

SouthEast Michigan and Oakland County Racial and Ethnic Trends

SOUTHEAST MICHIGAN

Whites, followed by Blacks, constitute the largest racial groups in southeast Michigan. However southeast Michigan is also home to a number of other racial and ethnic groups. Hispanic, Arab and Chaldean, Asian, and Native American populations also live in this region. It is the recent growth in the absolute and relative size of these minority populations that is of particular interest.

The Hispanic Population:

In 1990, there were approximately 89,000 Hispanics living in southeast Michigan, approximately 1.9% of the area's population. Many of these individuals resided in the greater Detroit area, as well as Auburn Hills, Erie, Port Huron and Ann Arbor. Since the 1970's the number of Hispanics in the region has increased 20%. It is expected that this group will continue to grow at a stable but limited rate.

The Arab & Chaldean Population:

There were an estimated 77,000 individuals of Arabic or Chaldean origin in southeast Michigan during 1990 -- 1.7% of the region's population. This was the nation's largest Arab and Chaldean community. There has been a significant increase in the size of this group in recent decades. From 1983 through 1992, of the 69,200 immigrants to southeast Michigan, 25.4% were from Arab countries. Members of the Arab and Chaldean population could be found in a variety of locations throughout the region, with significant concentrations in Dearborn, Southfield, Oak Park, West Bloomfield, Farmington Hills and Sterling Heights. It is predicted that with the influx of Arab and Chaldean people will persist in the future, as economic opportunities in the Middle East continue to be restricted.

The Asian Population:

The Asian community in southeast Michigan has grown significantly in recent years. Between 1980 and 1990 the number of Asians in the region increased by 68%. By 1990, Asians constituted 1.5% of southeast Michigan's population. This growth was largely attributable to immigration. It is estimated that of those immigrating to the region during 1983-1992, 35% were of Asian origins. Of the 69,200 Asians in southeast Michigan, a substantial proportion resided in the more affluent areas such as Troy, Bloomfield Hills and West Bloomfield. Ann Arbor, Canton, Dearborn and Brownstown were also popular choices for Asians living in the region. Due to continued globalization and increasing economic opportunities in southeast Michigan, it is anticipated that the southeast Michigan Asian community will continue to expand.

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Native Americans:

In 1990, there were about 17,600 members of this group in southeast Michigan, up from only 2,500 in 1960. Still, Native Americans comprises only **0.4% of the region's population**. Native Americans are relatively evenly distributed throughout southeast Michigan.

OAKLAND COUNTY

Population estimates released by the United States Census Bureau reveal that Hispanics and Asians are the fastest growing minority groups in the state of Michigan. This trend is mirrored in Oakland County, where the Hispanic population has increased over twenty percent (20.6) in the past seven years (1990 through 1996). Not to be out done, the Asian population has increased over forty-five percent (45.6). Other minority groups such as the Black population increased about fifteen percent (14.7), while the American Indian population decreased close to seven percent (-6.6). The total population in Oakland County has increased from 1,083,592 to 1,162,098, which is just over seven percent (7.2).

	White	Black	Hispanic	American Indian	Asian	Total
1990 Census	970706	77255	--	4608	24453	1083592
1996 Census Estimate	1008824	88583	24792	4302	35597	1162098
Seven Year % Change	3.9	14.7	20.2	-6.6	45.6	7.2

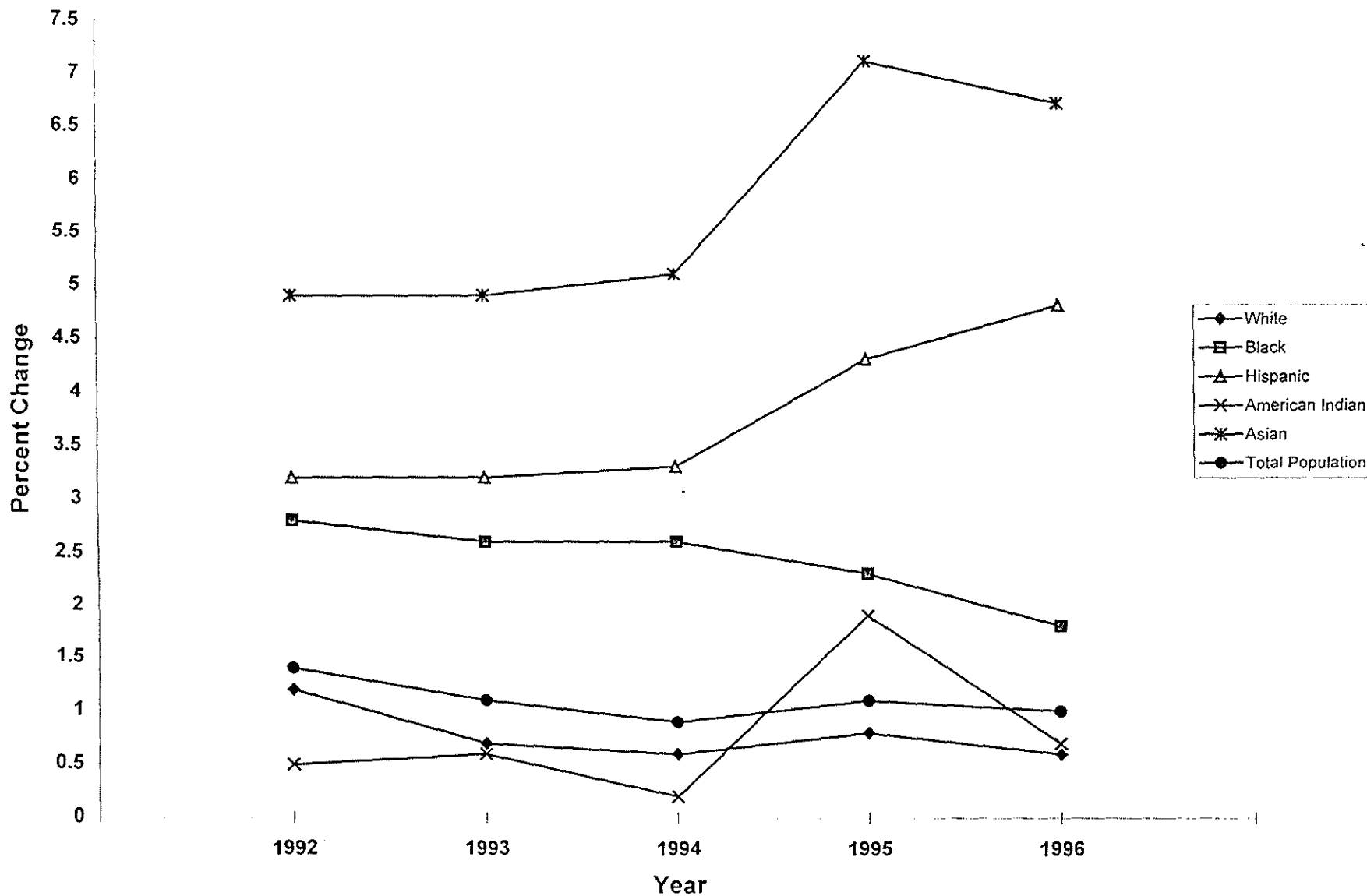
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Sources:

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United States Census Bureau. "county estimates". 10 Dec. 1997. 19 March 1998.
<<http://www.census.gov/com>>.

Oakland County Five Year Percent Change in Population by Race (1992 through 1996)



Source: United States Census Bureau

Prepared by: OCC, Office of Institutional Planning & Analysis

INTERNATIONAL EDUCATION A Review of the Literature

Why The Need For A Philosophy of International/Intercultural Education?

- growth in global interdependency, competition in international markets & the number of multinational corporations
- increasing immigrant populations, especially from Pacific Rim & Latin countries, contribute to more diversified communities — in Oakland County Asians, Hispanics and Arab/Chaldean populations are experiencing considerable growth.
- U.S. continues to be the destination of choice for 1/3 of all international students -- during the 1996/97 academic year 457,984 foreign students attended U.S. colleges & universities, 13-33% of which are reported to attend community colleges
- increased interest in community colleges from educators & governments outside of the U.S.

Interest in international education at community colleges has been on the rise since the 1970's. However, due to the changes in the world's social, economic and political landscapes, mere *interest* in international education is no longer acceptable — the implementation of a philosophy of international education is an imperative for today's community colleges. An understanding of the nature of the environment in which one works and lives is essential for effective functioning within that context. Currently, one in five jobs in the U.S. is related to the international marketplace, and it is predicted that by the end of the century, one in three jobs will be internationally-linked . Therefore, knowledge of other nations, their citizens and the issues that affect them as well as an appreciation for global interdependency must be an essential part of the educational experiences of our citizens, if they are to successfully carry the nation into the future. Moreover, as American communities grow in complexity and diversity, the 2-year colleges which serve them must also adapt to reflect these demographic and socio-cultural changes if they are to satisfy their mandated obligations to the public.

What is International Education?

Most commonly it is conceptualized in the following terms:

- *study abroad programs*
- *foreign-student affairs*
- *curriculum*

International Education has also been defined more generally as:

- the study of foreign languages, societies and cultures; the study of issues which have multi-national implications; as well as the application of cross-cultural or comparative frameworks
- the exchange of ideas and people across countries; interaction of foreign cultures
- the various educational and cultural relations among nations
- that which prepares students to successfully live and compete in the international, multicultural environment of contemporary society

International Education and the International Student.

- international students bring invaluable resources to the effort to internationalize the campus and the community
- as an economic resource, foreign students bring in over \$7 billion to the American economy each year

The special needs of foreign students can be numerous and will, of course, vary by the characteristics of individual students, but will also vary according to the students' country of origin and/or program of study. Broadly speaking, the concerns most frequently encountered by the international students can be classified under one or more of the following categories

Categories of Needs

English language instruction & facilitation
 financial assistance
 academic
 housing & transportation
 adjustment to U.S. culture & customs
 social integration

counseling (personal, immigration, legal)
health services

Potential Steps For Implementing a Philosophy of International Education.

- sustained commitment to philosophy by institution's leadership
- assess current status of international/intercultural endeavours to identify deficiencies
- cultivate the support of philosophy among all members of the college community including administration, faculty and staff; offer incentives such as recognition & rewards
- develop curricula which foster greater global perspective, which are culturally inclusive &/or include a global dimension
- create a supportive learning environment for foreign students .
- offer special programs and events to forge trans-global linkages, such as study abroad student/faculty exchange programs and guest lecturers from foreign institutions
- participate in international education consortia; join international education organizations
- urge active participation of a diverse student body, especially foreign and minority students in curricular and extra-curricular projects
- enlist the efforts of international/intercultural interests and resources in the community (e.g. citizenship-education services)

An American Council on Education survey of 2- and 4- year colleges indicated that given additional funding, 2-year institutions would boost international education efforts by (in order of preference):

1. *hiring faculty with international expertise;*
2. *expanding the library's international collection;*
3. *offering more international-oriented courses;*
4. *providing more study-abroad opportunities.*

(Pickert, 1992: 53)

Also important are:

- *co-ordination among various efforts to implement the philosophy and visibility of these efforts; and*
- *continual self-evaluation using tools such as the 'internationalization' continuum constructed by the American Association of State Colleges and Universities, Henson, the Noel, Gillard-Byers and Ingle (1990) index of institutional internationalism or the International Dimension Index (Afonso, 1990) (see Pickert, 1992: 49-50).*

INTERNATIONAL EDUCATION
at
OAKLAND COMMUNITY COLLEGE

- Identifying the population(s) to be served

Starting Point — Conceptual Model	
Speak English + U.S. Citizen	Do Not Speak English + U.S. Citizen
Speak English + Non-U.S. Citizen	Do Not Speak English + Non-U.S. Citizen

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Please Note: Inquiries regarding the following resources should be directed to the Office of Institutional Planning and Analysis at (248) 471-7746.

ADDITIONAL RESOURCES

Altbach, P.G., (Ed.). (1991). International Higher Education : An Encyclopedia. New York: Garland.

Bulthuis, J. (1986). "The foreign student today: A profile." New Directions for Student Services, 36: 19-27.

Clark, B.A., and K.R. Pyle. (1986). "The future of international student development." New Directions for Student Services, 36: 83-87.

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INTERNATIONAL EDUCATION ORGANIZATIONS & CONSORTIA

American Association of Community and Junior Colleges (AACJC)
 American Council on International Intercultural Education
 Association of International Education Administrators
 Association of International Educators
 College Consortium for International Studies
 Community Colleges for International Development
 Council on International Educational Exchange
 Institute of International Education
 International/Intercultural Committee of AACJC
 National Association for Foreign Student Affairs (NAFSA)
 Office of International Education
 U.S. Information Agency, Office of Advising, Reach and Specialized Programs

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International Education Factsheet

The Economics of International Education

- The United States is the leading exporter of educational services in the world. U.S. colleges and universities generated a trade surplus of \$6 billion in 1993. This represents about 10 percent of the total U.S. services trade surplus, making education services the fifth largest trade surplus services industry.
- Foreign student expenditures on tuition and fees exceeded \$7 billion during the 1993/1994 academic year. An additional \$3.8 billion was spent by foreign students. This is a conservative figure that does not take into account the economic effects of the spouses and dependents of foreign students.
- In 1993, an estimated 136,000 jobs were dependent on the expenditures of foreign students in the United States, according to the Department of Commerce. Using U.S. trade representative Mickey Kantor's estimate that each \$1 billion in trade generates 20,000 jobs indicates that over 200,000 U.S. jobs are dependent on the expenditures of foreign students.
- The trade surplus in educational services is expected to increase as exports (foreign students studying in the United States), growing at an average annual rate of 11 percent, have increased at a faster pace than imports (U.S. students studying abroad), growing at an average annual rate of 7 percent, since 1989.
- The average foreign student spent roughly \$15,500 during the 1993/1994 school year.
- Foreign students often purchase American-made products on returning to their home countries. Robert Scott, director of the Spokane Department of International Development, noted in the Institute of International Education's Open Doors that "local companies fail to realize international university students may be the last great untapped economic development resource in most communities.
- Many of the United States's economic competitors are investing heavily in international education. Western Europe has recognized that international education can play an important role in solidifying Europe's position in the global market.
- Foreign student advisers at the seven academic institutions in Spokane, Washington estimate that each foreign student brings in about \$18,000. The resulting economic impact from these students and from a branch campus of Mukogawa Gaiken, a prestigious Japanese Women's campus, is \$27.6 million.
- In the entire 50 years of the Fulbright program, 71,558 U.S. students and scholars have gone

abroad at a cost of only \$1.8 billion, less than the cost of one B-2 bomber.

Foreign Students in the United States

- The United States remains the leading destination for international students. One third of the world's 1.2 million international students choose to study in the United States.
- During the 1994-1995 academic year, there were 452,635 foreign students in the United States. Foreign students comprise only three percent of all students in U.S. colleges and universities.
- Over two-thirds of all foreign students receive most of their funding for U.S. study from personal and family sources, and more than three-quarters receive most of their funding from sources outside the United States. Only one percent of foreign students in the United States receive direct funding from the United States Government.
- Asian students account for over half of all the foreign students in the United States.
- The top ten countries of origin:
 - (1) Japan
 - (2) China
 - (3) Taiwan
 - (4) Korea
 - (5) India
 - (6) Canada
 - (7) Malaysia
 - (8) Hong Kong
 - (9) Indonesia
 - (10) Thailand
- California and New York lead the nation in numbers of foreign students, with 55,685 and 47,510 respectively. Texas is third with 28,903.

U.S. Students Abroad

- There were 76,302 Americans who studied abroad during the 1993-1994 academic year. This represents about one percent of undergraduates at four-year colleges.

- Of those U.S. students studying abroad, 78 percent engage in overseas studies for one semester, summer, or quarter.
- Europe is the most popular destination of U.S. students, attracting two-thirds of American students.
- The top ten countries in which for U.S. students study:
 - (1) United Kingdom
 - (2) France
 - (3) Spain
 - (4) Italy
 - (5) Mexico
 - (6) Germany
 - (7) Australia
 - (8) Japan
 - (9) Israel
 - (10) Austria

Previous State Initiatives on International Education

- The Washington State Legislature established a special Task Force on International Education and Cultural Exchanges. The Task Force was created in recognition of the importance of world trade to the state's economy. Washington State has also created the International Education and Exchange Council, the International Trading Partners Program, the International Contact Data Base, and the Washington International Exchange Scholarship Program.
- The State of Massachusetts launched the nation's first loan program for international students studying in that state. The program, called PRISM, will assist international students finance the ever-increasing cost of education.
- The New York State Assembly Committee on Higher Education created the Task Force on International Education at Cornell University to conduct a study of international education at the State's public and private institutions and recommend better policies.

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