Preface

AN OVERVIEW OF THE BOOK

International student mobility is changing the global higher education landscape with an increasing number of students going abroad for higher education. International student mobility is currently the fastest growing phenomena in higher education. Today, over four million students cross geographic, cultural, and educational borders for their higher education. Trends of international student mobility are significant to universities, educators, business leaders, and governments to increase revenue and campus diversity in the global marketplace. Educators and policymakers value international students as a potential resource toward campus internationalization in recent decades because of the rapid flow of ideas, technology, languages, information and monetary benefit that they bring with them. Creating an understanding of the issues through thorough research based inquiry behind mobility, use of services and the how higher education policy affects the international student population is critical to effective inclusion of this growing population into university settings. As the international student population becomes more prevalent in the university setting, educators and university policymakers will need researched based strategies in order to effectively engage, support and retain the international students as they participate in higher educational settings.

*Global Perspectives and Local Challenges Surrounding International Student Mobility* provides resource material to benefit educators, policymakers, and staff who work closely with the international student population in higher education. This book offers research-based findings and perspectives into international student mobility trends, campus support services, immigration policy and regulations, and educational issues and challenges that international students face in higher education. A wide variety of topics are included such as international student experiences with campus support services such as admissions and recruitment services, academic and cultural expectations and experiences, campus participation and belonging, and immigration and legal issues. As a data-driven research resource, this book offers primary perspectives from international student experiences as they attended college overseas. The book also includes comparative research concerning the application of current practice in higher education with native and non-native students in order to add to the current knowledge base.

OUR TARGET AUDIENCE

*Global Perspectives and Local Challenges Surrounding International Student Mobility* is designed as an academic resource for professionals and researchers (both faculty and students) working with international student populations. Also, offices for international students on university campuses, study abroad and
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international student advisers, university staff members, as well as libraries and professional organizations may use the book as a research or college reference text in international/comparative education/psychology counseling/student affairs coursework or studies. Policy makers, academicians, researchers, graduate students, and government officials may also find this text useful in furthering their research exposure to pertinent topics in international student studies.

DEFINING INTERNATIONAL STUDENT

The concept of “international student” is very intriguing and complex while examining it from a global perspective. Usually, a common definition of an international student, as Shapiro, Farrelly and Tomas (2014) acknowledged, is “a student who moves to another country (the host country) for the purpose of pursuing tertiary or higher education e.g., college or university” (p.2). Most of these international students speak English as a second or a foreign language. The Organization for Economic Co-operation and Development (OECD) defines international students as “those who are not residents of their country of study or those who received their prior education in another country” (OECD, 2013, p. 1).

In the US, the Open Doors report published by the Institute of International Education collects data on international students annually. The operational definition Open Doors used to collect data is similar to the definition laid out by the United States Citizenship and Immigration Services (USCIS): “Anyone who is enrolled at an institution of higher education in the United States who is not a U.S. citizen, an immigrant (permanent resident) or a refugee.” In the 2013-2014 academic year, the number of international students at colleges and universities in the United States increased to a record high of 886,052 students (IIE, 2014). The Government of Canada defines international students as

... students in Canada on a visa or refugees, neither of which have a permanent residency status in Canada. International students also include both those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as offshore students) as well as non-Canadian students studying via Internet. This concept of ‘international students’ differs from that of ‘foreign students’ which includes permanent resident students. (Statistics Canada, 2011)

Australian Education International defines international students as “full-fee paying students studying in Australia on a student visa.” This definition does not include New Zealand citizens as they do not require a student visa to study in Australia. According to the Australian Government (2015), international students also known as “overseas students” are:

Students who study in foreign educational institutions. In Australia you are considered to be an overseas student if you’re not an Australian citizen, Australian permanent resident, New Zealand citizen, or holder of an Australian permanent resident humanitarian visa. Onshore students are students studying at an institution within Australia. Offshore students are students studying through the offshore campus or at an offshore partner institution (outside of Australia).

As seen in some of the definitions, the reader must be aware of the nuances of the various definitions of the term “international student” in order to be able to accurately synthesize and analyze the information provided by the chapters in this book as well as other resources concerning international students.
EMERGING TRENDS

While analyzing the various definitions of this student population, we see the following characteristics emerging from the literature on the definitions of the term international student:

1. **Identity in Transition**: The term “international student” is a new identity for all mobile students, although it is temporary in nature. Since this is a visa holder status, there are certain restrictions and this status offers different opportunities compared to those of domestic students. Once international students complete their studies or go back to their home country, or start working overseas on a different visa status, the temporary identity as an international student goes away.

2. **Geo-Political Definitions**: International students are defined differently in many countries to facilitate opportunities or to operate policies and rules related to this student population. For instance, the US government defines international student as “a nonimmigrant class of admission, an alien coming temporarily to the United States to pursue a full course of study in an approved program in either an academic (college, university, seminary, conservatory, high school, elementary school, other institution, or language training program), vocational or other recognized nonacademic institution” (student, n.d., para 1). Looking into research documents used for decades, there exists a variety of terminologies used to represent “international students” such as foreign students, non-immigrant students, globally mobile students, transnational students, inbound/outbound students, guest students, and so on.

3. **Diasporic/Global Academic Movement**: Another distinctive characteristic that relates to a trend of college youth movement in academia – to go to another country for a better education. Some scholars label it as “student migration”; whereas, others call it “brain drain” but in either case, there are certain pulling and pushing forces that shape the choices and interests of these international students (Bilecen, 2014; Bhandari & Blumenthal, 2011; Cairns, 2014).

STUDENT MOBILITY TRENDS

In the past three decades, international student mobility has been an important part of international education within institutions of higher education. The number of international students increased from 2.7 million in 2005 to 3.8 million in 2014 (IIE, 2014). Many universities and higher education organizations have focused institutional efforts toward increasing international student enrollment. Recent literature shows that diverse international student population on campuses has been an important element of internationalization as a representation of institutions of higher education outside of their national borders (Lee, 2013; Ryan, 2013). Globally, government agencies have been promoting the idea of recruiting international students for quality and quantity of higher education and international relations (Clark, 2009). In the United States institutions of higher education, the mobile student enrollment rose to 886,052 in the 2013-2014 academic year (IIE, 2014).

China, India, and South Korea are the top countries sending international students to American, British, and Canadian colleges and universities. As a result of internationalization and global education efforts, many countries have created policy changes to encourage native students to pursue international studies. For instance, students from the Middle East and Asia are more attracted to Western English
speaking countries to further their education, based on government incentives. Governments of many Middle East countries have provided full scholarships to their students to study in the US, UK, Australia, Canada and many other English speaking countries.

- **Top Destinations (US, UK, Canada, Australia, and New Zealand):** English speaking countries such as the United States, Canada, the United Kingdom, Australia and New Zealand are the top

*Figure 1. Top 20 countries for international students in the world*
*Note: Statistics refer to students who have crossed a national border to study, or are enrolled in a distance learning program abroad. These students are not residents or citizens of the country where they study. Part-time, full-time, undergraduate and postgraduate students are included. Exchange students are not included. Data Source: The Guardian & UNESCO Statistics, 2014*
leading destinations of higher education for international students. There are a variety of reasons for the attraction to these countries including scholarship, language familiarity, recognized degrees, employability, and permanent residency.

- **Middle Destinations (Germany, France, Norway, Finland, Netherlands, Spain, and Italy):** Many European universities are higher education destinations for international students because of the European Union scholarships and partnership programs across the regions. Germany and France host approximately 20% of the world’s international students (Clark, 2009). European countries share socio-cultural and historical ties that also help attract students. In addition, universities in these countries offer low tuition programs that help students from developing Asian and African countries afford college degrees. Recently, many colleges have set up mutual agreements and strategic initiatives to seek students in European universities, mainly from the Middle Eastern countries.

- **Emerging Destinations (China, Dubai, India, Japan, Malaysia, and Singapore):** These countries have become educational hubs for international students from both developed and developing countries. Many branch campuses of the US and UK universities are open in many of these countries. In 2006, for example, Chinese students accounted for more than 74,000 (63%) of Japan’s roughly 117,000 international students, with the next nine top source countries together sending just over 32,000 students (Clark, 2009).

Due to the increasing impact of international student mobility, many organizations have begun a systematic collection of international student mobility data. UNESCO and the Organization for Economic Co-operation and Development store large-scale mobility data. Bhandari and Blumenthal (2011) have listed the following as the major organizations that collect information about hosting and sending countries for international students:

- Institute of International Education, the United States;
- Australian Education Statistics Agency, Australia;
- Higher Education Statistics Agency, the United Kingdom;
- German Academic Exchange Program, Germany;
- China Scholarship Council, China;
- Association of Universities and Higher Education Institutions, Mexico;
- Education Ireland, Ireland;
- British Council, United Kingdom;

**CHAPTER ORGANIZATION**

*Global Perspectives and Local Challenges Surrounding International Student Mobility* consists of 15 chapters. The chapter authors bring many years of experience teaching and mentoring international and domestic students in order to bring the reader insight into some issues related to international students. In addition to the authors’ experiences as mentors and teachers of international students, other chapter contributors work as administrators in student affairs and international student services and bring personal and professional voices to the chapters.
In Chapter 1, Rosalind Latiner Raby, Deborah Budd, Andreea Serban and Dianne Van Hook present a case study of three California community college districts to explore how colleges are strategically developing, advancing, and assessing the continuous cycle of community college international student recruitment, retention, and student success. The authors also explore how this cycle is essential in designing a community college internationalization strategy to link student mobility to student success.

In Chapter 2, Xuezhi Liu and Chun Li compare international student mobility trends between developed and developing countries from the perspectives of absolute and relative quantities. Rashim Wadhwa in Chapter 3 examines the decision making process of Indian students and factors that influence the decision of going abroad from the lens of prospective students. Wadhwa provides insight into international student recruiting as it relates to the usage of different marketing strategies and student choice. In Chapter 4, Erin M. Koval, Paul M. W. Hackett, and Jessica B. Schwarzenbach present a mapping sentence framework as a theoretical interpretative device for understanding international student mobility.

In Chapter 5, David Starr-Glass presents the experiences of inbound and outbound international students. He explores the negative consequences of asymmetrical understandings of international student migration and recommends ways in which they might be mitigated. Employing Zimbabwe as a case in Chapter 6, Admire Thonje discusses context, experiences and policy framework around international students from the southern African region. In bringing up experiences and challenges, Thonje highlights transformation in the enrollment patterns as well as areas for policy improvement. In Chapter 7, Yulia Shumilova and Yuzhuo Cai present major approaches (i.e., Anglo-Saxon model, emerging economies model and continental Europe/Nordic model) of attracting and retaining global talents in higher education institutions. In Chapter 8, Hyunyoung Cho, David W. Haines and Karen E. Rosenblum examine the experiences of a set of students who challenge the traditional categorizations of “international” students. Based on their experiences working at a branch campus of a US university in Korea, the authors discuss the challenges these new international students pose for academic faculty and staff, particularly how to reconcile the different claims that students, staff, and faculty make about the meaning of being international.

In Chapter 9, Claire Hu, Christine Min Wotipka, and Wen Wen examine the choices, expectations, and experiences of international students in China to understand emerging reverse student flow and the role of political, economic and cultural factors of international student mobility. They present the important role of developing countries as not only senders but also receivers of international students. In Chapter 10, Donna M. Velliaris presents a case of the Eynesbury Institute of Business and Technology (EIBT) as a pre-university pathway institution to the University of Adelaide and the University of South Australia. Velliaris presents factors that underpinned students’ decision with regards to choosing Australia, and more specifically Adelaide and EIBT, as their study destination.

In Chapter 11, Tara Madden-Dent and Rita M. Laden examine pre-departure and post-arrival experiences of eastern Asian undergraduate international students. They present an example of how a new a pre-departure online cultural preparation treatment helps increase cultural knowledge and cross-cultural coping for international students. In Chapter 12, Eunjin Hwang, Nara M. Martirosyan, and George W. Moore present systematic literature on international students’ adjustment issues: psychological, sociocultural, and academic adjustment. In Chapter 13, Xihui Wang, Alenoush Saroyan and Mark Aulls look into the epistemic acculturation experiences of Chinese students in Canadian graduate programs to understand whether students’ preferences have changed after one semester studying in Canada.
In Chapter 14, Susan Boafo-Arthur and Ama Boafo-Arthur review the influence of stigma and acculturation variables on help seeking behaviors of international students. In Chapter 15, Catherine Gomes presents a case of Singapore as an attractive destination for international students because of scholarship opportunities, a high standard of living and job opportunities. Gomes also examines the students’ challenges in adapting to Singaporean society and navigating their everyday life in transience.

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REFERENCES


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