Preface

DEFINING INTERNATIONAL STUDENT

The term “international student” is very intriguing and complex while examining it from a global perspective. Usually, an international student is a student who moves to another country for the purpose of pursuing a college education. In the U.S., the government defines an international student as a student 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. 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 the Internet. Australia defines international students as full-fee paying students studying in Australia on a student visa.

There are also different visa and immigrations terminologies that denote international students depending on the country of host such as foreign student, exchange student, non-immigrant student, temporary student and visiting student. Internationals student may pursue full academic programs (credit bearing) or they may attend a college as a transfer student or exchange student for short-term programs. International students may take courses in their own countries via Internet or from a branch campus of a foreign university at home or leave the country of birth and attend courses overseas. Each country has its own operating policies and programs to define and address the programs and concerns of international students.

As seen in some of these definitions and situations, the reader must be aware of the nuances of the various operating definitions of international student. However, the term “international student” in this book refers to a student who carries passport and visa to study in a country other than his or her birth. But this may not be the cases in other resources concerning international students.

AN OVERVIEW OF THE SUBJECT MATTER

This book focuses on how the fundamental challenges of international students can be addressed, and whether we have enough support services, programs and programs on campuses. Contributors in this book have presented research-oriented as well as practice-based evidence to explore the challenges and opportunities in the institutions of higher education. Campus Support Services, Programs, and Policies for International Students is therefore intended for policy makers, faculty, staff and students who directly
work with international students. This book is a research capsule that captures the social and academic services and programs provided by institutions of higher education in relation to international students. Best practice, designed to navigate the field of international higher education as it relates to the topic of international study abroad, develops from the rich experiences shared through the research presented in this book. The contributors to this book present multiple facets of studying abroad including student self-authorship, academic transitioning, classroom inclusiveness, victimization issues, and many other topics to be considered by institutions of higher education.

As the international student population grows, institutions of higher education are scrambling to meet the various needs presented by this growing population of students. More issues and areas of concern are arising each year as the world becomes more educated on the issues surrounding international education. Increasing and improving campus services as well as increasing the knowledge base concerning legal issues faced by international student study have been moved to the forefront of institutional awareness and practice. Based on the increasing amount of research related to the issues as addressed in this book, many questions remain for institutions to continue to find answers to such as:

- Are current practices in higher educational settings truly beneficial to the international student population?
- What co-curricular activities are the most beneficial to international students?
- Are institutions of higher education doing enough to welcome, educate, and keep their international population engaged and safe in order to produce a productive and attractive program?

WHERE OUR TOPIC FITS IN THE WORLD TODAY

Today, over four million students cross geographic, cultural, and educational borders for their higher education. This book is provided as a resource to help professors, researchers and administrators in student affairs and international and higher education better understand the backgrounds, needs, and concerns of international students, so that the resources and support systems are available and can be effective in supporting this growing population. The international student mobility trend has been moving to English speaking host countries (e.g., the US, the UK, Australia, and Canada), to many non-English speaking countries (e.g., China, India, Japan, Malaysia), from European countries (e.g., France, Germany, Italy) as well as to Middle East countries (Saudi Arabia, the United Arab Emirates). Whether international students attend universities in Europe or non-European countries or in the branch campuses in their own countries, whether they speak English as a first language or a second/foreign language, whether they are regular academic students or exchange students for a short time, colleges and universities need a great deal of resources and programs to support this growing student population.

There are both challenges and opportunities for both student affairs departments and international students. On the one hand, college and universities want to increase international student enrollment in order to increase campus diversity, to generate campus revenue, and to promote internationalization of higher education. On the other hand, many colleges and universities struggle in providing enough support and resources to meet the needs of international students. Although the United States is the top leading country with international student enrollment (886,052 as of 2014), there are many cases where students are not receiving enough social and academic support depending on the campus infrastructure (money, staff, expertise). As a relatively new phenomena, supporting the international student population
Preface

on campuses has been learning through trial and error and the errors created by not providing proper services and support can/may/has cost universities money as well as reputations by not being as prepared as possible. The contemporary concerns related to international students across the globe are common but complex at the same time:

- What are the resources and programs to address social and academic transitions of international students?
- What are cross-cultural pedagogical that encourage positive integration of international students?
- What are intercultural multidisciplinary programs that support diverse populations at the university?
- What are the ways to internationalize campus programs and policy at local and national levels?

Institutions of higher education look into these questions seriously because internationalization has become a major component of university missions. The presence of international students and resources/programs for them is an excellent resource for carrying out this new component to university missions. This book helps to fill the current gap in information pertaining to internationalization on a comprehensive level, by presenting information surrounding the aforementioned questions.

International student mobility is continuing to change the global higher education landscape. Student mobility is currently the fastest growing phenomena in academia. Trends of international student mobility are significant to universities, educators, business leaders, and governments in order 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. We believe that many of the programs and strategies or concerns pointed out in this book are beneficial for all of us who work in the field of higher education.

OUR TARGET AUDIENCE

Presented from a multidisciplinary approach, the book 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 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/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.

CHAPTER ORGANIZATION

This book is organized into 15 chapters related to campus support services, student programs, and legal issues related to international students. In chapter 1, Ghanashyam Sharma discusses a case of a web-based project that addresses the concerns related to the academic transition of international students in the US. Sharma suggests that the stories and reflections shared by international students on these virtual
platforms help us address the major concerns of this student population as well as this process strengthen
the understanding of student affair personnel.

In chapter 2, Xingbei Ye, Raul Leon, and David Anderson examine how culture influences the de-
velopment of self-authorship of international students. They use theoretical underpinnings of Hofstede’s
 cultural dimensions, and Baxter Magolda’s theory of self-authorship to highlight the development of
international students’ self-authorship. They highlight the cultural differences (individualism vs.
 collectivism) of international students (e.g., It is hard for me to say no to others, I am satisfied with who
I am). The results from their study suggest that international students from high individualist societies
reported lower level of development of self-authorship.

In chapter 3, Gabriela Valdez synthesizes existing research to explore how classroom inclusiveness
affects international students in U.S. higher education. Valdez shares the different types of pedagogy
and curriculum that international students experience in their home universities and overseas including
classroom participation expectation, student-faculty relationship, language and culture. At a practical level,
her results suggest how faculty members and program developers in the institutions of higher education
address these differences and integrate international students in the main stream of academic traditions.

In chapter 4, Neete Saha and Aryn C. Karpinski examine international students’ global satisfaction
with life as a mediator in the relationship between general social media use (Skype) and academic per-
formance. Their results indicate a relationship between international student social media use and college
GPA. In particular, the use of Skype has been suggested as a useful tool in the context of student’s satis-
faction with life. The authors recommend the campus staff and administrators to increase the presence
of technology and Internet, especially for international students to develop a strong network with other
students and to stay connected with their relatives and families back home.

In chapter 5, Ji Zhou and Darnell Cole provide a comparative report of international and American
students’ learning and academic self-concept in the US colleges. In the context of internationalization
and campus diversity, the authors describe how international students are excellent resource to promote
educational diversity in the US institutions of higher education. The results in their study indicated that
international students reported higher level of involvement in college learning compared to American
students, however, both categories of female students reported lower academic self-concept in learning
comparing to male students. In their study, learning was defined in terms of students’ interactions with
faculty, time spent studying alone or with peers and so forth.

In chapter 6, Amir A. Hadi Alakaam examines how international students’ mobility affects their
dietary habits, food choices, and other physical behaviors in US colleges and universities. Alakaam men-
tions dietary acculturation and its long term negative impact on international students’ health status. In
this chapter, Alakaam describes the major factors such as religion, food availability on campus, student
socio-economic status, individual preferences that influence international students’ dietary habits in the
host country.

In chapter 7, Julie Miller, Becca Berkey and Francis Griffin examine experiences of students who
have engaged in one of two pathway programs (one with a service-learning and the other without) at
a private research and teaching university in the U.S. Results from their study indicated that English
language barriers and socio-cultural differences play a critical role in the challenges many international
students face in applying for and/or maintaining co-op positions (internships). English language prac-
tice was related to several variables such as student network with other students, their involvement in
service-learning and extracurricular activities. International students also reported a fiercely competitive
job market with domestic students and they were not sure whether they would pursue employment after
Preface
graduation in the U.S. The authors offer best practices for professional development staff in preparing international students for future career success.

In chapter 8, Emily Spitzman describes intercultural competence development in higher education, and explains a research study exploring a Conversation Partner Program, pairing international and domestic students together for weekly conversations. Her study suggests that putting international students in pairs or group together with domestic students does not foster intercultural competence without structured training, learning and reflection. Student participants in her study reported that they were busy in their own classes, and not aware of diver student population and socio-cultural similarities and differences.

In chapter 9, Jiali Luo presents the impact of international interaction on interactive skills and college outcomes of domestic students in U.S. colleges. Luo presents key results from a comprehensive alumni survey of three graduating cohorts of undergraduate students who engaged in substantial interaction with international students during college. The findings indicated that U.S. students who engagement in international interaction reported higher levels of achievement in making a contribution to science, technology, and international affairs; they were more likely to be engineers and scientists; they were more likely to assume leadership roles in cultural organization, local government boards and professional associations in future. The students also reported higher achievement in helping to promote racial understanding and artistic activities.

In chapter 10, Maureen Snow Andrade, Norman W. Evans, and K. James Hartshorn examine higher education practices for the assessment of English language skills and continued development of English language proficiency for international students. The findings from their results suggest that colleges and universities consider international student recruitment as a long-term strategic planning and acknowledge that it is the responsibility of the institutions to ensure students’ English proficiency to do well in their coursework and future careers. Meanwhile, these institutions are less satisfied with the language proficiency of non-native English speaking, and perceive that these students do not perform as good as their native speaking counterparts. Interestingly, administrators in the institutions acknowledge the need for further English language programs and optional training for faculty on the topics related language acquisition and pedagogical strategies.

In chapter 11, Ourania Katsara discusses international students’ opinions on the usefulness of a short term program in English for Academic Purposes course within the context of Erasmus teaching in the University of Basilicata, Italy. Katsara suggests that Italian and international postgraduate students showed specific preferences towards academic writing skills. Participants in her study indicated that English language teaching was crucial in language learning and academic research.

In chapter 12, Ting Wang presents a case of intercultural dialogue for transnational teaching and learning. Wang examines challenges for transnational higher education and discusses the underpinning theories and five key components of the ICD framework: understanding of learners and contexts, culturally sensitive pedagogy, contextualized curriculum, context-specific assessment, and supportive learning environment. By sharing personal growth and emergence into Western academic discourse, Wang describes Chinese students in Australian institutional settings develops skills to become critical and reflective learners despite their early challenges in language and other socio-cultural adaptations. Wang also warns the readers that instead of a complete acculturation or assimilation to Western discourses, international students create a “third space” where they develop, compare and mediate new approaches to learning by reflecting their previous social and academic challenges.

In chapter 13, Grace Karram Stephenson and Danielle N. Gabay present the cases of international university branch-campuses (IBCs) that host a diverse body of students whose identities cannot be cap-
tured through the binary definitions of international or local. Using the case studies of IBCs in Malaysia and the United Arab Emirates, the authors describe the students who are socially marginalized within the broader society. The results of this study suggest that students at IBCs in the UAE and Malaysia three main challenges: pedagogy, language and gender-constraints. Students reported being marginalized them from their peers because of English language abilities. In Dubai, female students reported gender and career path conflits as their parents had plans for them to get married shortly after university. This study suggests student services, success and engagement are developed to address the needs of international students at branch-campuses.

In chapter 14, Thomas C. Johnson provides safety tips for international students and higher education officials to help reduce crime victimization potential. Johnson also addresses some behaviors that international students should avoid to not place themselves at risk of receiving a criminal summons, citation, or arrest. He highlights numerous crimes that may be targeted to international students such as crime against persons, crime against property, cybercrime/indent theft and common scams (e.g., Craigslist, visa, citizenship, tax, advertising, sales items, used car purchases). He further describes hate crimes, discrimination, sexual harassment and drug related crimes from the international student perspectives.

In the final chapter, Krishna Bista and Amy Dagley present court cases related to international students to offer insight into the legal issues that students or institutions have encountered. They present a variety of situations and circumstances international students report in the cases, mostly related to discrimination, academic miscount and integrity, sexual harassment, legal status for study and work and other immigration issues.

IMPACT ON HIGHER EDUCATION

As more universities work to understand and implement best practice in order to bring their institutions into the globalized world, research based on international student experiences and issues related to studying in a foreign country is of utmost importance. Not only understanding how to attract international students, but also how to provide the services and support needed to keep those students on a path to becoming more educated and qualified as productive global citizens, remain at the forefront of both individual student and institutional goals and missions. This book provides research based insight into fulfilling both institutional and individual student goals by examining the policies, procedures, and practices currently in place at institutions of higher education as they relate to the international student population in the US and beyond.

Krishna Bista
University of Louisiana at Monroe, USA

Charlotte Foster
Missouri Western State University, USA