

## Background and Method

### The Problem

Lack of integration, both inside and outside of classrooms, among student groups with various national and cultural backgrounds in universities in China

### Sino-Foreign Cooperative University

- Joint-venture university
- Co-established by a foreign university and a Chinese university
- Independent legal status
- Offering foreign curriculum and degrees

### Lucas University of China (LUC, pseudonym)

- Sino-American joint-venture university
- Liberal arts education



### Research Questions

- Knowledge and Motivation for intercultural integration
- How LUC supports students' integration
- Recommendations for improvement

### Stakeholder Group of Focus

- Sophomore students (27 nationalities)
- 70% Chinese, 13% USA, 17% Others

### Research Methods

- Survey (n=112, response rate 43.8%)
- Interview (n=15)

## Results and Findings

### Influences

### Findings

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- Knowledge about Intercultural Competence
- Skills to Effectively Communicate Cross-culturally
- Self-reflection for Improvement

VALIDATED

1. Participants demonstrated **awareness of cultural differences**
2. Participants acknowledged that major **cultural distance** exists between **Chinese and international** students
3. Participants had a good **understanding of key factors** needed for better intercultural integration
4. Participants had **different levels of intercultural knowledge** or experiences before LUC
5. Participants were **confident about their current ability** of intercultural interactions
6. Participants made **proactive efforts** to adapt
7. Participants were able **to tolerate cultural differences** and find common ground
8. Participants were able to **reflect** on their intercultural experiences for improvement
9. Participants recognized the **importance of personal effort** and preference

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- Self-Efficacy in Developing Intercultural Competence
- The Utility Value of Intercultural Competence
- The Intrinsic Value of Experiencing Different Cultures

VALIDATED

1. Participants are **confident** about their cultural adaptability with a noted difference between Chinese and international participants
2. Participants have **improved** their intercultural skills at LUC
3. Participants recognize the importance of intercultural competence **for a successful life**
4. The diversity environment at LUC is considered **a simulation of the globalized world**
5. **Cultural diversity is a key reason** for participants to choose LUC for college education
6. Participants **are interested** in cultural exchange
7. Perceived **prejudice and bigotry** compromise the interests in intercultural exchange

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- An Institutional Culture
- Classroom Climate
- Effective Extracurricular Programs

VALIDATED

1. LUC has established **a campus culture** of embracing cultural diversity
2. The **small but diverse community** supports intercultural integration
3. **Categorization** by Chinese and international perceived **negative** for integration
4. **A higher percentage** of international students is preferred
5. The **curriculum** effectively supports intercultural communication
6. **Professors and the pedagogy** facilitate in-class intercultural interactions
7. **Political topics** are the **major challenge** for in-class discussion
8. **Differences** exist in **academic strength and preference** of Chinese and international student
9. Participants are **satisfied with Student Affairs'** effort in promoting intercultural integration
10. **Student-run clubs** are effective in helping students' intercultural collaboration
11. **Academic pressure** holds back participants from more participation in extracurricular activities

## Recommendations

### Relevant Findings

### Proposed Solutions

- There are not meticulously planned and organized workshops or lectures focusing on cultural knowledge and skills

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1. Offer systematic co-curricular cultural programs

- Prejudice, stereotypes and racism are dividing students
- Students hope the university leadership could learn more about what students have to say

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2. Organize regular roundtable dialogues among administrators, faculty and students

- Differences exist in academic strength and preference of Chinese and international students
- A higher percentage of international students is preferred
- Students have confusion and ambiguity about their identity as LUC's students

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3. Develop pedagogical strategies to strengthen academic collaboration and integration among students
4. Increase the percentage of international students to around 40%
5. Develop the institutional cultural identity