Spring 2013

Community Internationalization: Developing the Host Family Program at the University of Wisconsin-Whitewater

Alicia Haley
SIT Graduate Institute

Follow this and additional works at: https://digitalcollections.sit.edu/capstones

Part of the Bilingual, Multilingual, and Multicultural Education Commons, and the International and Comparative Education Commons

COMMUNITY INTERNATIONALIZATION:

DEVELOPING THE HOST FAMILY PROGRAM

AT THE UNIVERSITY OF WISCONSIN – WHITEWATER

Alicia M. Haley

PIM 70

A Capstone Paper submitted in partial fulfillment

of the requirements for Master of International Education at

SIT Graduate Institute in Brattleboro, Vermont, U.S.A.

May 2013

Advisor: Richard Rodman

Consent to Use of Capstone

I herby grant permission for World Learning to publish my Capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for an unauthorized use of my Capstone by any third party who might access it on the Internet or otherwise.

Alicia M. Haley
May 24, 2013

TABLE OF CONTENTS

ABSTRACT

The aim of the proposal design related to the University of Wisconsin-Whitewater (UW-Whitewater) Host Family Program is to increase cross-cultural competencies for undergraduate and graduate international students, develop multicultural awareness among the local community and support internationalization goals of the university.

International students who do not reach outside their comfort zones and integrate effectively within his or her new environment become more isolated and less likely to make friends with Americans (Bowman, 2012a). It is important to provide opportunities for international students to interact with the community due to the homogenous nature of the local population and the low number of international students on campus. This paper will examine a program that eases the student's cultural transition process, builds language acquisition confidence and provides a means for community engagement.

The host family program contributes to the field of international education by creating a holistic program that supports international students, university goals and community integration through explicit participant responsibilities and intentional programming. The program can be shared with other universities who wish to increase international student, university and community interaction. This host family program design develops and improves upon existing international student service models.

INTRODUCTION

A goal among many U.S. universities is to increase the number of international students on their campuses. This is reflected by steady, documented increases of international students on U.S. campuses over the past 60 years (Institute of International Education, 2012). During the 2011-2012 school year the number of international students in the U.S. increased by 5.7% to a record high of 764,495 students (Institute of International Education, 2012). As numbers continue to rise, it is more and more evident to practitioners that holistic, intentional, cross-cultural programming must be implemented or revived on U.S. campuses.

At the University of Wisconsin-Whitewater (UW-Whitewater), Chancellor Richard Telfer directed the Center for Global Education (CGE) to increase its international student population to 600 by the end of the 2015-2016 school year (C. Chenoweth, personal conversation, October 2012). According to UW-Whitewater (University of Wisconsin-Whitewater, 2012), the current total of on-campus international students is 206, compared to a total student population of roughly 12,000. To support this initiative, the CGE office intends to increase recruitment but also fortify the efforts already in place to retain current students. An example of this is how the CGE is beginning a Global Ambassador Program (GAP) for the Fall 2014 semester. The GAP will match new international students with current international and domestic student mentors for the first year they are on campus. The Director has also started "listening sessions" with groups of international students in an effort to give the student ownership in his or her experience at UW-Whitewater. Overall, the CGE found that the need for

communication and connection with American students is of utmost importance to the current international students and the office is making efforts to support that.

This capstone paper focuses on a program design innovation for the CGE as a means to building a bridge between new international students, their campus community and the surrounding area in which they live. One demonstrably positive way to support a student's cultural assimilation is through the host family program. The student will have a better U.S. experience by being a part of a host family program. They will be more inclined to speak highly to others about his or her time on campus and complete his or her degree at that campus (Bowman, 2012b p.29).

The proposed non-residential program is designed to offer both new international students and locals a non-threatening relational space for discourse and understanding. As members of a host family, students will likely be invited to events they might not have attended otherwise. The participation of international students in local and family activities provides a great opportunity for the community to learn about a culture that is different from his or her own. At the same time, the international student is learning and gaining confidence in his or her host culture. The fresh emphasis of the design has to do with the careful management of the program by the CGE. The CGE will provide opportunities for organic engagement through planned activities and consistent communication.

In an effort to meet the Chancellor's challenge to increase the international student population, this capstone paper will review current host family programming at UW-Whitewater. Initial indications point to programming that has suffered from age and neglect. Fresh attention will lead to proposed improvements and innovations to bolster

the intentional and holistic efforts made to support the needs of the students, the university and the greater community as the international student population grows.

Contemporary international education addresses the benefits of international student support services for international students, including intercultural ease and confidence negotiating his or her new culture through social supports like organized activities and intentional host family matching.

> Several studies have indicated the importance of social support for international students' adjustment in the U.S. These studies have demonstrated that higher perceived social support is associated with fewer depressive and anxiety-related symptoms, better sociocultural adjustment, and lower levels of acculturative and academic stress. (as cited in Jackson, Ray & Bybell, 2013, p. 18)

Equally important, international students will be better situated to complete their degrees at UW-Whitewater and to recommend the university and community to his or her friends. The university will enjoy an increase in international student participation in the academic community and the school will enjoy (and be prepared for) increased international student numbers on campus.

The community also benefits greatly from increased interactions with international students. David DiMaria, associate director of Kent State University's Office of Global Education notes that participation in a host family program can provide "that intercultural exposure that people wouldn't otherwise have, and it does that for community members as well who maybe have never been outside of the U.S." (as cited in Bowman, 2012b, p. 33). By seeing trusted community members interacting with international students through everyday activities, over time, this small, relatively

isolated American community may feel more at ease with international students or cultures other than his or her own

Contextual Information

I began working as the International Student Advisor at UW-Whitewater in June 2012. My role is multifaceted and encompasses most services for accepted international students. I work with both J and F visa international students, produce and maintain immigration files, provide support for day-to-day student and community inquiries (i.e., drivers licenses, social security numbers, on campus employment, translators, etc.), and aid in navigating cultural adjustments. I also plan and manage international student programming, such as Optional Practical Training workshops, American culture "brown bag" lunches and field trips. My predecessor was a part-time employee who did not have the time to implement or maintain international student programming. As a result the host family program, among others, suffered.

The UW-Whitewater campus is located in the city of Whitewater in southeast Wisconsin. The city has a population of approximately 14,000 with a median age of 21.9 years. The Whitewater demographic is predominately white (83.5%), Catholic (57%) and has traditionally been politically conservative (City-data, 2012).

Today's UW-Whitewater began in 1868 as the Whitewater Normal School (Bohi, 1967). The campus is approximately 50 miles southeast of Madison and 60 miles southwest of Milwaukee. The university offers 47 graduate and undergraduate majors in 11 different disciplines and has a budget of nearly $194 million. In 2011, the total student population was 11,643, of that number 10,089 claimed to be white/unknown (University of Wisconsin System, 2012) and 10,302 were Wisconsin natives (University of

Wisconsin-Whitewater, 2012). The international student population makes up 1.7% of the total student population. Of that, 47% are from the Middle East, 18% from Asia, 11% from Europe, 7% from Southeast Asia and Sub-Saharan Africa, 5% from North and Central America, 3% from South America and 2% from Australia and the Pacific Islands (Center for Global Education, 2013).

Currently, individuals and families interested in participating in the host family program are asked to complete the appropriate paper application (See Appendix B & C), usually sent electronically, and to return it to the CGE via email. Often, students will fill out the application after their arrival because technology may not be as reliable in his or her home country or they did not know about the program until they heard about it at orientation. Once the application is received, the CGE inputs the information into an Excel spreadsheet. The content on each application is similar for ease in matching students to families based on participant preferences. When students arrive in Whitewater, the host family makes plans to meet with their student(s). Due to the current ratio of host families to students, most host families have two international students. Ideally, we want the family/student matches made before students arrive on campus. This allows the new student welcome dinner to serve a dual purpose by being the official "meet and greet" for the host family program. The only input from the CGE during the course of the academic year is to encourage families and students to meet at least twice a semester for formal or informal activities.

Research Question

International students may have trouble acclimating to the greater community since the city of Whitewater is predominately white, Catholic and a conservative

population. International students also face challenges integrating into the general student body. Many of UW-Whitewater students are Wisconsin natives who subconsciously subscribe to a common, ingrained culture that international students may struggle to understand. A legitimate question rooted in international education and exchange best practices is to ask what kind of platform can be provided where all participants can engage, connect and transform preconceived ideas about one another and initiate better community outreach.

With a homogenous Wisconsin community and a university eager to increase its international student population there appear to be opportunities to 1) create a better understanding of international students within the community, 2) create a better understanding of the community for international students, and 3) provide a welcoming atmosphere for international students that will translate into increased international student enrollment. A basic needs assessment revealed that current programming is aimed towards international students only and did not take into account the needs of the university and local community. It became clear that international students were not the only people in need of cultural education when incidences ranging from an inability or unwillingness to pronounce a person's name to thinly veiled antipathy were witnessed.

This design will focus on how comparable institutions design their host family programs to increase community engagement on and off campus. Based on the information gathered, a revised host family program plan for the UW-Whitewater Host Family Program will be created. The design will include structured programming that will allow for more community input and structure from the CGE.

LITERATURE REVIEW

U.S. universities have been working towards better cultural integration since international students began arriving on campuses in the beginning of the last century (Institute of International Education, 2013). Because of the increasing numbers of international students on U.S. campuses, up 5.7% from 2011 to a record high of 764,495 (Institute of International Education, 2012), focusing on international student integration is more important than ever. Professionals in the field are hungry for innovative ways to make this happen. The following resources are central in informing this paper.

Social media sites like LinkedIn provide an excellent avenue for professionals looking to network and share ideas about integration through professional connections and interest groups. The SECUSS-L listserv, operated through the University of Buffalo also provides an excellent platform to instantly connect with peers and inquire about time sensitive issues.

Professional organizations such as IIE, the Institute of International Education and NAFSA, the Association of International Educators, bolsters the profession with timely and useful information. NAFSA continues to be the leader in connecting like-minded professionals at national and regional conferences but also through webinars and niche-specific list serves. One of the organization's greatest strengths is its Knowledge Communities (NAFSA, 2013). International educators can share what their university or organization is doing to work towards better campus integration as well as the contributions of their peers through the knowledge communities. NAFSA offers publications such as *Friendship with Your American Host* and *Friendship with a Foreign Student* (among many others) that can be purchased and distributed as part of an

orientation packet. Finally, the organization distributes the magazine *International Educator* six times per year to its members. The magazine offers an overview of current initiates and issues pertinent to the field. The Institute of International Educators (IIE) is instrumental in providing statistical reports, such as Open Doors, that are used regularly throughout the industry.

Professional journals and publications such as the *Journal of International Students*, *International Educator* and the *International Journal of Psychology* all provide information-based rationales to support the rejuvenation of the UW-Whitewater Host Family Program. Karen Doss Bowman is especially articulate on the topic of international student adjustment and integration. Her two articles in the March/April 2012 and November/December 2012 editions of *International Educator* are particularly enlightening on how contemporaries in the field view the issue of integration and how they are working to increase interactions between U.S. and international students. The article "International Students in the U.S.: Social and Psychological Adjustment" in the *Journal of International Students* supports the fact that social support from host country nationals aids in decreasing depression and anxiety for international students. Furnham and Alibhai's article, "The Friendship Networks of Foreign Students: A Replication and Extension of the Functional Model" published in the *International Journal of Psychology*, provides evidence about social networks and the correlation between having more host country friends and decreased rates of depression and anxiety.

Cultural Integration

Immersing oneself in another culture is never easy. Students who choose to study in the United States bear the burden of living up to inflated family expectations and

personal insecurities about being away from home. International students experience a variety of adjustment issues upon arrival and once they spend time in their host country. Racial discrimination, religious incompatibility, financial struggles and language barriers, among others, often mar the student's experience abroad (Furnham & Alibhai, 1984, p. 710). Students may not fully grasp what an American classroom is like, or understand the camaraderie between student and professor or for that matter, how to appropriately engage with their host country peers (Hayes & Lin, 1994, p.8). To confound the situation further, the majority of students studying abroad for the first time are young adults who are going through the normal developmental struggles associated with this age group (Furnham & Alibhai, 1984, p. 711). All of these events combined make the assimilation to their host country that much more challenging.

A recent study by Elisabeth Gareis, an associate professor at Baruch College, found that one in three international students reported having no close American friends. Of those who reported having three or more American friends, 38% said they would like to have more American friends. Gareis asked students who reported being unhappy about not having more American friends and what the difficulties were for making American friends. The study found that 46% felt it was their fault because of language anxiety or their own shyness. However, 54% felt it was the Americans' fault and that they should reach out more (Fischer, 2012).

High and Low Context Cultures and Social Adjustment

Edward Hall developed a framework that highlights his observations of human interaction via the Hopi, Navajo and Spanish Americans in the southwestern United States (Halverson &Tirmizi, 2008, p. 31). He divides cultures, or how each society sends

14

and receives a message, into two categories, high and low context. Hall says that in high context cultures, "Most of the information is either in the physical context or initialized in the person (Jeffrey, 2007, p.1)." High context cultures generally hold personal, long standing relationships in high regard, body language often communicates more than words and a person is defined by his or her role in the bigger group. High context cultures are generally found in regions such as East Asia and the Middle East.

Low context cultures are often direct and literal in their verbal interactions, members are defined by his or her individuality and relationships are usually short lived, or created as a means to an end (Jeffrey, 2007). Low context cultures can normally be found in some European countries and in North America.

Gareis hypothesizes that because the United States is a low context society and many international students come from high context societies, they may naturally think Americans are insincere when it comes to friendship (Fischer, 2012). Understanding what type of contextual culture a student comes from can greatly assist a host family when trying to communicate with their international student.

These vastly different cultural competencies often negatively impact the relationship/trust building between international students and American students, leading to less and less cultural integration. Americans may feel they are reaching out and making an effort by inviting an international student to events after they have just met, but an international student usually requires more time to build a rapport with a person and may decline at first. The American student could quickly conclude that the international student does not want to be friends and will find others willing to engage with him or her with less effort and time investment. Americans and internationals tend

to seek friendships with people like themselves while maintaining casual relationships with each other partially because of this relationship pacing. Awareness of each context will help students and families have a clearer understanding of what certain actions (or inactions) may mean and relate more effectively to their each other.

By participating in a host family program, international students will gain confidence by learning how to decode their new community, how to engage effectively in American society and further strengthen his or her English language skills. This will result in the student having more close American friends and a richer experience abroad.

According to Elizabeth Redden (2013), with the decline of international graduate student admissions and increasing numbers of undergraduate international students appearing on campuses across the U.S., universities are especially concerned about meeting the needs of this younger, less experienced population. Larry A. Braskamp, President of the Global Perspective Institute and a professor emeritus at Loyola University Chicago notes that universities need to create "encounters with difference that make a difference" (as cited in Redden, 2013). These encounters can be formal or informal depending on who is included. Duke University's Intercultural Skills and Development Program for faculty and staff serves as an example of formal programming that can be duplicated at many campuses. Another example of formal programming is semester long orientation programs. Many institutions that traditionally offer two to three day orientations at the beginning of each fall and spring semester may need to reevaluate this template by expanding upon certain orientation topics throughout the first semester (Redden, 2013). Pairing new students with returned study abroad students or orientation leaders is another way to support the integration process.

Necessity of American Friendships

According to Sylvia Chen, staff psychologist at the University of Texas-Austin, "International students who make friends with people from the host culture are often the most satisfied with their adjustment experience, and tend to be more academically successful" (as cited in Bowman, 2012b, p. 28). It seems obvious that programs which provide opportunities for host country nationals and international students to interact in thoughtful and intentional ways should be implemented if one of the goals of the university is to retain current international students.

Though many international students are eager to make friends with Americans, they often revert to his or her comfort zone and stay within their own communities. Students from more close knit, community-based cultures, such as China or other East Asia countries, may feel out-of-step with a more individualistic culture like that found in the United States. Because of this, international students may feel that his or her American peers seem uninterested in different cultures or even superficial (Bowman, 2012a). Providing more opportunities for formal and informal cross cultural programming allows for a better understanding of one another. In her recent survey, Elisabeth Gareis found that nearly 40 percent of international students wished they had more American friends. It is up to us to create opportunities for cross-cultural interaction (Bowman, 2012b).

Institutional Examples

An effective way for gathering the most information about cross-cultural programming is to survey institutions with a similar community demographic and number of international students on campus. Telephone and Internet research revealed a

number of interesting host family program variations at other University of Wisconsin (UW) universities.

UW-Lacrosse is part of a consortium of sorts with two other regional colleges; Viterbo University and Western Technical College. UW-LaCrosse has a student population of 11,000 and 400 international students. An outside organization, LaCrosse Friends of International Students, runs the host family program. Students do not live with their host families, nor does the university do background checks on their host families (University of Wisconsin-Lacrosse, 2013). Some special events that the host families plan and participate in are a "Welcome Picnic" in the fall, a "Welcome Soup" in the spring and a group boat trip at the end of the year (LaCrosse Friends of International Students, 2013).

UW-Eau Claire has a similar demographic and population as UW-Whitewater. UW-Eau Clair has approximately 11,000 students and 262 international students (University of Wisconsin-Eau Claire, 2013a). Staff at the UW-Eau Claire Center for International Education manage their host friend program. A unique aspect of the UW-Eau Claire program is that host friends pick up their students at the airport or bus station and the students stays with the family for at least three days. The host family then helps their student move into his or her dorm room. The other feature that is unique to UW-Eau Claire is that they require a background check, phone interview and two reference checks before host families are admitted to the host friend program. The university also has a concise and straightforward website that allows host families and students to easily navigate the applications or find information they may need about the program (University of Wisconsin-Eau Claire, 2013b).

Finally, the UW-River Falls campus is slightly smaller than the others in the survey with nearly 7,000 students and 90 international students (University of Wisconsin-River Falls, 2013). Nevertheless, according to Shelby King, the International Student Services Coordinator at UW-River Falls, the university has a robust host family program with the unusual problem of having too many host families (S.King, personal communication, October, 2012). The program is not a live-in program, but does ask for two references for host families. One of the strongest aspects of the UW-River Falls program is the amount and frequency of communication between the university and the host families. The university spotlights a host family monthly, has online applications and several heartwarming photos of international students with his or her host family on their website.

THEORETICAL FRAMEWORK

Bandura's Social Learning Theory (1971) indicates that people learn from one another, via observation, imitation and modeling. International students gain much in terms of social cues and language acquisition by simply being a part of an engaged host family. Four elements must be in place for social learning to be successful. First, *Attention* is the deliberate, cognizant ability to receive new information, i.e., seeing, hearing, etc. Second is *Retention*, the ability to recall what was observed. Third, *Reproduction*, the ability to mimic or act out what is observed. Finally, the fourth element is *Motivation*, or a reason to reproduce the action (Bandura, 1971). Hypothetically, by being invited to host family dinners in the past, a student observed that people usually ask to pass a dish rather than leaning across the table to reach the item they want. The motivation is that the student wants something across the table, but

because of previous modeling by his or her host family, the student will now ask for someone to pass the dish.

Social support, also known as the Buffering Hypothesis, indicates, "Psychosocial stress will have deleterious effects on the health and well-being of those with little or no social support (Cohen & McKay, 1984, p. 253)." Social support gives people validation that a) they are cared for, b) they are valued and c) they belong to a network of individuals with a shared goal (Furnham & Alibhai, 1984, p.710). Host family programs are specifically designed to support both of these theories by matching interested parties and encouraging them to meet frequently and share teachable moments.

NEEDS ASSESSMENT

Previously described institutional goals and the instructions articulated by the university Chancellor to the CGE served as impetus for assertive action. Informal observations regarding the support of international students led to more formal discussions with the Center's Director. To see UW-Whitewater's international student numbers increase, there must be a more intentional effort made by the Center to better integrate students. Due to several changes in staff and leadership at the CGE in the past few years, it is important for the students to see that the Center is engaged and interested in their experiences at UW-Whitewater and within the community. The Center needs to explore ways to educate a highly insular community about international students and unfamiliar cultures.

The Center for Global Education Director, Candace Chenoweth observed that new students tend to remain together in their groups and seem to have difficulty expanding his or her friendship circles to include American students. As a way to

increase international students affinity for UW-Whitewater, the Director tasked Center staff to provide a way for international students to feel more confident about reaching outside their usual cultural group. If the current students feel connected and more supported, they will tell his or her friends and family about the positive experiences he or she had at UW-Whitewater. This will support the Chancellor's directive to increase the number of international students on campus.

One of the first steps taken to begin international student and Center dialogue is to have country specific weekly listening sessions. Saudi Arabian students were first invited to a one-hour listening session, followed by Chinese students, Japanese students, African students and Southeast Asian students. From the listening sessions thus far, it is clear that students want to better integrate and feel more welcome on campus. Everyone so far has indicated that they want to have more American friends and desire to be a bigger part of the university community.

Recent articles such as, "Beyond the Comfort Zone" by Karen Doss Bowman and "Strangers in a Strange Land" by Elizabeth Redden both speak to the need to provide more intentional encounters between Americans and international students. A presentation and discussion about integrating international students into the local community at the Region V NAFSA conference indicated that this is a common issue among several campuses.

After reviewing in-place programming at UW-Whitewater that aids in reaching university goals and supports international student acculturation, we feel the host family program is a good starting point for student integration. Seeing the value of the program and the amount of oversight it requires to be run effectively, the Director feels that it is

essential to designate one person to run the program on a day-to-day basis. This leaves staff to monitor the program and provide guidance as needed.

The host family program currently has nine host families and 16 students participating. Each participant was asked for his or her feedback about the host family program experience(s). The survey only yielded a 20% response rate, but brought back some interesting findings (See Appendix D).

When asked to give their satisfaction with the current program, most participants were somewhat happy with the program, some were very happy with the program and no respondents said they were unhappy with the program. Respondents were then asked to expand on why they selected the satisfaction level they did. The explanations were mixed from extremely positive to unhappiness with the slow response time and lack of 'getting-to-know-you' events. Positive aspects of the program included cross cultural understanding and acknowledgement of the efforts the program has made to match families with students who meet their country preferences. Most of the responses mentioned that making time in busy schedules to meet was often very difficult.

Several participants indicated that they were interested in taking part in activities organized by the CGE, such as on-campus cultural events or welcome dinners/picnics. Respondents gave a number of possible event ideas from, a movie night to informal coffee hours. Most responses to what the CGE could do to manage the host family program included better marketing and providing opportunities for students and families to meet at low risk events.

GOALS AND OBJECTIVES

Program Goals and Objectives

The UW-Whitewater Host Family Program will contribute to international student psychological well-being, community intercultural maturity and university internationalization.

Objectives:

- The Center for Global Education will increase positive living and learning environments for international students on campus and in the community by June 2014.
- The Center for Global Education will create three formal living and learning events for the local community to engage with international students by June 2014.

The UW-Whitewater Host Family Program will:

- increase opportunities for international students to meet American families by organizing three host family activities by June 2014
- increase the number of participants and their presence in the community by 25% by June 2014
- support university international student enrollment goals and be capable of supporting an 80% increase in international student enrollment by September 2016.

Participant Goals and Objectives

The UW-Whitewater Host Family Program will contribute to giving international students greater voice, increased comfort and confidence as successful intercultural sojourners and successful college students. The program will foster global peace, cross-cultural understanding and solidify global connections that will create global citizens.

Participant objectives:

- All participating international students will increase his or her verbal English language skills by 50% by June 2014
- International student participants will report 75% increase in confidence engaging in host culture by June 2014
- International student participants will report a 75% increase of American friends by June 2014
- All host families will report better understanding of international students' home culture by June 2014

PROGRAM DESCRIPTION

The UW-Whitewater Host Family Program is a volunteer program intended to connect the university's new international students with interested families within the community for purposes of cultural exchange. The bulk of the program is run on an academic year calendar, beginning in August and ending in May. Administrative tasks are completed during June and July. The relationship between host family and international student may continue past this time, but the host family events planned by the university are only held between these dates. The program saw neglect in the past and now requires attention to give it present-day relevancy. The following suggested enhancements will support a more formal and dynamic host family program. See Host Family Program Timeline (See Appendix E) for specific implementation phases.

Web-Based Enhancements

To bring the host family program into the twenty first century, the program will become web-based. The host family and student applications will go online. Participant information will be collected in a downloadable Excel spreadsheet, allowing for quick matches. Employing a web-based application will allow a student to apply to the

program while he or she is still in his or her home country. Previously, students mostly applied once on campus.

The CGE will also upload a Host Family Handbook (See Appendix A) that will be located on the host family page of the Center's website.   The handbook will discuss program and participant expectations, general cultural guidelines as well as who to contact when emergencies happen while students are with his or her host family.

In the first year of the revised program, the Center will become more intentional with the use of the website and social media. The Center plans to showcase a host family and student of the month, add approved host family biographies and create a host family program Facebook page promoting upcoming events. All of these efforts will increase webpage viewership and maintain interest in the host family program.

An electronic newsletter will also be sent to program participants on a monthly basis. The newsletter will include pertinent article(s), upcoming on and off campus family friendly events and other program specific information. Lessons from previous programming revealed that including photos is a reliable way to increase ownership of a program (S.King, personal communication, October, 2012). Photos will become a central piece in the host family marketing and maintenance.

Program Enhancements

Based on survey results, it is clear that planned events are important to the host family program participants. In the first year of the updated program the Center will plan three events to bring host families and students together. Depending on the success of these events, the Center will consider adding more events for participants to attend together. Anticipated events are a fall welcome dinner where students and families can

meet for the first time, reduced rate tickets to a Center for the Arts performance and an end of the year picnic at a local park. In the future, if planned events are well-received, some additional activities could include pregame tailgating, social hours before international performances at the Center for the Arts, Gallery events or special events during International Education Week.

Before the semester begins, students will be matched with families. Currently, students and families are matched within the first two weeks of the semester. However, within those two weeks, new students have already had a chance to meet other people and join groups. This makes scheduling a time for students and families to meet difficult. There may be more of a sense of responsibility on the part of the student to connect with his or her host family throughout the semester if matches are made early and an event is provided for each to meet.

STAFFING PLAN

The host family program will be overseen by the International Student Advisor and ultimately by the CGE. The International Student Advisor will hire a student worker as the Host Family Program Coordinator (the Coordinator) to run the day-to-day operations. The position will be posted on the university student job site, Hawkjobs for employment beginning in August with 15 hours per week guaranteed. This position has the potential to be a 12-month appointment. Ideally the candidate will have the flexibility to work over the summer and will have recently started his or her studies at UW-Whitewater so the program can establish leadership consistency.

The Coordinator will be responsible for maintaining all social media outlets, monitoring new applications, planning three host family/international student events per academic year and matching students with families.

The Coordinator will also monitor existing host family/international student matches. Working with the International Student Advisor, the Coordinator will organize mid-semester check-ins with all program participants. The International Student Advisor and the Coordinator will work together if families or students have concerns about their matches.

PROGRAM MARKETING AND RECRUITMENT

Because there are two different demographics needed to participate in the program, there will be two different types of marketing and recruitment plans. Overall the messages will be the delivered through existing avenues of communication and have several similarities.

Family Marketing/Recruitment

To attract host family participants from both campus and community affiliations, currently participating families will be interviewed for a short video. The video will be linked to the CGE's host family webpage. The interview will address the benefits of hosting an international student. Photos from activities the host family shared with their international student(s) will support the video content. Interested families will be referred to this link when they request more information.

Campus Affiliated

Current professors and staff will be utilized to increase the number of campus affiliated host families. The standard protocol for mass communicating with faculty is to

send the announcement to the college Dean, then he or she forwards it to the department chairs who distributes the announcement to his or her faculty. This will be completed in mid-summer for fall matches and mid November for spring matches. The Coordinator and International Student Advisor will also make a five to ten minute presentation about the program at the different college's staff meetings. This allows for all employees of each college to be invited to participate in the program.

Community Affiliated

Phase two of family recruitment will be to reach out to the community at large. This phase will be implemented when the university recruitment has stalled or when student participants outnumber the participating host families. Because Whitewater is so small, surrounding communities may be potential venues for recruiting.

One of the first places to recruit is be at Parent Teacher Organization meetings. This is a great opportunity to meet parents with children at all different age levels. The International Student Advisor will present the program and discuss the benefits to children of hosting an international student. Churches are another great place to attract host families, but this will be explored as a last option. Conflicting religions between host family and student may create unneeded tension for the participants and overall dissatisfaction with the program.

Student Marketing/Recruitment

Recruiting existing and future students will have several similarities, although there will be more direct marketing for future students. Eventually, marketing to existing international students will slow. Ideally the existing students will continue on with their

host families throughout their time at UW-Whitewater. The first year of the program will need to devote time to enlisting existing students.

Marketing to both existing and incoming students will include a similar video to the one created to recruit host families. The student recruiting video will feature a current or recently graduated student participant discussing how the program helped him or her understand American culture and life in Wisconsin.

Another dual focused marketing tool is a host family program Facebook page. This will allow the Coordinator to relay information in a quick and dependable way. Many students use and search Facebook daily. By having a Facebook presence the program will be able to connect to the students on a regular basis.

Existing Students

To increase the number of existing students who participate in the program the Coordinator will make presentations at International Student Association meetings and in English for International Students classes. Though not exclusive, both of these venues have concentrated populations of international students and are perfect for recruiting.

Incoming Students

For incoming students recruiting will be twofold. First, he or she will receive information in their acceptance packet explaining the program and how to visit the CGE's website to sign up and participate. Second, he or she will be introduced to the program during an orientation presentation and testimonial from a current program participant.

BUDGET

UW-Whitewater Host Family Program Budget				
ASSUMPTIONS				
Number of Student Participants				15
Number of Host Family Participants (all immediate family members)				25
Catering cost per person				15
Orientation fee				200
Cost of Center for the Arts ticket per person				30
Hourly Wage - Coordinator				9
Number of Weeks worked by Coordinator				36
Number of Coordinators				1
% of Orientation Fee				40
EXPENSES				
		Fixed Cost		In-Kind Contributions
Program Budget	Cost	# of People	Total	
Events				
Welcome Dinner	15	40	600	600
Center for the Arts Group Activity	30	40	1,200	600
End of Year Picnic	15	40	600	0
Subtotal			2,400	1,200
Administrative Budget	Cost/hr	# of Hours/wk	Total	
Staffing				
Host Family Coordinator	9	15	4,698	4,698
Subtotal			7,098	5,898
Total Expenses			**1,200**	
REVENUES				
	% of Fee	# Students in Program	Total	
Orientation Fee	40%	15	1,200	
Total Revenue			**1,200**	
Net Revenue			0	

BUDGET NOTES

The budget is subdivided into two major sections: Expenses and Revenues. Each of these has subsections to further detail all aspects of the financial expenditures of the program. The program is self-sustaining and is not intended to be an income generator. Recurrent and one time costs are minimal since the host family program is housed in the Center for Global Education.

Expenses

Program Budget

Events

The host family program will host three events for participants throughout the academic year. Funds will be allocated for both a welcome dinner and an end of the year picnic. This cost estimate includes the cost of food, room rentals and dining service contract fees. As a supplement of the host family program, students along with his or her host families will attend a UW-Whitewater Center for the Arts event. The CGE provides in-kind contribution for the fall welcome dinner as part of its orientation budget. The Center for the Arts will provide a 50% in-kind reduction on tickets for participating international students and the immediate family members of his or her host family.

Administrative Budget

Staffing

Compensation for staff positions with the host family program are based on the UW-Whitewater pay scale for student positions with similar roles and responsibilities (UW-Whitewater, 2009). There will be one work-study or general student worker hired as the host family program coordinator. The coordinator will be paid on a weekly basis and it is

assumed he/she will work a full nine months. The coordinator's salary is funded, in-kind, from the CGE.

Revenue

Orientation Fee

Revenue for the host family program is generated as a percentage of the new student orientation fee. The number of student participants in the program determines the end amount of funding. The program will earmark 40% of the new student orientation fee per new student enrolled in the host family program.

LOGISTICS

Participants of the host family program will communicate with one another to agree on a meeting time. As noted in the application, the host family will pick the student up, bring the student to their home or to the event they had planned and return the student to campus once the excursion is complete.

The Coordinator and the CGE will organize events at minimum three times per year. The Coordinator will book rooms, order catering and prepare program agendas. The Coordinator will also monitor the event responses, send reminder emails and confirm all reservations before the event(s).

The Coordinator, supported by the International Student Advisor, will match host families to international students. This will take place throughout the summer for fall placements and in late November for spring placements. Matches will be made based on similarities of responses from the submitted application.

HEALTH AND SAFETY PLAN

Host families are integral members of the UW-Whitewater Host Family Program, they become like second families to international students. International students often become close to their host families and view them as people who care for the students' well-being, although they never think of their host families as replacement families (Bowman, 2012a, p.59). International students must go through a number of transitions that domestic students normally do not, i.e., cultural, geographical, educational, social, etc., and are more apt to cope ineffectually with these transitions when adjusting to life in the United States (Hermans & Pauch, 2004, p.50). Because of this, the host family may need to act in the event of a physical injury or other emergency while the international student is with the family. Likewise, families bear some responsibility when their international student shows signs of mental stress. To better inform host families on how to handle these possible situations, the CGE has created the following guidance for dealing with mental or physical crises as they pertain to international students.

Because health care in the United States is extremely expensive, international students are required by law to have health insurance while they are students. Gallagher-Koster insurance company covers many international students at UW-Whitewater. Students are given his or her own insurance card that identifies him or her as a UW-Whitewater student and bears his or her individual health insurance ID number. Students should always carry their insurance card with them.

Emergency Care

If a student is seriously injured while with the host family, the host family should notify emergency help by immediately dialing 911. If the injury is less serious but still

requires immediate attention, the family should bring the student to the Fort HealthCare

Emergency room located at 611 Sherman Avenue in Fort Atkinson, or call the 24-hour

phone number (920) 568-5330 (University of Wisconsin-Whitewater, 2013b). In the

event of a serious injury, the family should call the Center for Global Education at (262)

472-4992 and notify the International Student Advisor about the situation once care is

given.

Mental Health

Host families constitute an important part of the international students support

network in the United States and may recognize certain signs that the student is in

distress before others. International students from Africa and Asia, whose language and

culture is most opposite to that of the United States, have tremendous difficulty adjusting

to American life. Traditionally, his or her way of coping with extreme stress had been

through family help. With family far away, international students do not have a trusted

coping mechanism and are unsure of Western mental health practices. These students

frequently delay accessing mental health resources on campus because it is not something

they have prior knowledge about (Hayes & Lin, 1984, p.6).

Counseling Services

The UW-Whitewater counseling center offers confidential counseling services

that are free to students enrolled in UW-Whitewater classes. Some of the issues the

counselors are able to work with students on are depression, body image concerns, low

self-esteem, alcohol and other drug abuse, suicidal thoughts, anxiety issues, family,

friend, roommate or dating concerns and grief and loss, among many other issues

(University of Wisconsin-Whitewater, 2013a)

It is important to address any notable changes to the student's behavior or appearance and seek help when necessary. Problems do not begin when changes to a student's behavior are observed; usually the student has been struggling with the issue for much longer (Hermans & Pusch, 2004, p. 50). As Karen Doss Bowman (2012b) writes, "Students who have more meaningful contacts with people from the host culture are usually more satisfied with their adjustment experience." Over time, the host family will understand more about the student and will be able recognize when a change in behavior occurs.

EVALUATION PLAN

The evaluation of the program will be divided into two categories, program evaluation and participant evaluation. To accurately evaluate the two components, previous survey questions will be used, and other questions directly related to the goals and objectives will be added. Next year two surveys will be given that can better isolate family or student target goals of the program. Evaluation of the 2013-2014 academic year host family program will be conducted in May 2014.

Evaluation of the first year of the rejuvenated program will be compared to the survey results from the 2012-2013 school year. Using the results from the 2012-2013 survey, modifications will be made to the program throughout the 2013-2014 school year. Responses to the 2013-2014 school year-end survey should reflect these modifications positively. Success will be measured by seeing an increased number of participants (families and students), increase of program satisfaction and reported increased understanding of other cultures.

LIMITATIONS

Because of the specificity of participant requirements, rolling program enrollment challenges and the voluntary nature of a host family program, there are some program constraints:

- Host families and students often have specific requirements regarding their matches.

  - Some host families indicate that they want students who are degree seekers, from a particular country or of a certain age range. Because of the small number of international students, fulfilling such needs can be difficult.
  - International students sometimes have religious requirements of host families that may not be realistic given the religious makeup of the community.

- Ideally, host families and students will be matched before students arrive on campus. Due to rolling program enrollment and a last minute university acceptance process, matching families and students before the semester begins presents a challenge.

- There appears to be a misconception among students that the host family program is meant to be a living arrangement during holidays and breaks when dorms are closed. At UW-Whitewater, this is not the case and is communicated through the application materials as well as the Host Family Handbook.

- One of the biggest limitations is the voluntary nature of the program, from both host families and student participants. The goal of the program is cultural exchange and American culture/language confidence, but if the participation is minimal or non-responsive, the results will be lackluster.

CONCLUSIONS

As the presence of international students on U.S. campuses continues to rise, it is more important than ever to not only maintain, but to innovate and improve existing programming, and build new inroads for better cross-cultural understanding in an educational setting. International students continue to express a need for more American friendships and ways to support his or her English language acquisition. Hayes and Lin (1994) report that international students largely prefer to have host country nationals as friends rather than students from his or her own country. Many students see that being part of a host family program benefits his or her language acquisition, which in turn makes them more confident in building relationships with Americans (Bowman, 2012b). As universities continue recruiting more international students from a variety of different countries, it is imperative to better integrate international students into their campuses. Increasing numbers of international students in a small town setting can sometimes lead to an uneasy cohabitation. "The particular prejudices that members of the host culture may hold for the various international students they encounter can serve as powerful barriers to continued efforts by international students to establish social networks." (Hayes & Lin, 1994).

The UW-Whitewater Host Family Program focuses on these concerns and lays the foundation for authentic cross-cultural interaction. By participating in the host family

program, students improve his or her understanding of American culture, English language skills and confidence interacting with Americans. Easing into the student's new culture will help make his or her four years in Whitewater much easier, increasing the likelihood that they will encourage his or her friends to attend. A family that participates in the host family program serves as a conduit for community acceptance and cultural integration of international students. They also recognize that they play an important part in helping an international student feel more comfortable in his or her new environment.

When it is time for the international students to graduate, they will have a better connection to their community, increased English language skills, and the cultural confidence to make more American friends. Families will have made a friend for many years to come, broadened their family's cultural awareness, and helped increase the global perspective of the community. Pam Haney, director of community connections in the Global Education Office at Virginia Commonwealth University notes:

> International students come here with the hope and assumption that they'll make American friends, and they also want to learn more about American culture. Though their main focus is to achieve their academic goals, we don't want them to lose sight of the fact that having new experiences and meeting new people - from the U.S. and other cultures - are things that help shape them and are great things to take home with them. (as cited in Bowman, 2012a, p.58)

REFERENCES

Bandura, Albert. (1971). *Social learning theory*. New York: General Learning Press

Bohi, M. Janette. (1967). *A history of Wisconsin State University Whitewater, 1868-1968.* Whitewater: Whitewater State University Foundation, Inc.

Bowman, Karen Doss. (2012a). Beyond the comfort zone. *International Educator, March/April,* 56-59.

Bowman, Karen Doss. (2012b). Local connections. *International Educator, November/December,* 26-33.

Center for Global Education. (2013). *International student advising*. Whitewater: University of Wisconsin-Whitewater.

City-data. (2012). Whitewater, Wisconsin*.* Retrieved from http://www.city-data.com/city/Whitewater-Wisconsin.html#top

Cohen, S. & McKay, G. (1984). Social support, stress and the buffering hypothesis: a theoretical analysis. In A. Baum, S.E. Taylor & J.E. Singer (Eds.), *Handbook of psychology and health* (253-267). Hillsdale, NJ.

Fischer, K. (2012). Many foreign students are friendless in the U.S., study finds. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/Many-Foreign-Students-Find/132275/

Furnham, A., & Alibhai, N. (1984). The friendship networks of foreign students: A replication and extension of the functional model. *International Journal of Psychology 20*, 709-722.

Halverson, C. & Tirmizi, A. (Eds.). (2008). The impact of culture in multicultural teams. *Effective Multicultural Teams: Theory and Practice*, 31. New York: Springer.

Hayes, R.L. & Lin, H. (1994). Coming to America: Developing social support systems for international students. *Journal Of Multicultural Counseling & Development, 22*(1), 7-16.

Hermans, J. & Pusch, M. (2004). Crisis and international students. *Culture Matters: An International Educational Perspective, Occasional Paper 16*, 49-55. Amsterdam, The Netherlands: European Association for International Education.

Jackson, M., Ray, S., & Bybell, D. (2013). International students in the U.S.: Social and psychological adjustment. *Journal of International Students, 3*(1), 17-28.

Jeffrey, M.Q. (2007). High context vs. low context communication. Retrieved from
        http://mqjeffrey.hubpages.com/hub/High-Context-vs-Low-Context-
        Communication

LaCrosse Friends of International Students. (2013). About La Crosse friends of
        international students (LFIS). Retrieved from http://www.lfis.info/about-lfis.html

Institute of International Education. (2012). Open doors fast facts. Retrieved from
        http://www.iie.org/en/Research-and-Publications/Open-Doors/Data/Fast-Facts

Institute of International Education. (2013). A brief history of IIE. Retrieved from
        http://www.iie.org/Who-We-Are/History

Moss, S., Bird, W, & Philson, R.Michael. (2006a). *Friendship with a foreign student: a
        guide for host families and friends of foreign students.* Washington, D.C.:
        NAFSA: Association of International Educators.

Moss, S., Bird, W, & Philson, R.Michael. (2006b). *Friendship with your American host:
        a guide for foreign students at U.S. colleges and universities.* Washington, D.C.:
        NAFSA: Association of International Educators.

NAFSA: Association of International Educators. (2013). Campus & community
        programming network. Retrieved from
        http://www.nafsa.org/Connect_and_Network/Engage_with_a_Community/Knowl
        edge_Communities/

Redden, E. (2013). Strangers in a strange land. *Inside Higher Ed.* Retrieved from
        http://www.insidehighered.com/news/2013/03/04/international-educators-
        consider-challenges-integrating-students-abroad

University of Wisconsin-Eau Claire. (2013a). About UW-Eau Claire. Retrieved from
        http://www.uwec.edu/aboutus.htm

University of Wisconsin-Eau Claire. (2013b). Host friend program. Retrieved from
        http://www.uwec.edu/CIE/divisions/friend/

University of Wisconsin-LaCrosse. (2013). Fast facts about UW-Lacrosse. Retrieved
        from http://www.uwlax.edu/admissions/html/fastfacts.htm

University of Wisconsin-River Falls. (2013). About us. Retrieved from
        http://www.uwrf.edu/AboutUs/Index.cfm

University of Wisconsin System. (2012). Fact book 11-12. Retrieved from
        www.uwsa.edu/cert/publicat/factbook.pdf

University of Wisconsin-Whitewater. (2009). Student employment handbook. Retrieved from http://search.uww.edu/results.aspx?k=student%20worker%20pay

University of Wisconsin-Whitewater. (2012). Vital statistics about student enrollment, costs and campus resources. Retrieved from http://www.uww.edu/campus-info/about-uww/vital-statistics

University of Wisconsin-Whitewater. (2013a). Dealing with a distressed student. Retrieved from http://www.uww.edu/uhcs/counseling/distressed.html

University of Wisconsin-Whitewater. (2013b). Emergency and urgent care resources. Retrieved from http://www.uww.edu/uhcs/24hr.html

Appendices

Appendix A: Host Family Handbook

Host Family Handbook

Center for Global Education UW- Whitewater
800 West Main Street
Hyland Hall, 1227
Whitewater, WI 53190

(262) 472-4992
haleya@uww.edu

WELCOME TO UWW'S HOST FAMILY PROGRAM!!

This is the start of what could be a lifelong relationship where you and your student will learn from each other and grow together. Many people host students because of their own experiences overseas while others host students because they are interested in learning about other cultures. We hope this experience will encourage you to break stereotypes, discover your own community in a new way, learn more about a culture different than your own, and continue your international experience once your students returns to his or her home country. Hosting a student is a small, but significant step in contributing to world peace, tolerance, and understanding – it happens one relationship at a time.

HOSPITALITY HINTS

• Become familiar with some basic facts about your student's home country.

• Make sure when you plan an activity with the student that time, place, dress, transportation and duration of activity are understood.

• Show real interest in your student. Get him or her to talk about themselves, their family, education, home life, culture, customs, cuisine likes and dislikes, aspirations, activities and plans.

• Encourage your student to try new things and have new experiences.

• Introduce the student to your community and friends.

• Familiarize the student with American social customs and manners.

• Holidays can be a lonesome time for students. Help them prepare for these times and include them in your family celebrations when possible.

• Invite your student along when you do the things your family normally does, like sharing birthday parties and attending school sporting events.

• Your student may not be used to pets, especially large dogs. Introduce pets slowly to your international student.

• Stay in contact with your student throughout the duration of their stay at UWW and beyond!

KNOWING WHERE TO STOP

You will quickly become an important part of your student's life and it may be easy for the lines of responsibility to blur. American hosts are not responsible for financial support. It is recommended that hosts never cosign for loans or subscriptions to services such as cell phones. There are other areas of a student's life that the host family is not expected to handle. The international advisor is knowledgeable about immigration regulations and consequently responsible for assisting the student in the following areas:

• Employment regulations
• Immigration and visa issues
• Academic concerns
• Financial problems

ACTIVITY SUGGESTIONS

We encourage you to include your student in activities that your family has already planned on doing (family dinner, movie night, sporting events). Sometimes, ordinary activities are the best! We have also generated a list of other ideas if you wanted to take your international student on other adventures while they are here:

• BBQs with friends and family
• making a scrapbook of memories
• Spending holidays together
• Fishing
• Horseback riding
• Mini-golf
• Baking
• Ice-skating
• making a snowman
• Sledding
• Sports Games
• Apple orchard/pumpkin Patch
• Cheese Factory
• Local farms
• visiting a zoo
• visiting a museum
• Attending plays and concerts
• Swimming at local beaches
• Visit Chicago
• Wisconsin Dells
• Visit the State Capitol

HOST FAMILY FAQ

Can I host more than one student at a time?

Yes, you may host more than one student. In many cases hosting a second student takes pressure off of both the family and the students. The international students feel more comfortable and will open up quicker in some cases.

What if I don't speak a second language?

Part of being an international student is immersing themselves in our culture. Each student can speak English. A benefit of having a host family is they are able to practice speaking English with someone outside of the classroom.

What if our international student is not the same religion as us?

If similar religious backgrounds are something that is important to you as a host friend, we will do our best to accommodate your request.

How long will our international student be in the United States?
The duration of the international student's stay is based on the wishes of each individual student. Some come for a semester, while others are here for several years. We hope that the connections you make will continue throughout their college career and lifetime.

How often should we see our student?
In the first couple months of becoming a host family, we ask that you see your student at least once a month. Life can get busy for both you and the student. As a host family, you should keep in contact regularly and try to arrange a time to meet that is accommodating to both you and the student.

What happens in case of an emergency with our international student?
Each student has a health insurance card and coverage – it is mandatory for all international students at UWW. Feel free to contact us in case of an emergency if you have any questions:

<div style="color:red">

Alicia Haley   **University Police**
(262) 472-4992 (office)   **(262) 472-4660**
haleya@uww.edu

</div>

What if I have a question or concern about my international student?
For many of you, this is a new experience. We are always available to answer any questions you may have about our program or the international students. If a problem arises we are also available to work out a solution and help you and the student continue to have a rewarding experience. Please feel free to call or email us anytime with questions or concerns.

LIFE IN THE UNITED STATES
Discovering features of other cultures is exciting. Some aspects of the American culture that you can introduce to your host student are:

Social Relationships
While Americans may be open and friendly, it can take time to develop actual friendships. International students are often discouraged that making friends isn't as easy as they thought it would be. Some international students have commented that they feel Americans are insincere. Mistaking American friendliness to friendship, they are disappointed when relationships do not take on deeper meaning. In many other cultures, friendship is reserved for very few people, is based on mutual love and respect, and involves unlimited obligation. In the U.S., close friendships certainly exist, but

Americans also have many "friends," among whom the foreign student may only be one. Talking about how friendships develop in the U.S. may help the student achieve a realistic view of what can be expected of his or her American friends.

Achievement

In the U.S., status is primarily based on what individuals have achieved on their own, including education and the level of success in their employment. Many students' cultures dictate that respect is given based on other qualifiers such as age or title. Additionally, some international students may not be used to the high level of competition in the U.S.

Informality

The U.S. lifestyle is generally quite casual and this can be shocking to some international students who are accustomed to a more formal structure. Some students may find it unusual in the beginning to use first name and dress casually.

Individualism

Americans are encouraged at an early age to develop and pursue their own goals. There is a higher value placed on self- reliance than in many other countries where parents or families help with decision-making. In many countries, being part of a group is more important than focusing on one individual.

Privacy

The U.S. on the outside appears to be open and transparent, with open homes and office doors. However, Americans enjoy time alone, value private space, and are guarded with what they consider personal information. International students may have difficulty adjusting to this, especially if they live in residence halls and share a room with an American student.

Time

Americans take pride in using their time wisely, which is why they tend to plan events in advance. Punctuality is valued in the U.S. and this can be a major cultural adjustment to many. Americans may "live by the clock" but this is no true in many other cultures. In some places, for example, the time noted on a social invitation implies one should arrive an hour or more later. In others, an invitation is to be extended several times before it is accepted.

Equality

International students are often used to a hierarchical system or one in which genders are treated differently. It is important for international students to know that in the United States everyone is to have equal opportunities and have the same rights as everyone else.

CULTURE SHOCK

Living in a culture different from their own is an exciting and often challenging experience for international students. Besides finding housing, registering for courses, and getting to know a new city, they will probably go through "cultural adjustment," the transition to a new culture. Most people will experience some "culture shock" as part of this transitional process.

What Is Culture Shock?

"Culture shock" is the name given to a feeling of disorientation or confusion that often occurs when a person leaves a familiar place and moves to an unfamiliar one. Coming to Whitewater from another country, your student will encounter a multitude of new things—buildings, stores, and even the trees may look different. Food may not be the same, and people may look, speak, and act differently from people at home. Even the smells may be different. Their English might not serve them as well as they expected it would. They might not be able to convey their full personality in English, with the result that they think other people are seeing them as a child. And their family and friends are far away. As a result of all this they may feel confused, unsure of themselves, and may have some doubts about the wisdom of their decision to come here.

Symptoms

Some people are more affected by culture shock than others. People experiencing culture shock tend to become nervous and unusually tired. They may want to sleep a lot or may have difficulty sleeping. They may write many letters home. They may feel frustrated and hostile toward the local people. They may get excessively angry about minor irritations. It is not unusual to become very dependent on fellow nationals. All these feelings may make it difficult to deal with residents of the host country and use their language.

Coping With Culture Shock

Different people react differently to culture shock. Some become depressed, or even physically ill. Others are stimulated by the new experiences. Here are a few suggestions to share with your student if he or she is experiencing the loneliness or distress of culture shock:

• Find people to interact with. Ask them questions. As you take an interest in them, your feelings will have a focal point outside of yourself.
• Surround yourself with familiar things—a favorite jacket, a photo, a CD. Make your environment pleasant and reinforcing.
• Slow down. Simplify your daily tasks. Relax. Let your emotions catch up with the newness all around you.
• Develop patterns. Follow the same routine each day so that you get a sense of returning to the familiar.
• Give expression to your feelings. Cry. Laugh. Sing. Pray. Draw a picture.
• Revise your goals to accommodate detours instead of scolding yourself for failures.

• keep working on language skills. Practice the American idiom, "If at first you don't succeed, try again."
• Confide to friends, and even your host family, that you are sad. Their support will warm you.
• Make a few small decisions and carry them out. Your resolve in small things will increase your confidence. Be assured that, however stressful, culture shock passes if you are willing to let the process of cross-cultural adaptation take its course.

Be patient
Adjustment is a gradual, day-by-day process. It normally takes some time—a few weeks, a few months, and maybe longer— for people to become comfortable in a new country. If your student is struggling reassure them that with time, they will become more comfortable in their new environment.

Take care
It is particularly important in times of stress to eat a balanced diet, get enough rest, and get regular physical exercise. Encourage your student to take breaks for recreation or socializing. Studying or working constantly, without taking care of themselves, may make them sick, and worsen the situation.

Stereotypes
On many occasions, international students will be seen as "a foreign student" or "a student from country X." Whether the stereotype is positive or negative depends on the person's experience, not on anything about your student personally. Try not to let this discourage you. Try to start some interesting conversations about the subject of stereotypes—what peoples' stereotypes are, where they came from, and so on. And remember that you probably have your own stereotypes about U.S. Americans.

Talk with others
Encourage your student to talk to other, more experience international students. Ask them what things they have found most bothersome, most interesting, most perplexing. Ask them what sources of information and support have been most helpful.

Status
Different societies attach different importance to roles or positions; for example, in many countries, the role of "university student" or "professor" is accorded more respect or status than it is in the United States. It can be difficult to adjust to having a lower social status than you are accustomed to. It helps to recognize that your student is not personally being downgraded, but that you happen to be in a society where respect is expressed differently than is the case at home.

Learn from the experience
Moving into a new culture can be the most fascinating and educational experience of your student's life. It gives them the opportunity to explore an entirely new way of living

and compare it to their own. Here are some questions that your student might try to answer as they encounter people in the Whitewater and surrounding communities:
• How do they make friends?
• How do friends treat each other?
• Who respects whom, and how is respect shown?
• What attitudes do they have about their families?
• What is the relationship between males and females?
• How do people spend their time? Why?
• How do they deal with conflicts or disagreements?
• What do they talk about?
• What kind of evidence do they seek or use when evaluating an idea or trying to win an argument?

Understanding This Model of Cultural Adjustment
Pre-departure anxiety
There's a lot to do before going to another country. Students often become overwhelmed with details and are nervous about leaving family and friends for so long. Boarding the plane can bring enthusiasm back.

"The Honeymoon"
Just like with many new relationships, the first reaction to a new culture is often euphoric. Your student has finally arrived after months, maybe years, of planning. The differences in scenery, food, language, or customs can be exhilarating!

Initial culture shock
This is where the excitement of differences can often quickly turn to frustration. For many, the shock can come at the first meal when familiar foods are nowhere to be found. For others, it is the realization that speaking a second language all day is not only exhausting; it's frustrating to feel limited in your communication. For others, the initial shock is an accumulation of many factors, including the lack of familiar faces and cultural cues.

Surface adjustment
This can occur when your student has settled into a new routine. Maybe they successfully registered and made it to their classes. Perhaps your student has met some people in their classes that seem like they will become friends.

Culture shock
This is a state of mind your student may reach when the deeper differences between cultures are experienced and the novelty of the difference decreases. There may be unresolved cultural conflicts in the classroom, with friends, or with the society in general.

Places of true culture learning
Moving out of culture shock and into adaptation and adjustment is not simply a matter of feeling better. Rather, it requires understanding the reasons behind culture shock and developing personal strategies for dealing with cultural differences. Most sojourners cannot do this process alone; get help from others with international experience, the Center for Global Education, or you to understand U.S. culture and appropriate coping strategies.

Adaptation and adjustment
It takes time for your student to adapt and adjust to their new environment. Skills they developed in previous transitions will help them when they encounter future intercultural challenges. Adjusting and adapting to a new culture requires the ability to know them well and to know the ways of the culture and its expectations of them.

Reentry shock or adjustment
Your student will face a number of challenges when he or she returns home- the most significant can be that your student did not expect it to be difficult to go home. But it can be hard, no matter how excited your student is to see family and friends. It can be challenging to make sense of their experience in the U.S., especially if they have to immediately find a job or return to their studies. With re-entry, the goal is not to jump right back into everything. Students want to put their new found skills to good use: seeing things from another point of view, speaking another language, and learning of another area of the world. Staying connected with the friends they meet while at UWW is one strategy that can lessen the shock of reentry.

HEALTH, MENTAL HEALTH, AND HYGIENE
Hospitalization in the United States is very expensive. Therefore, UW- Whitewater requires all international students to purchase health insurance. Many students purchase the UW health insurance but others may not. Your student should always carry his/her insurance card with them. In case of emergency, go to
https://www.gallagherkoster.com/students/view-brochure.php?idField=1238&KosterWebSID=a7t4r7243dheapv404020g8ha0.
Click on **Plan information 2012-2013 (University of Wisconsin- Whitewater International Brochure).**
Counseling Services
Campus Counseling assists individuals in overcoming obstacles that may otherwise prevent them from attaining academic, personal, and professional goals. Here are just a few examples of issues that are addressed in counseling: academic concerns, stress, anxiety, depression, anger management, relationship building, homesickness, and self-esteem. Individual counseling is provided by on-campus counselors located in the Ambrose Health Center (262-472-1300). Students may call or stop in to schedule an appointment. Services are confidential, free, and provided by licensed professional staff.

KEEPING IN TOUCH

The return home for your student is an exciting experience. Not only does the student get to see family and friends again, but the student will also see his or her country with a new perspective. As a host, it is fun to see how a student changes and what the student says about life back home. We hope that a mutual lifelong friendship will be created. Students are often open to hosting YOU in their home and returning some of what you have given them. So stay in touch. Email, Skype, and Facebook are great ways to continue to connect with your student long after he or she has returned home!

REFER A FAMILY

Let's face it, being a host family is a great opportunity. Extend the experience to your friends and family by referring them to the Host Family Program. Families interested in becoming a host family can learn more about the program on our website. They can also find Host Family applications. Complete applications can be emailed, faxed or airmailed to the Center for Global Education. We will review the family's application and match a student with a host family. Share your experience and encourage your friends and family to participate. The more families the better!!

Thank you for offering to host an international student!
We know it will be a fulfilling and rewarding experience for all involved!

Information adapted from **NAFSA's Friendship with a Foreign Student: A Guide for Host Families and Friends of Foreign Students (2006**).

UNIVERSITY OF WISCONSIN
WHITEWATER

HOST FAMILY PROGRAM

What Is It?

The Host Family Program at UW-Whitewater is not a live-in program but rather is designed to promote cross-cultural understanding by fostering relationships between UW-Whitewater international students and Whitewater area residents. You, as a member of the local community who are familiar with how things function in the U.S., will be able to cultivate relationships with students from other countries, enabling you to expand upon your personal experience by learning more about the ways of life in other countries and vice versa. Host families may help make the student's transition into American life go more smoothly. This is often an enjoyable and rewarding experience for both host families and students.

How Do Host Families Get Involved?

Families interested in hosting a student or students should complete the following information and send it to the address indicated or via email to Alicia Haley at haleya@uww.edu. You be will be informed of the student(s) assigned to you once the semester commences. If you have any question, please call 262-472-4992.

What Is Expected?

You should contact your student(s) after you are matched and invite them to your home for a meal or on an outing (shopping, touring, et cetera). You may invite them to spend American holidays with you, birthday celebrations, outings to historical sites, occupational and professional experiences, sports events, and elementary, middle and high school programs.

Please Note:

- Host families are not expected to support students financially or to board these students at your home, nor are you expected to become involved in any legal issues (immigration or other issues) they may experience while in the United States.
- Families that apply for this program are expected to make a commitment to the student until the end of the Spring semester, unless he/she is an exchange student and needs to leave before that.

Host Family Tips:

- Names are important. Your student will know you care if you earnestly try to pronounce their name correctly. Some students adopt an American name to make it easier for us. Ask which they prefer to use.
- Prior to having them over for a meal, please make certain to ask whether they have any dietary restrictions – specifically ask whether they are vegetarian (do not consume meat, fowl or seafood), abstain from pork, et cetera for religious or other reasons and try to be accommodating.
- If you have email, encourage your student(s) to use email because students have email accounts at the university. This is a good way to keep in touch. Try to set a pattern of calling your student once or twice a week to see how they are doing.
- Encourage your student to join you at least four times a semester some activity. A home cooked meal is always good. Frequent visits will help your family and the student feel comfortable together and have a more rewarding experience.

**If you are interested in becoming a host family for a student(s) at UW-Whitewater
please complete the following form and return it to our office.**

Host Family Application

Date _____

( ) I am interested in being matched with an international student **immediately**

( ) I am interested in being matched with an international student **next semester**

Name: (Mr./Ms.) _____

Spouse's Name (if appropriate) _____

Address: _____

_____

E-mail address: _____ Tel: _____

Profession(s):
_____

Name, age and gender of all children living at home:
_____
_____

Do you have pets? If yes, what type:
_____

Do you allow smoking in your house (circle one)?   Yes   No

Do you have an interest in students from a particular country or geographic region of the world?

Yes   No

If yes, where? _____

What languages do you or members of your family speak in addition to English?
1. _____ Level (circle one): Fluent   Some   Very little
2. _____ Level (circle one): Fluent   Some   Very little
3. _____ Level (circle one): Fluent   Some   Very little

Do you have a gender preference for your host student(s)?   Yes   No
If yes, please indicate male or female? _____

Do you have an age preference for your host student(s)?   Yes   No

Not younger than _____
Not older than_____

What types of leisure activities do you and your family enjoy?
_____
_____

What are some holidays that you celebrate as a family?

_____

_____

Would you be willing to come to campus to pick up and then return your student for planned host family activities?   Yes   No

Would you like to host more than one international student?   Yes   No
If yes, what is the MAXIMUM number of students you would like to host? _____

Have you hosted international students recently?   Yes   No

Student Name: Country   When did you host?

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

If yes, Would you like to have that student placed with you again? Yes   No

If you were a host family in the past, what were the advantages of hosting international students?

_____

_____

 How did you hear about the host family program?

_____

Please feel free to add additional comments below:

```
┌─────────────────────────────────────────────────────────────┐
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
└─────────────────────────────────────────────────────────────┘
```

Please scan and email this form to Alicia Haley (haleya@uww.edu)

UNIVERSITY OF WISCONSIN
WHITEWATER

HOST FAMILY PROGRAM

What Is It?

The Host Family Program at UW-Whitewater is *not a live-in program* but rather is designed to promote cross-cultural understanding by fostering relationships between UW-Whitewater international/exchange students and Whitewater area residents. You, as an international or exchange student, will be able to cultivate relationships with Americans outside of the university community, enabling you to expand upon your experience. Host families may help make your transition into American life go more smoothly. Host families benefit from these relationships by learning more about the ways of life in other countries.

How Do Students Get Involved?

Students interested in having a host family should complete the information below and send it with your *Arrival Information Sheet* prior to your arrival. The Friendship/Host Family Program Coordinator will inform you of your host family assignment during the first week of the semester.

What Is Expected?

Host families should contact you after they are matched with you and invite you to their home for a meal or on an outing (shopping, touring, etc.). They may invite you to spend American holidays with them (Valentine's Day, Saint Patrick's Day, Mother's Day, Father's Day, Memorial Day, Independence Day, Labor Day, Halloween, Thanksgiving, etc.). You are given a valuable opportunity to broaden your cultural experience during your stay in the United States.

Please Note: *Host families are not expected to support you financially or to board you at their homes, nor are they expected to become involved in any legal issues (immigration or other issues) you may experience while in the United States.*

Date: _____

Yes! I am interested in having a host family during my **international** experience at UW-Whitewater.

Your Name: _____   Male / Female   (circle one)

Date of Birth: _____ / _____ / _____
              month   day   year

U.S. Address (if known): _____

_____

E-mail address:_____ Tel:_____

Your Home Country: _____

What do you like to do? _____

_____

Would you like to be matched with a family that has children? Yes / No (circle one). If Yes, What age group would you prefer?

0-5yrs ( )
5-10yrs ( )
10-15yrs ( )
15yrs and up ( )

Have you had a host family in the past?   Y / N

If yes, please give the family's last name: _____

Would you like to be placed with the same family again?   Y / N

What languages do you speak? _____

Are there any typical American holidays (ie. Christmas, Easter, Halloween etc.) that you WOULD NOT like to celebrate with your host family? If so, which holidays? _____
_____

What special skills or talents do you have that you would like to share with your host family? _____
_____

Please list any allergies you have: _____
_____

Write a short (3 or more sentences) introduction about yourself that we can share with the family:
_____

_____

_____

_____

_____

Appendix D: Host Family Program Survey

UW-Whitewater Host Family Survey Results

1. Are you happy with the UW-Whitewater Host Family Program?		
Answer Options	**Response Percent**	**Response Count**
Very happy	20.0%	1
Somewhat happy	80.0%	4
Not happy	0.0%	0
answered question		**5**
skipped question		**0**
2. Please give a brief explanation about why you chose this answer		
Response Text		
My host treat me so good.		
im saying somewhat happy because of how slow in terms of time it took for me to actually be placed with my host students. albeit, there may have been outside factors limiting the amount time had to respond but the fact of the matter was that it was slow and untimely. i felt that it was not reasonable of the program to take so much time in responding when i made efforts to respond in time manners. i think/feel that those in charge of the communications aspect of the program really need to make a better effort with this.		
We missed the welcome picnic and other events that had been done in the past with the whole group of students and host families.		
It could always be better. :)		
Would like to connect more with student.		
3. In your opinion, what have you enjoyed most about participating in the UW-Whitewater Host Family Program?		
Response Text		
Having to know more people and getting to know more about whitewater.		
the attention and consideration of the requests made by the families. its understandable that it might not be possible to be placed with a student from the country of the family's preference but the program does strive to at least 'try' to meet their wishes and its very greatly appreciated. while my parents participated and presently, we've always been able to get wonderful students.		
Interacting with students from other countries and learning about their cultures.		
Meeting new and interesting students.		
Long term family connection with some students.		
4.In your opinion, what have you found the most challenging about he UW-Whitewater Host Family Program?		
Answer Options		**Response Count**
		4
answered question		**4**
skipped question		**1**
Response Text		
the lack of time to make arrangements with the host students. its impossible to match schedules up all the time and at times time is short with your host student (if they're onyl ehre for a few months etc.)		
Getting to meet a variety of students at group events and determining mutually workable times to meet with our students.		
Making the time to get together.		
Matching family and student's schedules. Introduction at beginning of semester with host family pot luck being ignored/cancelled...it was a good way to meet students in a situation that was/should have been non-threatening to them.		
5. Which Host Family Program activities you would be interested in participating in?		

Answer Options	Very interested	Somewhat interested	Not interested	Response Count
Information sessions; this could include such subjects as "Communicating Strategies with My Student/Host Family" or "Understanding Program Expectations", etc.	0	3	2	5
Group Activities; this could include activities such as cultural events or off campus events arranged by the Center for Global Education, etc.	3	1	1	5
	answered question		5	
	skipped question		0	

Response Text

If you have specific information or activities you would like to suggest, please write them here.

Trip to amusement parks - like the Dells or six flags. a day in the spring or summer where everyone can get together and have a day of fun.

Animation/Music Conventions- there are many animation conventions around the WI and IL area that happen regularly year round. As a staff member of several cons and an occasional attendee, i have taken several international students(not necessarily while with the host family program at UW) to them and they loved it. they loved taking pictures of all the attendees dressed up and even had fun meeting all the guests of honor present. Yes anime is generally associated with Japanese/Asian culture but there are many things to do such as activities, panels, and its a chance to see how the US celebrates different forms or art and music. there are also chances to see people in full character dress, meet voice actors from both tv shows and anime, concerts, dances, etc. Conventions are usually a weekend long event but also offer day passes for people just wanting to see something on a certain day. its a very fun time.

Movie Nights/cookouts - even just some summer cookouts, or movie night where everyone gets together for an hour or two and watches some movies would be fun.

in general - just activities to bring everyone together after the initial meet/greet and what not would certainly make the program feel more like a program. its easy to just organize a one time picnic and send out emails to the respective host families saying 'heres your host student's info..go ahead and contact them" and its something anyone could do but also having some activities and promoting camaraderie between the families and the international students would really make the host family program something and possibly promote more students interested in joining in future years.

Informal coffee hours would be fun to do in the Union with interested students and community members.

Roller Derby in Milwaukee or Madison. Milwaukee Wave games.

6. In your opinion, how can the Center for Global Education best support or manage the UW-Whitewater Host Family Program?

Answer Options	Response Count
	4
answered question	4
skipped question	1

Response Text

promote the host family program and really encourage students to join, perhaps have families/international students who have participated *who would be willing to do so* submit testimonials about the program and create some sort of brochure or put them up on the uww website, etc.

Set up a schedule of events and get the work out much earlier for each event, as they did in previous years.

Keep up the good work you're doing!

Pair/match students & families as best as possible with info supplied on the 'application'. Arrange for a host family dinner & invite all international students - even those not wanting a family.

Appendix E: Host Family Program Timeline

Month	Tasks
	Timeline is based on a 12 month calendar with August as the beginning of the program year

Appendix E: Host Family Program Timeline

Timeline is based on a 12 month calendar with August as the beginning of the program year

Month	Tasks
August	• Match students with families • Send out match information before students arrive for orientation
September	• Invite host families to fall welcome dinner to meet matches • Write and distribute first electronic newsletter of the year
October	• Newsletter
November	• Newsletter • Collect incoming applications for spring semester
December	• End of semester newsletter • Collect incoming applications
January	• Match new students with families • Newsletter
February	• Newsletter • Organize discounted rate event at the Center for the Arts with reception before the show
March	• Newsletter • Invite host families to International Dinner • Let host families know about International Education Week activities
April	• Newsletter • Collect incoming applications for fall semester • Hire new student worker (if current student is not staying) to run program
May	• Collect incoming applications for fall semester • End of the year picnic • Newsletter • Prepare newsletter for summer months (June, July & August)
June	• Collect incoming applications for fall semester • Begin matching students and families
July	• Continue matching students to families • Continue to collect incoming applications for fall semester