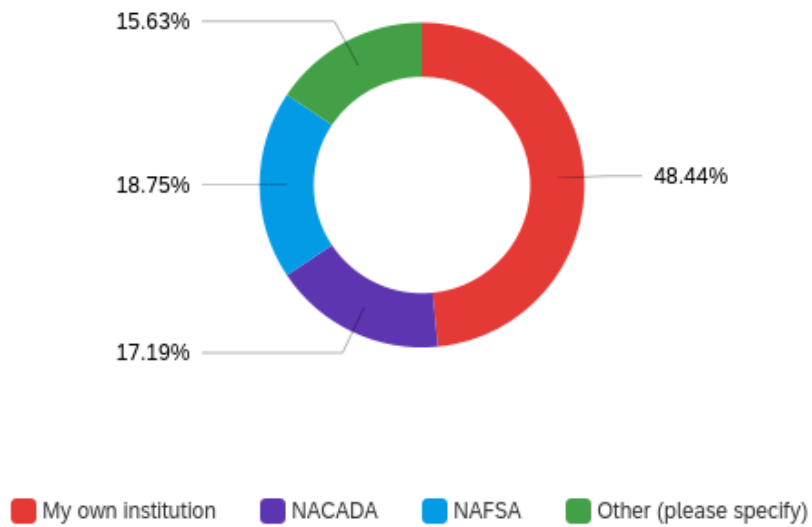
Q12 - What are the challenges you have faced when advising international students? Please select all that may apply.



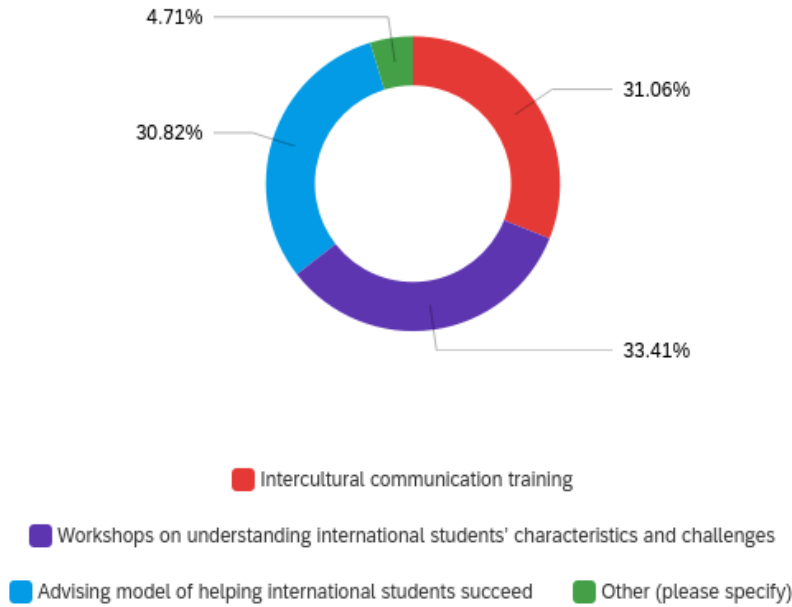
Q13 - Have you received any professional support/training on advising international students?



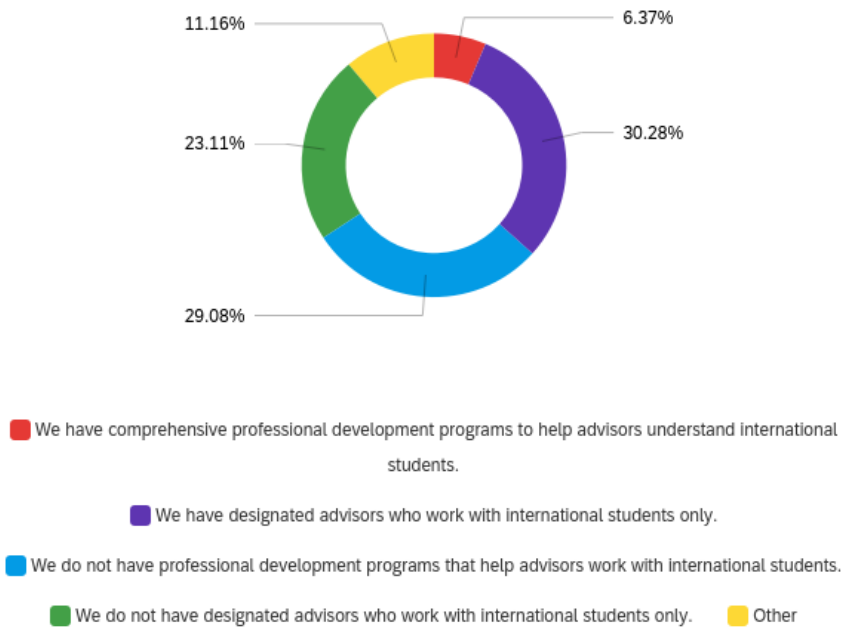
Q14 - Where did you receive the professional support/training on advising international students? Please select all that apply.



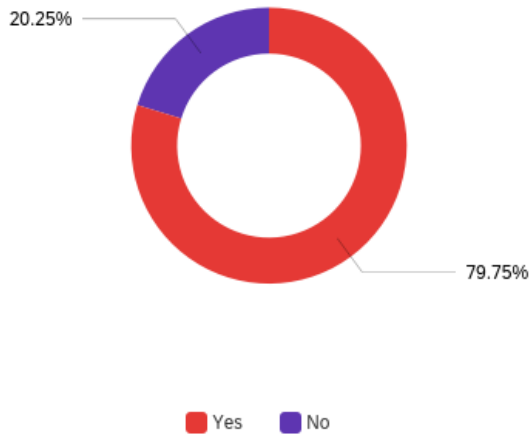
Q15 - What professional development programs do you think academic and career advisors need to have to support international students? Please select all that apply.



Q16 - How does your institution support international students in academic and career advising? Please select all that apply.



Q17 - If NACADA approves the International Student Success Advising Community (with regular sharing and discussion of advising strategies for international students, resources and best practice and other tools), will you be interested in joining as a member?



Q18 - If the International Student Success Advising Community is approved, would you be willing to opt out of membership of one of your four current Advising Communities to join this one?

