

Research on Current Situation and Development of International Student Management ——A Case Study of Chengdu University of Information Technology

Jia He, Yijin Qi, Yuan He^{*} and Rui Dong

Chengdu University of Information, China

^{*}Corresponding author. Email: heyuan@cuit.edu.cn

ABSTRACT

With the improvement of the internationalization level of China's education, the number of international students in China has grown, and problems in global student management have emerged endlessly. In today's situation, how to solve the issues in international student management is particularly important. This paper summarizes the experience and lessons of global student management and provides references for international student management. This paper discusses the major problems in the direction of international students, analyzes the causes of the issues, and puts forward the corresponding countermeasures, which have specific reference significance for the management of international students.

Keywords: International student, Management, Problem

1. INTRODUCTION

1.1. The Quality of Students Varies Greatly

The benign management of international students is based on rich student resources. Take the global student data of the Chengdu University of Information Engineering as an example: in autumn 2021, only 30 Offline students, but they are divided into six religious beliefs, seven official languages, and 20 countries. From the university level, the objective factors such as overseas visibility. Enrollment policy and professional opening directly affect their international student quality. From the perspective of enrollment methods, universities generally adopt official website publicity. The introduction is not detailed and long response cycle. Various factors cause international student quality differences, indirectly creating many management problems, which brings different degrees of pressure to the international student administration.

1.2. The Teaching Effect is not Obvious

At present, international students are mainly taught in English (except Chinese major). Due to historical reasons, some teachers cannot use English for the whole process, and not all international students come from native English countries. There are specific differences in the expression and understanding of different language systems, which significantly impacted. However, Chinese as a foreign language has not been established for a long time in China, and there is a talent gap, especially a lack of teachers with rich teaching experience. Under the circumstance of

limited Chinese foundation and insufficient English level, it is very complicated for international students to communicate and understand in class. The above reasons now lead to the international students' understanding and mastery of teaching knowledge, which has become an essential factor affecting the classroom effect.

1.3. Life after Class Is Monotonous

Due to language barriers, international students are limited in their communication and life scope. Most of their spare time is carried out around their region and the school's location, which leads to monotonous spare time activities. In addition, the cost of communication between international students and domestic students is high, so most international students prioritize communicating with their classmates or friends who are also international students. As a result, the time for them to integrate into the local environment slows down. The frequency of contact is compromised by the cost of communication, which indirectly leads to challenges in integrating into the local environment.

1.4. The Learning Purpose is too Superficial

Most international students are attracted by China's rising international status, higher education quality, and more employment opportunities. The training period of international students is short, and there are many part-time jobs for international students during their study abroad. Some universities even have the phenomenon of "part-time study abroad, full-time work," which leads to insufficient learning content.

After several years of short and insufficiently in-depth study, international students do not fully grasp and use the teaching content. At the same time, cultural differences lead to an increase in difficulty in learning. In summary, these factors constitute the learning barriers for international students and directly lead to various problems in international students' management.

2. PROBLEMS EXISTING IN INTERNATIONAL STUDENT MANAGEMENT

2.1. There are Loopholes in the International Student Management System

Generally speaking, international students have corresponding competent units to form a closed management loop. China's global education popularity has constantly been increasing, and the number of students has increased sharply, but the student management system has not been updated simultaneously. The original international student management system has been unable to meet the current explosive growth of students, and there are various loopholes in the system. For international student departments and cooperation departments, the division of rights and responsibilities is not clear. The competent departments of schools, including international students, often take an unclear attitude in the management work and even inaction in the management process. It is reasonable for the cooperation department to think that its role is only to cooperate with the competent department to complete the work, blur their rights and responsibilities, buck-passing if there are problems, and lack corresponding management methods.

2.2. International Student Training Methods Need To Be Improved Urgently

Most of the training of international students stays in the training stage, and there is no particular management method for school status. Some universities have not even included international students in the educational affairs management system, and most international students are in the blind area of management. The competent departments lack guidance and supervision for international students, and it isn't easy to meet the current training needs. There is a considerable gap between the training methods and local students, compared with famous international universities.

International students' teachers have no corresponding selection and retention system and specific assessment methods. As a result, teachers think that global student management has its

management department, which should be in charge. Teachers can be responsible for their curriculum problems, and nothing to do with the curriculum has nothing to do with the teachers.

2.3. The Course Is Not Consistent With the International Standards

The majors of international students generally start late, the student scale is small, and scattered majors. Universities need to constantly improve and update the development needs of different majors and put forward targeted opinions and guidance measures on the cultivation of international students in various majors. Make clear and reasonable arrangements from the training objectives, curriculum arrangement, graduation, and other guidance. The proportion of all English courses taught in universities should increase year by year. The internationalization level of colleges and universities is subject to the form of teaching. Take Tsinghua University as an example. According to incomplete statistics, of the more than 1,600 undergraduate courses offered by Tsinghua University in 2021, 700 courses were taught in all English, reaching 43% of the total courses. Top universities such as Tsinghua University have made a lot of efforts to improve the internationalization of the curriculum, and other universities should also concentrate on being in line with international standards.

2.4. The Self-Management Strength of the International Student Groups Is Insufficient

The improvement of China's comprehensive national strength has attracted a large number of international students. Although universities have set up self-management norms for international students, it isn't effortless to manage them. As international students come from different countries and regions around the world, language, culture, and other objective factors, it is difficult for international students to form core figures. Without core figures, it is challenging to construct unified values and team principles among the overseas study groups, making it more difficult to affect others. Over time, they can only manage themselves.

2.5. Comprehensive Management of International Students Needs To Be Improved

First of all, the management of international students has the phenomenon of heavy management and light service. Although the management of international students has been continuing for many years, according to the current management methods, the contempt of service phenomenon is more serious. Most managers will strictly manage international students for safety concerns, From student teaching

management to student accommodation management. Strict control guarantees safety and efficiency, but their daily living habits and personal needs are often ignored in the process.

Secondly, the comprehensive ability of managers varies greatly. The management departments of international students have differences in age, academic level, personality, and work experience. Some staff lacks appropriate methods in dealing with things, which leads to timely and incomplete handling of problems, making international students resistant to management.

3. CAUSES OF INTERNATIONAL STUDENT MANAGEMENT PROBLEMS

3.1. Lack of Efforts in International Student Management

International students have faced challenges in language, culture, education, religion, etc. Take the data of international offline students from Chengdu University of Information Engineering in autumn 2021. It is only 43.3%; undergraduate and above students are 74.1%; religious beliefs belong to 6 religious systems and originated in 20 countries. Complex student situation leads to a sudden increase in management costs, management difficulty is self-evident. Due to the high degree of familiarity with the international student direct management department is not too difficult to manage. However, for the cooperation departments, the sudden increase in communication costs will directly affect the enthusiasm of cooperation in the cooperation department personnel and often produce the situation of "more than less." In addition, the history of domestic universities is short, and their management experience is also accumulating. There is still a long way to go compared with the international student management level of global universities.

3.2. Lack of Decision on International Student Management Reform

First of all, the international student supervisor did not summarize a methodology applicable to contemporary times for a short time. Colleges and universities implement the school, did not form a joint force at the management level, and the exchange of experience is superficial. In practice, the corresponding staff of the school is relatively well aware of international students, believing that most of the students' primary purpose can graduate successfully, without the need to ask about others. Secondly, there is no determination to reform international student management. Because there are many difficulties in the direction of international

students, they are reluctant to touch the reform problems. As a result, the old issues cannot be solved, and new issues continue to appear. Compared with the negative impact of the reform, most managers adhere to standing still and not as easy as self-searching.

3.3. Insufficient Investment in International Student Management

Even if the state has repeatedly emphasized the importance of international students, the financial investment and teacher team construction in the international student training is still relatively lagging. Due to the tight dormitory, Chengdu University of Information Engineering has to arrange for overseas students to rent a house nearby to solve the living problem. Due to the tight staffing of teachers, international students are teachers, which adds many obstacles to the management of the international department. Secondly, the internationalization level of the teacher is not high. Although we have constantly been selecting overseas study experience to teach in recent years, this action cannot equate to the candidates' overseas experience and international level. Although teachers have specific achievements in their fields, it is likely to be a blank teaching international students.

3.4. Problems Exist with the Self-management of International Students

International students deviate from the teaching system of origin to adapt to China's teaching system. In addition, China's training mode in the higher education stage is relatively accessible, which is easy to cause no clear understanding of self-management for international students to indulge. Due to various cultural differences, the influence of international student groups should exceed the school's impact. The combination of internal and external factors makes it easy for international students to operate independently and not pay attention to the international student standards stipulated by the school.

3.5. International Student Managers Lack Support From

International student management should be dedicated personnel. Most international student management department staff in domestic colleges and universities hold several jobs, and the daily work content span is large and complex. Due to the open enrollment, the international student management staff increased slowly, and it isn't easy to perfect the management process. Due to the demanding task, communication, and other practical factors make the cooperative management is also familiar with this

work. At the same time, the vast majority of international students who lack a scientific training system are moving forward. Although wealthy experienced global student managers are in various universities, it is imperative to form a strong management team facing increasing international students. It is challenging to meet the practical needs only, and it needs to take root in specific management methods to solve the current problems completely.

4. SOLUTIONS TO PROBLEMS IN INTERNATIONAL STUDENT MANAGEMENT

4.1. Establish a Perfect International Student Management System

Under the norms of the original management system, the management system in the form of documents clear the method of international student management. Relevant administrative departments of international students shall be established, and appropriate personnel of other colleges shall serve in the departments, hold regular meetings on the problems of international students, and assess and evaluate the work of international students. Strengthen the coordination, communication, and cooperation among various departments to avoid difficulties in global student management due to communication and collaboration.

4.2. Improve the Training Programs for International Students

International Student Administration Office should strengthen the management of international students. The performance of the training program and management measures for international students should be formulated, including global student information in the management platform and strengthening international students' training and teaching management. And International Student Administration Office should develop corresponding assessment methods for teachers who teach international students to provide a complimentary basis for teachers' work and eliminate teachers' negative slack in their work.

4.3. Promote the Construction of the Professional Curriculum System for International Students

Build a teacher team with a global vision, and increase financial support for international teachers. Overseas talents explore a batch of skills, cultivate a collection of talents with global vision, use international communication projects and exchange

projects to send corresponding teachers to well-known foreign schools for exchange and learning, and provide a good working environment for talents. An In-depth reference to the curriculum of world-class schools and promote the internationalization and specialization of the curriculum while combining their situation. Strictly select course teachers, form an international curriculum system, strengthen English curriculum teaching, and promote the significant improvement of the internationalization level of the curriculum.

4.4. Improve the self-management System for International Students

Through the school publicity department, the self-management of international students, to advocate international students to reasonably arrange work and rest according to their study plans, to achieve self-discipline and introspection. Establish a self-management system for international students in cross-culture and majors, and establish a student union. Have used the influence of the student union to mobilize students' enthusiasm for self-management and willingness fully.

4.5. Improve the Comprehensive Management Level of International Students

Based on the original management system, combined with their situation, formulate the corresponding rules and regulations. Strengthen the training of international student management personnel through various channels. We will continue to deepen our understanding from different perspectives of origin, cultural development, religious belief, personality, and characteristics. Carry out knowledge competitions and experience sharing conferences, learn from highly international universities, and strive to improve the comprehensive management level of international students.

5. SUMMARY

With the continuous improvement of China's world status, international student management is a new challenge for China to improve the internationalization of education. Compared with famous foreign universities, China's international student management level has a long way to go. Combined with the information I consulted and my understanding of the problems of global student management and the corresponding reasons to give the above analysis and countermeasures.

First of all, we need to affirm, after years of exploration and ongoing efforts, in the international student management, enrollment scale, school level

gradually improved. However, the management team and teachers, the infrastructure we still have insufficient; this is the future to enhance international students comprehensive management level and a significant opportunity.

Secondly, we can clarify the rights and responsibilities of arranging the work between different departments, improve the student work system, optimize the training mode of students, further improve the management level of international students, and improve our visibility and influence at the international level.

It is believed that shortly soon, our international student management will be more and more moving towards internationalization. I hope to provide inspiration and help for global student management through this article.

ACKNOWLEDGMENTS

This research was supported by the project of CUIT for education & teaching research and reform (JYJG2021117, JYJG2021117)

REFERENCES

- [1] Gemma M. Perey, and Wendong Wang."Educational Management of International Students under the "One Belt One Road" Strategy." *Learning & Education* 10.1(2021): doi:10.18282/L-E.V10I1.2189.
- [2] Khan Karamat, et al." Psychological Distress and Trust in University Management among International Students during the COVID-19 Pandemic." *Frontiers in Psychology*. (2021): doi:10.3389/FPSYG.2021.679661.
- [3] Liu Wei and Liu Zenghua."International student management in China: growing pains and system transitions." *Higher Education Research & Development* 40.4(2021): doi:10.1080/07294360.2020.1792848.
- [4] Xiao Can."International graduate students' role management: role conflicts, adaptation, and practical support." *SN Social Sciences* 1.5(2021): doi: 10.1007/S43545-021-00140-7.
- [5] Bani Ahmad Talal, and Meriç Meltem."The effect of an online psychoeducational stress management program on international students' ability to cope and adapt." *Perspectives in Psychiatric Care* 57.4(2021): doi:10.1111/PPC.12735.
- [6] Khan Karamat, et al." Psychological Distress and Trust in University Management Among International Students During the COVID-19 Pandemic." *Frontiers in psychology* 12. (2021): doi:10.3389/FPSYG.2021.679661.
- [7] Mei Yu and Jing Wang."Analysis on the Innovation of Implementing Convergent Teaching Management Mode for International Students in China." *Advances in Higher Education* 4.4(2020): doi:10.18686/ahe.v4i4.2187.