Morgan State University

From the SelectedWorks of Krishna Bista

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Global Perspectives on International Student Experiences in Higher Education Tensions and Issues

Krishna Bista

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Reviews

The volume explores important topics pertaining to international student wellbeing, their learning, post-study and socio-cultural experiences, and represents a fascinating contribution to the growing body of literature on higher education internationalization. — Maia Chankseliani, Associate Professor of Comparative and International Education, University of Oxford, UK

The airport exit lounge is a proven gateway to excitement, adventure and learning the unexpected. In this impressive collection, Bista and colleagues demonstrate why tackling
the difficulties, satisfaction and surprises of learning about foreign cultures is usually a life-changing event. — Prof. Dr. Roger Boshier, University of British Columbia, Canada

An authoritative book that offers a detailed examination of the contextual influences on international student identities and learning experiences. The compelling empirical perspectives of international student wellbeing and post-study experiences make a scholarly and critical contribution to furthering our understanding of the complexities faced by international students in their educational journeys. An essential reading for anyone concerned with and committed to enhancing international student experience. — Namrata Rao, Senior Lecturer in Education, Liverpool Hope University, UK

Global Perspectives on International Student Experiences in Higher Education: Issues and Challenges is the first book to systematically look at the challenges and issues involved for both international students and their hosts. The focus for universities has been on recruitment rather than on structural and programmatic changes that would help both students and hosts to prevent difficulties during their stay abroad. Starting with an Introductory Chapter which gives an excellent bird’s-eye view of the context and issues involved in international student experiences, the following 18 chapters in this book provide a multi-faceted look through empirical perspectives and insights, at major challenges faced by international students in higher education which will guide policymakers and students alike. — Prof. Dr. Ratna Ghosh, Distinguished James McGill Professor and W.C. Macdonald Professor of Education, McGill University, Canada; Past-President, Comparative and International Education Society

"A comprehensive account of international student experiences and backgrounds from multiple perspectives, this book fills a void in articulating how higher education is strengthened and enriched by the diversity and multiculturalism international students have brought to campuses while addressing the actions needed to provide better services to support, nurture, and ensure their success." — Prof. Dr. Jun Liu, Vice Provost for Global Affairs, Stony Brook University, United States

"Important addition to empirical research on student experiences. Highly recommended to international higher education practitioners." — Markus Laitinen, President, European Association for International Education (EAIE)
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Chapter 1

Exploring the Field: Understanding the International Student Experience

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Several blind men approached an elephant, and each touched the animal in an effort to discover what the beast looked like. Each blind man, however, touched a different part of the large animal, and each concluded that the elephant had the appearance of the part he had touched. Hence, the blind man who felt the animal’s trunk concluded that an elephant must be tall and slender, while the fellow who touched the beast’s ear concluded that an elephant must be oblong and flat. Others of course reached different conclusions. The total result was that no man arrived at a very accurate description of the elephant. Yet each man had gained enough evidence from his own experience to disbelieve his fellows and to maintain a lively debate about the nature of the beast. (Puchala, 1972, p. 267)

Although this universally known ancient Indian parable of “The Blind Men and an Elephant” has appeared in socio-cultural and political discourses, this is also powerful metaphor that helps explain the international student experience. In the story, the blind men describe their partial experiences of the elephant as they touch and feel different parts of the elephant. The story further illustrates that our subjective experiences can be true, but that they are limited to each individual instance which presents a need for shared information concerning different perspectives of the international student experience.

The support for international students, which is well documented in international education research, has certainly grown with increasing institutional interest in improving revenue, diversity, and internationalization. But, as in the parable of the blind men and the elephant, different professionals specializing in different areas of support usually have partial pictures of the students’ experiences, needs, and strengths. The research commonly tends to view these students through a deficit perspective, only addressing student struggles with limited English language proficiency, cultural adjustment, student dissatisfaction, social integration issues with domestic students, and a lack of preparation to meet Western educational expectations (Brown & Jones, 2013; Heng, 2018; Bista, Sharma, & Gaulee, 2018; Huang & Turner, 2018; Jones, 2017; Marginson, 2013). For decades, colleges and universities have focused on building English Language Centers, delivering week-long orientation seminars,
lecturing on local cultures and university expectations, and providing students with a list of dos and don’ts—all designed with the assumption that “they” need to learn about education “here” so they too can be successful. Most institutions offer a number of services geared toward developing language proficiency and helping social and academic transitions of international students. Jones (2017) explains:

It is important to recognize that fluency and language competence do not relate directly to academic success. Training in academic writing, in particular, would be of benefit to many native speakers, just as it may be for some international students. While we may pay insufficient attention to heterogeneity among international students, we can also fail to recognize commonalities between international and domestic students. For example, just as we should not assume all international students are studying in a foreign language, neither should we imagine that all domestic students are native speakers. (p. 935)

In substance, however, most institutions are barely scratching the surface, and hence are far from forming a true picture of international students’ lived experiences from admission to post-graduation.

International students (also called foreign or mobile students) often move internationally to pursue a college degree. Many leave their countries of birth to escape the hard realities of life, and others study abroad for a different perspective, while yet others do so in order to experience new places for fun and adventure. While the general trends show that many international students simply seek upgrading to places with less poverty, greater job prospects, low corruption, better infrastructure, increased safety and an overall better quality of life, the scenario is becoming more and more complex with the cultural and political changes our world has been witnessing lately (Bryla, 2018). The journey of international students is riddled with a spectrum of both positive and negative experiences (some of them life changing and transformational). The international student population is not a single, uniform group rather it is heterogeneous by nature and that requires a greater nuance in service delivery and a comprehensive approach towards diversity and socio-cultural inclusion (Jones, 2017). Thus, for any institution of higher learning that attracts international students, it is important to understand these experiences so that they are better able to serve the international student population. Some fundamental questions to understand are: What does it mean to be an international student? What are international students’ social, emotional, and academic experiences? What constitutes their successful stories of social and academic transition? What are their post-study experiences at home or abroad?

This chapter serves to introduce this book, which collectively answers the above questions within four thematic areas of scholarship about international student experiences—social identities, academic experiences, personal wellbeing, and post-study experiences. Each contributor explores unique issues and experiences of international students from multiple perspectives. The book paints a holistic picture about different areas of student support vis-a-vis their needs, experiences, and success while situating these issues in light of global/local disruptions in higher education and international education due to dramatically shifting geopolitical and economic dynamics.
Numbers, Mobility, and Research

The enrollment trend of international students has been constantly increasing—led by the United States on top, then followed by the United Kingdom, Australia, China, and Canada as leading countries among many other emerging destinations. Over five million students have become international students pursuing a degree program outside their country of birth. According to the Institute of International Education Project Atlas (2017), the top host destinations of international students were the United States (24% of 4.6 million), the United Kingdom (11%), China (10%), Australia (7%), France (7%), Canada (7%), Russia (6%), Germany (6%) and other countries (23%). In 2015-2016 academic year, 325,339 American students became “international students” participating in credit bearing study abroad programs (Institute of International Education, 2017).

The United States alone hosts a record high of 1.08 million international students in various degree and/or training programs, making $39 billion in revenue. The majority of international students in the US live and pursue their studies in California, Texas, and New York. Nearly 9 percent of 1.8 million international students attended American community colleges during the 2016-17 academic year. Since President Trump was elected in 2016, the United States has become less attractive to international students because of his sharp political rhetoric, more restrictive views on immigration, travel ban on some Muslim countries, and proposals of stricter laws making it harder to stay and work after graduation (Bista, 2018; Sá & Sabzalieva, 2018; Saul, 2018). However, this political atmosphere has given international students a second chance to choose other higher education destinations including Canada, Australia, and other English-speaking countries (Bista, Sharma, & Gaulee, 2018).

Along with the global growth of international students and the changing global marketplace, colleges and universities are restructuring and strengthening their support services. Institutions of higher education proudly announce their “global vision” by promoting foreign student recruitment, international faculty members, exchange programs, Fulbright programs, and other study abroad activities. These global ambitions are primarily focused on recruiting students from non-traditional destinations such as Saudi Arabia and Brazil, particularly to tap into the scholarship programs offered by their governments. Non-English-speaking countries including China, India, Japan, and South Korea have also strategically aligned with this global ambition to recruit international students from foreign countries. For instance, the fast-growing Chinese economy has transformed its higher education image into an “international education hub” with an enrollment target of 500,000 international students by 2020. China has strengthened its regional ties under its One Belt, One Road initiative and has widened its visa policies to attract the best and bright international students (Grove, 2017). Today, colleges and universities have become more “international” both by choice and by necessity (Cole, 2017).

A Google search currently pulls 13.6 million results in 0.50 seconds while using the keywords “international students.” On average, every month at least eight dissertations and theses, dozens of research articles, and 200 reports are published on international student issues (Bista, 2016). There are also approximately 12,000 journal articles and 1400 dissertations related to international student topics. While there is a plethora of research, the majority of these publications focus on international students’ cultural adjustment issues, their academic writing
and linguistic challenges, retention practices, counseling and mental health issues, global engagements, social identities and discriminatory issues, teaching assistant resources, and college choice and mobility trends (Bista & Gaulee, 2017). Scholars have constantly re-defined, re-modeled, and re-theorized the stories, experiences, and challenges of international students. There is research and resources yet there is not enough innovation and new ways to look at the bigger issues of international student experience. As in the story Blind Men and the Elephant, the parable also illustrates the elusive nature of reality and the work of both primary scholars, practitioners and stakeholders of international education who have presented a partial picture of the international student experience.

**Student Experiences and Complexities**

Regionally and/or internationally, students have always moved across borders--physical, political, socioeconomic, cultural, and others—and their movement has been amplified by advancements in the means of travel and communication (Bista, Sharma, & Gaulee, 2018). International students move for survival, for opportunity, and for learning depending on push and pull factors of mobility in higher education. Whether we call it “study abroad” or “overseas study”, students are constantly pursuing their dreams of studying in a foreign country—because of its culture, or a scholarship or a relationship. International students and scholars are real people with real life experiences that encounter issues and challenges while staying and studying in another country whether they are of Asian or European, African or American origins. Studies suggest that despite being real people that have a real impact on higher education in their host countries, international students are still not given the same human treatment as domestic students (Hayes, 2018 this volume; Marginson, 2013; Tran & Vu, 2017; Velez-Gomez & Bell, 2018). Unequal treatment of international students was intensified by national attitudes that situated international students in the eyes of the ‘host’ communities as ‘deficits’ who had “a set of identifiable and correctable problems” (Lee & Rice, 2007, p. 338). Instead of considering this diverse group of students as a valuable source of alternative knowledge, it was rather perceived as a trait to be corrected by the host society (McKay, O’Neill, & Petrakieva, 2018). Marginson (2013) also presents a similar scenario in Australia of the national prescription to correct ‘the foreign students’:

> It is assumed that the host country culture normalized by this prescription remains unchanged. The international student ‘adjusts’ to the host nation but not vice versa. Adjustment is ‘successful’ to the extent students discard their beliefs and adopt values and behaviors of host-country norms. The idea of one-way adjustment implies the host culture is superior, fitting popular prejudices.
> (Marginson, 2013, p. 12)

Whether they are called “foreign students,” “alien non-immigrant,” “non-resident alien,” “mobile students,” “study abroad student,” or “international students,” they are known as the “Other” and the local policies and programs are structured in such as ways that they are “special people” who need treatments for corrections—in language learning, adjustments, understanding campus values, and becoming “normal” people. Few people in the host institution know that, international students pay exorbitant fees, undergo complex administrative processes, may live in austere conditions, and still try to adopt the local values while pursuing their dreams. There is no
consistency in the way these students are defined, evaluated, and hence the kinds of support services they receive depends on how they are perceived in their host institutions. Hence, there is a vast difference in the understanding and the support services rendered to them from institution to institution. Any semblance of consistency across the countries is just a far cry. The position of host countries in the international education market usually dictate political, economic, and educational approaches to international students (Teichler, 2004). Such issues related to international student identities and their socio-cultural experiences are explored in the first eight chapters of this book. In recent decades, the mobility of international students has been perceived as one of the indicators of campus diversity, internationalization, and a prime source to boost the revenue of the institution of higher education in major destinations. There are certainly complexities in understanding international student experiences and their contribution in higher education as the blind men were in understanding the elephant. In the parable the blind men did not see the whole elephant, no one said it was an elephant, no one asked the elephant, and they did not ask each others’ views about the animal. While using a holistic approach in understanding international students, these students also must be treated fairly by the simple logic of reciprocity: international students are “international” in the host countries in the same way as study abroad students will be “international” by default in the receiving countries.

The ratio of international students and the support services is never balanced as the majority of campuses and universities have limited resources; office personnel and faculty members are often busy with regular schedules; and most importantly the programs and resources are structured from the perspectives of colleges and universities (what they want to offer) rather than what international students would actually need or benefit from in order to live, study, and work when they are overseas. As in the parable of Blind Men and the Elephant, the partial reality of understanding of the international student is reflected in the limited resources and programs put in place aiming to address the much larger and complex issues of international students (which are never fully understood by the so-called stewards in place). The magnitude of each international student experience varies based on personal educational differences, social integration, help seeking approaches, friendship development, funding issues, different communication styles and customs, career choices, and other soft skills. Most importantly, the human aspect is often ignored and what they bring to the table is minimized. Hence, at the human level, international students should not be seen as being different from their local counterparts – as they are real humans and their college experiences are as real as their counterparts’ experiences are (Jones, 2017).

However, international students are not only seen as different types of learners, they are often perceived as “cash cows” because of the monetary revenue they bring to campuses. Ironically, despite the revenue they are expected to provide schools, international students may end up on campuses where resources and support services are neither designed nor allocated to address their often-unique needs. More and more institutions have strategic plans for increasing the international student population. Often missing from such plans are thoughtful provisions of support services for these students and ways of integrating all students to foster campus diversity and student success (Brown & Jones, 2013; Bryla, 2018; Bista, Sharma, & Gaulee, 2018, Jones, 2017; Marshall, 2018). Students struggle in writing, language and communication, and initial adjustment, but the programs and services should not be looked as an isolated treatment to correct the issues. Focusing these issues, contributors in the second part of this book highlight
the contextual influences on international student learning such as academic expectations, leadership development, study abroad motivation and so forth. Similarly, the contributors in the third part of the book present empirical evidences of international student wellbeing experiences from Australia, the United States and the United Kingdom. They present the importance of understanding emotional and social wellbeing of international students and coping strategies for the stress associated with adjusting and transitioning to new environments. Many existing services sometimes go unnoticed or underutilized; sometimes students are not being aware of such programs, or faculty and staff may not recognize the needs of international students. When existing programs and services such as the office of international students, writing center, health center, career center, counseling center and other campus units collaborate and co-ordinate with other departments across the campus, they may better address the larger picture of the international student experience.

The global economy is in great need of highly skilled globally exposed professionals, the best and brightest international students should be targeted as critical human capital for the global labor force. Kearney and Lincoln (2017) highlight the need of understanding international student experience:

In this socio-economic reality, the experience of studying abroad has moved center stage, due to an exponentially increasing student demand from emerging economies and to the global nature of advanced knowledge. Universities, for their part, compete aggressively to attract top talent and shore up their international rankings. The international student experience lies at the Centre of this dynamic. Today, internationalization is not just the exchange of knowledge and academic excellence. It is part of the profound changes in higher education systems worldwide, with important links to wider and complex political and socio-economic issues such as graduate employability and the education and training needs of migrants including refugees.... Clearly, earning international academic credentials is a global story in the making. (pp.823-824)

In the U.S. alone, a large percentage of foreign born immigrants, particularly US educated international students with highly specialized training in Science, Technology, Engineering, and Math (STEM) have been promoting the innovation-driven economy, pace of discovery, and the social fabric (Cole, 2017; Jan, 2017; Ruiz & Krogstad, 2017). Reports indicate that nearly half of all scientists and engineers in the United States who have a doctorate are immigrants and accounted for 67 percent of the increase in the U.S. workforce and job creation (American Immigration Council, 2011; Kerr & Lincoln, 2008). As a quintessential example in academia, there are more foreign-born scholars (mostly former international students) leading American universities as deans, provosts and presidents (Foderaro, 2011). These leaders and scientists bring their energy and innovation and become Americans by choice. The number of foreign-born scholars (including faculty) rose to 124,861 in 2014-15 from 86,000 in 2001 and nearly 75 percent of them are in STEM fields, particularly from China, India, South Korea and Germany (Foderaro, 2011; Herget, 2016). As reported in the Institute of International Education report (2017) in 2016-2017, there were 134,014 international scholars working in the United States – Asia (76,319), Europe (33,356), Latin America and Caribbean (9,565), Middle East (5,255), North America/Canada (5,018), and Sub Saharan Africa (2,219). Seventy-six percent of them were in STEM field, 7.1% in social science, 3.5% in humanities, 3.2% business and
management, 1.8% education, 1.8% fine and applied arts, 1.5% legal studies, 0.8% communication, and 4.3% other fields. Past studies indicate that employment and earning of international graduates i.e. foreign-born graduates (both with temporary status or permanent status) are higher than their American counterparts (Campbell, Adamuti-Trache, & Bista, 2018; Kartz & Netz, 2018). Today universities around the world have been competing to host international students and implement national strategies to attract them, create top global talent to meet the demands of a global economy. However, institutions of higher learning, as Huang and Turner (2018, p. 175) suggest, have largely been parochial (e.g., UK-centric) on their focus, with limited attention paid to the employability needs of international students. There is no question that students from other nations have been a great source of intellectual energy and diversity in the United States and beyond. It is, therefore, important to understand the issues and challenges of international students while they live, study, integrate, and prepare their careers as a potential source of human capital for the 21st century global workforce.

Globally ranked universities do aspire to provide meaningful international experiences for their domestic students; their leaders are also committed to the mission of global engagement and are willing to persevere in the face of challenges brought about by the current political rise in anti-immigration rhetoric (Marklein, 2017). And yet, nation-based framing of the discourse—which further shapes perspectives about language, culture, politics, economics, and other terms of analysis—continues to make some questions seem less significant than others, some findings less meaningful, some realities less visible. Since international students bring diverse backgrounds and academic context from their previous education system, it is important to recognize the differences to enhance campus diversity and academically prepare both domestic and international students. These students are the future members and leaders as professors, doctors, engineers, business persons, scientists, and other professionals of the 21st century. In spite of the anxieties and uncertainties of our time, educators should not hesitate to aspire for, plan, and create the ideal situation where the focus is on the successful integration of international students and development of intercultural competences for all students.

Structure and Themes of this Book

Global Perspectives on International Student Experiences in Higher Education: Tensions and Issues is an empirical attempt to document a myriad of international student experiences from multiple perspectives that include socio-cultural identities, contextual influences on learning experiences, wellbeing experiences, as well as post-study experiences. This book allows well-known scholars, international education practitioners, and emerging scholars an opportunity to expand and reflect on existing practices related to international student experiences in colleges and universities around the world.

Throughout this book, contributors question the existing assumptions and values of international student programs and services, reexamine and explore new perspectives to present the emerging challenges and critical evaluations of student experiences, their identities, wellbeing experiences, and post study challenges and experiences. This book provides resource material to benefit educators, policymakers, and staff who work closely with international students in higher education. In another word, this book presents a set of critical views about international student experiences globally, and programs and policies setting the context for
emerging voices. This book consists of 19 chapters spread across four sections. The contributors of this volume bring many years of experience teaching and mentoring international and domestic 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.

Part I: Socio-Cultural Experiences: Recognizing International Student Identities

In Chapter 2, David Starr-Glass writes that it is important to view international students as regular “students” instead of categorizing, labeling and creating stereotypes based on their socio-cultural characteristics. He adds that such socio-culture challenges exploration negatively impacts student development and learning.

In Chapter 3, Antonio Duran and Jennifer Thach examined the lives of queer international students and how they encounter stages of culture shock: honeymoon, disillusionment, and multiple identity recognition. They provide tips for faculty members and practitioners on how they can support queer international students as they navigate new cultures to reduce students’ anxiety, stress and depression.

In Chapter 4, Amanda E. Brunson looked at how Chinese international students form friendships with domestic students while studying in the United States. Her study indicated that cultural difference was a barrier for Chinese students to making friendship with American students. Participants of her study report that it takes a significant amount of time for Chinese students to make friends. They also indicated that the importance of gift giving, helping each other, and returning favors were the key aspects of friendship development.

In Chapter 5, David H. K. Nguyen studied student involvement in co-curricular activities that have a positive effect on academic and social outcomes. Using national data, his findings suggest that culturally engaging campus activities have a greater influence on international student success and leadership self-efficacy rather than off campus activities. His participants reported that smaller and identity-based, multicultural, or international-friendly type of organizations positively impacted international students’ leadership efficacy and engagement on campus.

In Chapter 6, Yi Meng, Maraki Kebede and Chao Su examined how international undergraduate students make sense of their college experience. Findings of their study suggest that participants found engaging and involved on campus activities. But factors such as socioeconomic status, family background, and access to other students from the same country highly influenced whether students had a positive college experience or not. Although students reported having friends from different nationalities, they seldom had domestic students in their close circles.

In Chapter 7, Gabriela Valdez investigated the classroom identities of Chinese international students and how such identities affected student learning experiences. Results of her study suggested that students expressed both a sense of non-membership and non-participation because of the positions of power dynamics, faculty-student relationships and the unfamiliarity of classroom expectations in the United States. Valdez writes that classroom exclusion, low language ability, inability to meet unfamiliar classroom expectations, and attribution of stereotypes were some important factors related to low classroom engagement of international Chinese students in the U.S.
In Chapter 8, Hajara Mahmood and Monica G. Burke found a negative correlation between international students’ sociocultural adaptation and acculturative stress levels in their study. They also found that students with a higher degree of sociocultural adaptation reported a higher degree of college satisfaction, while higher levels of acculturative stress indicated decreased levels of college satisfaction. These findings indicate that institutions should offer quality academic and social support services to meet the need and challenges of international students on campus.

**Part II—Contextual Influences on International Student Learning Experiences**

In Chapter 9, Aneta Hayes has revealed the issues of subordination of international students’ perspectives in British university classrooms. This study points out how nationally dominated contexts can corrode international students’ learning. Viewed through a deficit perspective, international students are never treated as equals and often receive remedial support with a rhetoric of conditional equality – that is, ‘others’ can also be successful once their deficits are ‘fixed’.

In Chapter 10, Hugo Garcia, Jon McNaughtan, Dustin Eicke, Xinyang Li, Mi-Chelle Leong examined international students who attended American community college campuses. The results of their study suggest international students are more engaged in academic activity and faculty interactions than their local counterparts. Findings also indicate that international students are more likely to initially participate in both required and non-required group study activities than domestic students.

In Chapter 11, Barry Fass-Holmes and Allison A. Vaughn examined the concepts of cheating and academic dishonesty as well as its consequences among international students. The result suggests English deficiency is a potential predictor variable for international undergraduate students’ academic integrity violation.

In Chapter 12, Steve Nerlich reports on the motivation and experiences of Australian students that participate in study abroad programs as international students. His results suggest that the majority of survey respondents identified personal development and a desire to experience another culture as their most important motives to study abroad, rather than an immediate relevance to academic advancement, such as gaining credit points.

In Chapter 13, Uttam Gaulee describes International Student Speakers Bureau (ISSB), a university-based community outreach program and its impact on student learning, cultural adaptation, global awareness, and community engagement. This program provides a platform for the international students to engage with the local community, while helping enhance global awareness of the school children in the host community.

**Part III—Rethinking International Student Well-Being Experiences**

In Chapter 14, Denis Hyams-Sekasi and Elizabeth F. Caldwell examined how the experiences of Black African international students impacted their academic, economic and social wellbeing while adapting local culture and studying in the UK. This study reports that Black-African students encounter issues related to significant financial pressures as well as prejudice and discrimination.

In Chapter 14, Jiamin Gan and Helen Forbes-Mewett presented new insights to international students’ perceptions of mental well-being through qualitative research in Australia.
Their findings suggest that mental health services were largely considered to be essential but not necessarily useful for international students. In Chapter 16, Amir Bhochhibhoya and Paul Branscum examined the impact of mental well-being on health behaviors (smoking, drinking alcohol, and being physically active) of international students in the United States.

Part IV—International Student Post-Study Experience

In Chapter 17, Heike C. Alberts examined how factors such as gender and the types of institution attended, social connections, and motivations to study in the United States play an important role in shaping international students’ post-graduation migration plans. In her study, participants indicated a better quality of life, more diverse society, better job prospects, more academic freedom, higher salary, and higher standard of living as factors encouraging to stay in the U.S. Some discouraging factors were visa difficulties, feeling of alienated, cultural differences, experiencing prejudice, and not feeling at home.

In Chapter 18, Maria Adamuti-Trache studied the labor market outcomes and experiences of international students who graduated from American universities based on gender and residency status. Her findings confirm that immigrant high-skilled women are at disadvantage in the U.S. segmented labor market. For instance, female temporary residents (TRs) are at the bottom of the earning scale. Male TRs are much better, with an average annualized salary of $69,500 and a majority of them hold degrees in engineering and computer sciences.

In Chapter 19, Ly Tran and Sri Soejatminah examined international student rights related to work experience and employment in Australia. The authors also offer suggestions on how the host communities and institutions could provide effective support for international students in getting access to work experience opportunities, protecting themselves at the workplace and enhancing their employability.

The target audience of this book includes professionals and researchers, including faculty and scholars who closely work with exchange students, as well as international student populations. Also, college and university offices that serve international students or prepare students to study abroad may use the book as a resource tool. Policy makers, academicians, researchers, advanced-level students, and government officials may find this text useful in furthering their research exposure to pertinent topics in international student studies and assisting in furthering their own research efforts in this field. This book may be used as an academic text or additional resource for college courses such as comparative education, academic affairs topics, and or higher education administration programs. Although this volume does not capture all aspects of international student experience, it certainly offers some empirical perspectives and insights to look into some major challenges of collegiate experience on how they live, study, and emerge into the workforce. I hope this book will be a useful resource for ideas, resources, and programs to understand holistic experiences of international students at colleges and universities.

References


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