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<u>**I, Daniel P Marschner, hereby submit this original work as part of the requirements for the degree of Doctor of Philosophy in Educational Studies.**</u>

It is entitled:

Improving Interactions between International Students and Domestic Students, Faculty and Staff: A Mixed Methods Action Research Study

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Improving Interactions between International Students and Domestic Students,

Faculty and Staff: A Mixed Methods Action Research Study

A Dissertation

Submitted to the Graduate School of the

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In partial fulfillment of the requirements for the degree of

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by

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Abstract

This mixed methods research study used an action research framework to consider the interactions between international and domestic students at a medium sized, liberal arts, Catholic university. This institution has a small but growing number of international students, and the university community is grappling with the benefits and challenges of increasing the population of international students. Postcolonial theory was the theoretical lens for this investigation because it emphasized the power dynamics present in intercultural activities and therefore provided insight into the campus environment. The action research framework incorporated a group of international students who participated in the study throughout its duration, acting as co-researchers and enhancing the validity and trustworthiness of the findings. This study explored the attitudes and perceptions of domestic students, faculty and staff towards international students. The investigation also explored the most common interactions between international students and domestic faculty, staff and students, and sought to identify ways to improve the acculturation process for international students. This exploratory sequential mixed methods study had two strands: the quantitative phase consisted of a campus climate survey, and the qualitative strand consisted of Photovoice with international students. The campus climate survey sought to document experiences with and perspectives towards international students on campus. The results of the quantitative strand informed the development of the subsequent qualitative strand. The qualitative portion of the study used Photovoice to encourage international students to express their perspective through visual imagery to the wider campus community. The combined quantitative and qualitative results were presented in a central location in the student center with the goal of demonstrating similarities and differences amongst the various campus constituencies and fostering an enhanced dialogue about campus internationalization. The results of this study supported enhanced resources for

international students to acclimate to the university environment and stressed the importance of

international students' perspectives to augment global connections within higher education.

For:

Jenniffer and Isabella Marschner

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This dissertation would not be possible without the love and support of my family, the guidance of my dissertation committee, the encouragement of my friends, and the flexibility and understanding of my coworkers. In particular I would like to thank Jenniffer Marschner for always pushing me to do my best work, and for her love and support throughout this journey. I also thank Isabella Marschner for being such a great daughter and for cheering me on as I continued forward with my studies. My parents were also immensely helpful in providing encouragement and I greatly appreciated their constant willingness to address any personal concerns I expressed. I also want to acknowledge my extended family's role in supporting me during my time as a graduate student, from my sisters and their families here in the U.S. to my in-laws in Chile. Again, I can't thank you enough – *muchísimas gracias por todo*.

The leadership of my dissertation committee at the University of Cincinnati was essential to the development and execution of this research study. I am grateful to Dr. Mary Brydon-Miller for her guidance and tireless efforts on my behalf through her role as my dissertation chair. Dr. Sarah Stitzlein helped me tremendously to refine my theoretical perspective and sharpen the focus of my arguments. Dr. Lisa Vaughn provided me with great opportunities to refine my own research skills and with insightful responses to my methodological questions as the study developed. Dr. Jonathan Weller was a fantastic resource in considering international students in the U.S. and was instrumental in the evolution of this dissertation. Thank you again for all of the energy you dedicated to me during these last few years and I admire your dedication to your craft.

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Chapter One

International Students in the United States

Yale seeks to attract a diverse group of exceptionally talented men and women from

across the nation and around the world and to educate them for leadership in

scholarship, the professions, and society.

Yale University Mission Statement

The U.S. HEI system is one of the world's most extensive (Bevis & Lucas, 2007; Institute of

International Education, 2015) and demonstrates the vital role that U.S. colleges and universities

have played in the growth and development of the nation (Lucas, 2006). The network of U.S.

Higher Education Institutions (HEIs) is estimated to have 4,706 degree-granting institutions

(National Center for Education Statistics, 2015) including community colleges, 4 year public, and 4

year private colleges and universities. This diverse list of colleges and universities includes some of

the world's most prestigious institutions according to several university rankings (Times Higher

Education, 2015; U.S. News & World Report, 2015; Center for World University Rankings, 2015); as

well as campuses that serve primarily regional-based student bodies, HEIs with religious affiliations,

community colleges that emphasize technical training, and institutions that focus on a specialized

major such as film and television production.

The substantial diversity of U.S. HEIs and absence of a national governing structure means

that a unified voice does not emerge from these institutions. However, HEIs do share many

common ideals such as a commitment to support global awareness and understanding. For example,

the mission statements of Colombia University, Harvard University, Massachusetts Institute of

Technology, Stanford University, the University of California Los Angeles and Yale University (all

top 10 globally ranked colleges and universities based in the U.S.) express the importance of creating international knowledge amongst their student bodies. U.S. HEIs seek to provide learning experiences for their students so that they are capable of entering a world of increasing global competition (Friedman, 2005) and common themes have emerged with regard to undergraduate admissions specifically. Hoover (2015) noted that three major undergraduate themes emerged from the most recent State of College Admission report (National Association of College Admission Counseling, 2015): reduction of yield rates, augmented focus upon transfer students, and the growing importance of international student recruitment. First, a yield rate compares the number of students admitted into an institution compared to the amount who actually enroll, which is primarily relevant for first-year undergraduate admission. The trend regarding lower yield rates corresponds to diminished barriers to apply for U.S. tertiary education resulting in an enlarged pool of potential students. As students apply for admission to more HEIs than in the past, this trend leads to increased competition among U.S. HEIs to enroll their incoming first-year undergraduate class. Second, transfer students typically have attended another HEI for at least one full semester's worth of courses; these institutions can be four year colleges or community colleges. Some transfer students are looking for a fresh start at another institution; others have achieved their associate's degree and are now pursuing their bachelor's degree. Third, and most relevant to this dissertation, most HEIs in the U.S. designate international students based upon their citizenship status as non-U.S. citizens or non-permanent residents. Therefore, an American citizen who studies in a secondary school in Japan is not an international student; however, a Bolivian national who completes her secondary school diploma in Texas is considered an international student. These three combined trends indicate that U.S. HEIs are diversifying their recruitment efforts to attract the best candidates for their institutions regardless of the physical location where the candidate resides. These trends also imply that increased enrollment competition among HEIs has encouraged colleges

and universities to enter new recruitment markets to pursue prospective students.

International Student Definition

International students are a population whose enrollment has consistently increased in U.S. HEIs since the beginning of the 21st century. The overall number of international students in the U.S. increased 89% in 15 years, from 514,723 in 1999/2000 to 974,926 in 2014/15, including a 10% increase from 2013/14 to 2014/15 (Institute of International Education, 2015). Consistent with the IIE classification, in this dissertation an international student is defined as an individual who leaves her home country to pursue an academic credential abroad and obtains an "F" or "J" student visa to study in the U.S. (Institute of International Education Project Atlas, n.d.). International students who study in the U.S. on an academic exchange program and do not receive an academic credential at the conclusion of their studies are not part of this study's focus. Additionally, this definition does not include undocumented students, even though some U.S. HEIs consider them as international students because they are not U.S. citizens or permanent residents. Undocumented students are typically children who arrive in the U.S. outside of the formal immigration process. Recent initiatives such as President Obama's Deferred Action for Childhood Arrivals (Batalova, Hooker, Capps, & Bachmeier, 2014) address the ability of undocumented students to pursue higher education in the U.S. In contrast, a study abroad student for the purpose if this paper is an American citizen or permanent resident who undertakes coursework in another country but does not complete an academic credential there. Figure 1.1 demonstrates increasing U.S. international student enrollment trends from 1953-2015; Figure 1.2 shows the growth of American citizens or permanent residents studying abroad. Figures 1.1 and 1.2 indicate that while both the number of international students enrolling in the U.S. and study abroad students leaving the U.S. is increasing, more than three times as many international students come to the U.S. compared to American students who study abroad.

Figure 1.1

U.S. International Student Enrollment, 1953-2015

Source: Institute of International Education, 2015
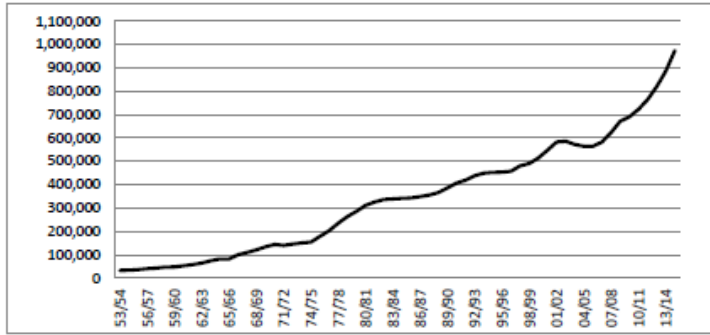
Figure 1.2

U.S. Study Abroad Trends, 1994-2014

Source: Institute of International Education, 2015
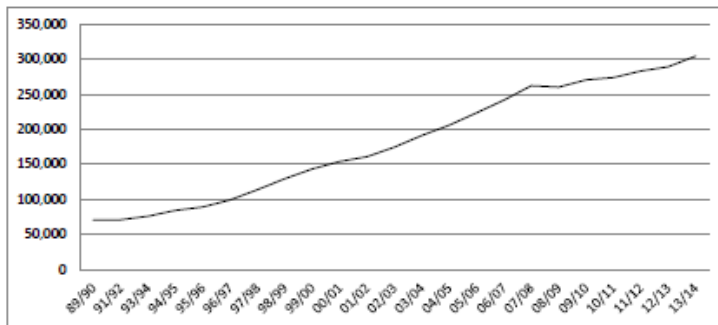
U.S. HEIs cite three main factors to indicate why international students are sought by their campuses – improved intercultural exchange, diversified campus environment, and increased revenue (Aw, 2012; Institute of International Education, 2012). International students are attractive for HEIs because their presence in the classroom provides additional global insight; domestic students improve their intercultural understanding through their interactions with international students; and international students often receive less financial assistance than U.S. students (McFadden, Maahs-Fladung, & Mallet, 2012). The financial benefits that these students provide to

U.S. HEIs are notable on a national and institutional level. The U.S. Department of State mandates that students demonstrate they can afford at least one year of university study before they receive a student visa. In most cases, this requirement means that international students have a personal background of high socioeconomic status or receive a sponsorship from their home country that covers their educational expenses. International students provide a significant economic boost nationwide – the Department of Commerce estimates that international students contributed $30.5 billion dollars to the U.S. economy and supported 373,000 jobs in 2014-2015 (NAFSA: Association of International Educators, n.d.). This financial boost is attractive to U.S. HEIs because as federal and state monetary support for higher education continues to decrease (Bidwell, 2015), and since tuition rates have risen faster than the rate of inflation for decades (Lorin, 2014), U.S. HEIs face increasing pressure to minimize their rising costs. Some HEIs respond to these financial concerns by increasing their discount rate. The discount rate is the average amount of scholarship and financial aid provided to students (National Association of College Admission Counseling, 2014). An increased discount rate helps to boost enrollment but can lead to less overall revenue for the institution. International student enrollment helps reduce the discount rate as the students are not eligible for federal financial aid and many state financial assistance programs; individual HEIs determine to what extent their own institutional grants and scholarships are available for this population. Facing this external financial pressure, international students are an increasingly attractive prospective student market for university administrators.

U.S. population growth trends for undergraduate student enrollment also demonstrate the importance of international students. The Western Interstate Commission for Higher Education noted that "beginning around 1990 and continuing through about 2011, colleges and universities could count on an annually growing number of students graduating from the nation's high schools. But that period of abundance appears to be about to end" (Prescott & Bransberger, 2012, p. xi).

These trends are not uniform nationally; 30 of the 50 states in the U.S. are projected to see a decline in the number of high school graduates by 2020 (Figure 1.3). For HEIs located in any of these 30 states, the pressure to meet enrollment goals increases as their traditional pools of potential students evaporate. In response, enrollment managers at U.S. HEIs have increased outreach to students outside of their traditional demographic groups. Another new initiative is to hire regional representatives to work with students in specific international markets, such as HEI branch offices in China and India. These considerable efforts illustrate the extent to which colleges and universities seek international student enrollment.

Due to these aforementioned benefits, HEIs have considerable incentives to better comprehend the experience of international students and appropriately support their academic success and acculturation. Yet, "institutions engaged in recruitment activities often focus on recruitment and admission with little attention paid to retention and the overall student experience" (Aw, 2012, p. 10). The pressure to meet enrollment goals might not be accompanied by a corresponding increase in resources to support international students such as additional international student advisors or cross-cultural training for faculty and staff. If U.S. HEIs increase their international student population, the campus community must quickly recognize their unique needs to ensure a positive student experience. Intercultural exchange can present several new demands upon the resources that HEIs employ for educational success (Tas, 2013). For international students, adjustment to life in a new culture requires the ability to overcome myriad barriers which could hinder academic performance and promote cultural misunderstanding if addressed inappropriately (Zhang & Goodson, 2010). International students who are supported appropriately and engage with American culture benefit both from the academic knowledge they have gained and from their understanding of cultural differences.

Figure 1.3

Projected Percent Change in High School Graduates by State, 2008-2020

Source: Western Interstate Commission for Higher Education, Knocking at the College Door:

Projections of High School Graduates, 2012.

Reprinted by permission of the author
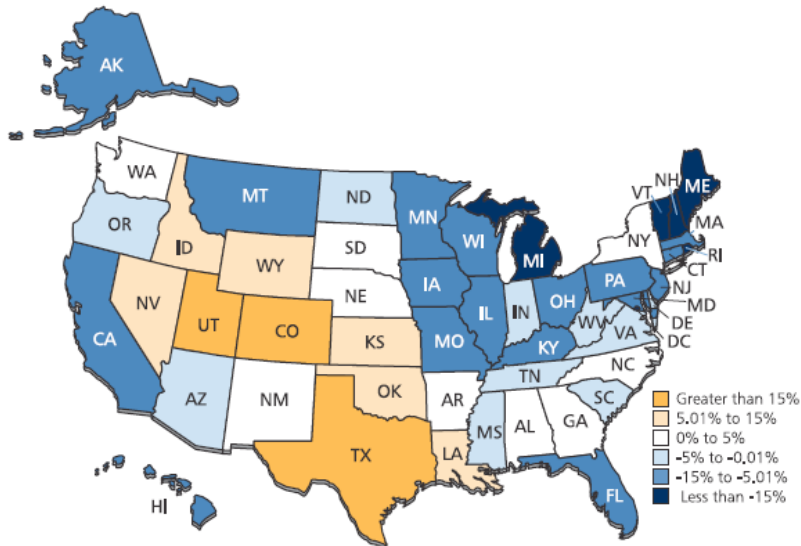
The next two portions of the chapter regard the past and present of international students at

U.S. HEIs. The first section on historical and philosophical foundations emphasizes the policies of

the U.S. government to foster international education from the end of World War II until

September 11, 2001. The subsequent section explores how the emphasis on international students

has changed from 2001-2015, particularly with regard to recruitment and retention strategies for

international students. Based upon current educational policies, it also considers potential trends in

the near future regarding the international student population in the U.S.

Past: Historical and Philosophical Foundations

International students have been part of institutions of higher learning since before the

creation of the nation-state we know today (Bevis & Lucas, 2007; Lucas, 2006). For millennia music

students have crossed borders to work with world renowned maestros and seminaries have attracted

pupils who traversed the globe for religious studies (Weller, 2012). U.S. HEIs have hosted students from other nations since well before the late 19th century (Bevis & Lucas, 2007) and U.S. scholars have studied outside the U.S. previous to this era (McCullough, 2012); however, the following section focuses primarily on governmental policies toward international students throughout the late 19th and 20th centuries and the historical and philosophical roots of these policies.

Immigration Policies before World War I

The presence of international students in the U.S. has been intertwined with immigration policy throughout the nation's history. This immigration history consistently has favored some socioeconomic groups over others (Nellis, 2013; Scott, 2009; U.S. Holocaust Memorial Museum, n.d.). When the colonies that later became the U.S. were first established, for example, Protestant European immigrants encountered a welcoming environment including land grant programs to help them establish their new realities; Catholic immigrants were generally not provided with the same privileges with the exception of settlers in Maryland, a Catholic colony (Scott, 2009). Africans were forcibly brought to the U.S. through the transatlantic slave trade until the middle of the 19th century to support agricultural practice in the American continent (Nellis, 2013). Other economically poor immigrants came to the U.S. as indentured servants who worked to repay the costs of their Transatlantic passage to the New World once they arrived in the new country (Snyder, 2007). These examples demonstrate that immigrant groups with economic wealth and specific demographic characteristics were favored as the colonies emerged as a new nation. After independence from the U.K., individual states still maintained disparate immigration policies through the end of the 19th century. At this point immigration policy became a national responsibility, and these new federal regulations continued to prioritize some socioeconomic groups over others.

Once immigration policy became nationalized, the laws that were passed reflected the previous state policies. The first Congressional act to restrict immigration passed in 1875 and

focused primarily on the right to refuse forced laborers, convicts, and prostitutes from entering the U.S. from Asia (Abrams, 2005). In the *Head Money Cases* of 1884, the U.S. Supreme Court established that the regulation of immigration was a federal responsibility under the Commerce Clause of the U.S. Constitution (Chacon, 2014). During the same time period Congress passed several laws primarily restricting the entrance into the U.S. of specific labor groups such as the Chinese Exclusion Act of 1882 and the Alien Contract Labor Laws of 1885 and 1887. After the passage of the Immigration Act of 1891, the U.S. Treasury department bore the responsibility of creating and regulating a national immigration policy (U.S. Citizenship and Immigration Services, 2013). The U.S. received over 14.5 million immigrants from 1900-1920 (U.S. Citizenship and Immigration Services, 2013), but the outbreak of World War I (WWI) dramatically decreased the number of immigrants who arrived to the U.S. between 1915-1920 as the conflict substantially impeded global migration.

The Institute of International Education (IIE) was founded in 1919 by academics shocked by the global devastation of WWI. These academics considered the lack of intercultural interchange and global empathy to be major contributing factors to the conflict. The founders "believed that we could not achieve lasting peace without greater understanding between nations – and that international educational exchange formed the strongest basis for fostering such understanding" (Institute of International Education, n.d.). IIE's first legislative campaign was to support the creation of non-immigrant student visas to the U.S. (Institute of International Education, n.d.). This legislative action was in response to passage of a restrictive immigration measure which "limited to 3 per centum of the number of foreign born persons of such nationality resident in the United States as determined by the United States census of 1910" (Emergency Quota Law of 1921, 1921, p. 5). Congress ultimately agreed to allow students to enter the U.S. without being subject to the immigration quotas, but the years between 1930 and 1950 did not result in a substantial number of

new immigrants to the U.S.:

> From 1930 to 1950, the foreign-born population of the United States declined from 14.2
>
> million to 10.3 million, or from 11.6 percent to 6.9 percent of the total population. These
>
> declines reflected the extremely low level of immigration during the 1930s and 1940s…
>
> Mortality was high during this period among the foreign-born population because of its old
>
> age structure (Gibson & Lennon, 1999, p. 2).

During the 1930s, European Jews encountered an increasingly hostile environment and many attempted to emigrate. While the U.S. did receive some German, Spanish and Italian citizens to avoid Nazi and fascist persecution (Library of Congress, n.d.; Hickey, 2012), antisemitic, xenophobic, and isolationist tendencies made obtaining entry visas into the U.S. quite difficult (U.S. Holocaust Memorial Museum, n.d.). Ultimately, prominent intellectual figures as Albert Einstein, Max Born, and Richard Courant were admitted to the U.S. among a limited number of other refugees (Coughlan, 2013). During the years immediately preceding World War II (WWII), the U.S. also promoted intercultural exchanges with Latin America to counter Axis propaganda (Institute of International Education, n.d.). Although organizations such as the League of Nations were founded after WWI to promote international dialogue and cooperation (Pedersen, 2015), these groups did not have the lasting impact that organizations founded after WWII continue to have today.

World War II and International Organizations

Several new organizations to promote international and intercultural exchange that positively contributed to global solidarity were created after WWII. Whereas efforts to create similar institutions after WWI were attempted, the scale of devastation in Europe and the countries that emerged from the remnants of the British, French, and Dutch empires after WWII (Duara, 2004) provided these organizations with new momentum. These institutions include the United Nations Educational, Scientific and Cultural Organization (UNESCO); U.S. government initiatives such as

the Fulbright Program; and U.S.-based non-governmental organizations such as NAFSA: Association of International Educators (the organization was founded as the National Association of Foreign Student Advisors in 1948). The creation of the Fulbright program demonstrated the mission of these initiatives – it used proceeds from the sale of war machinery to fund "the promotion of international good will through the exchange of students in the fields of education, culture and science" (Bureau of Educational and Cultural Affairs, n.d.). With this goal in mind, organizations supporting international education professionals in the United States emerged in this period as well. In 1948, NAFSA: Association of International Educators was established to "promote the professional development of U.S. college and university officials responsible for assisting and advising the 25,000 foreign students who had come to study in the U.S. after World War II" (NAFSA: Association of International Educators, n.d.). In 1949, the IIE began to publish its *Open Doors Report* which was the first comprehensive account of international students and scholars in U.S. HEIs and U.S. students studying outside the U.S. for academic credit (Institute of International Education, n.d.). Once these professional tools were available, U.S. HEIs began to more accurately document the presence of international students on their campuses as well as the experiences of American students studying abroad.

The period immediately following WWII included a hostile atmosphere against perceived communists and immigrants to the U.S. that permeated educational institutions (Lucas, 2006), which may clarify why the number of international students in the U.S. did not increase substantially during the 1950s and 1960s. Even though the international organizations previously mentioned promoted international exchange, American citizens continued to support a restrictive immigration policy (U.S. Citizenship and Immigration Service, n.d.). Public opinion continued to favor an immigration policy that allowed socioeconomically strong people more liberally into the country yet limited "undesirable" people's (such as refugees or political asylees) entry visas. One notable exception to

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this rule was the U.S.'s immigration policy with Cuba which granted Cuban citizens asylum if they came to the U.S. (Eckstein, 2009). As the Cold War era continued through the Korean and Vietnam wars, the number of international students entering the U.S. started to increase. The following section explores some of the historical and ideological factors impacting the trajectory of the U.S. international student population during the Cold War.

Cold War Period (1950-1990)

The Cold War era conflict between the U.S. and the U.S.S.R. had two major streams: the proxy conflicts that emerged in places like Korea, Congo, and Vietnam (Dunbabin, 2008), and the ideological conflict designed to win the hearts and minds of non-aligned countries outside of the Soviet bloc or Western Europe (Friedman, 2015). The Cold War took place in the context of the immense geopolitical upheaval that occurred as European empires dissolved after WWII. The U.S. and the U.S.S.R. sought allies throughout the world amongst these newly independent nations. The ideological conflict was fought primarily through soft power, a paradigm shift away from expansion of empire and military conquest toward augmented influence throughout the world: "The factors of technology, education, and economic growth are becoming more significant in international power, while geography, population, and raw materials are becoming somewhat less important" (Nye, 1990, p. 154). With the goal of expanding its cultural influence, U.S. foreign policy encouraged positive international relations through activities such as President Eisenhower's Soviet-American visual and performing arts cultural exchanges (Rosenberg, 2005), President Kennedy's Peace Corps initiative (Peace Corps, 2014), President Nixon's diplomatic visit to China (Macmillan, 2006) and the South African Education Program which brought Black South Africans to study in the U.S. (Institute of International Education, n.d.). These Cold War initiatives demonstrated that the U.S. could use international education and intercultural exchange as a means to advance foreign policy and amplify support for democratic principles espoused in the U.S. Just as international student policies

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throughout U.S. history have been intertwined with immigration policy, intercultural exchange programs during this period were connected to geopolitical goals to promote American democracy and undermine Soviet communism.

Rise of Globalization (1990-2001)

The increase of international students in U.S. HEIs continued strongly after the collapse of the U.S.S.R in 1990. The U.S. continued to attract students from throughout the world, and these international students now included more people from the former Soviet bloc. However, as the number of international students continued to grow during the period shortly before September 11, 2001 (9/11), U.S. governmental officials sought improved means to document international students' presence. Through the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, the U.S. Congress mandated the creation of an electronic reporting system which became the Student and Exchange Visitor Information System (SEVIS) still used today (Bevis & Lucas, 2007). Once the events of 9/11 took place, the U.S. government quickly implicated Saudi Arabian international students who enrolled in a U.S. flight school in the terrorist attacks (National Commission on Terrorist Attacks upon the United States, 2004). This connection heightened awareness and concern about international students in the U.S. amongst the general populace and led to additional restrictions on the student visa process.

In the aftermath of 9/11, Americans felt a range of responses including augmented national pride, fear regarding the potential for subsequent events, grief for the individual families' personal loss, and anger towards the terrorist groups who organized the attacks. A renewed focus on national security meant that student visa applications were scrutinized much more extensively without increased resources for the Department of State, leading to a dramatic increase in wait times for visa appointments in some countries (Walfish, 2002) and increased surveillance tools to monitor international students (Bevis & Lucas, 2007).

After the terrorist attacks many international students' safety concerns heightened, and alternative locations to study in the U.S. such as Australia, Canada, and the U.K. became increasingly attractive. Consequently, many international students did not feel as welcomed to the U.S. and in 2001-2002 the rate of international students' enrollment decreased for the first time since the 1950s (even though their overall numbers continued to be much higher than previous decades). Conversely, Australia saw substantial increases in its international student enrollment during this period. In 2000 Australia enrolled approximately 200,000 international students; this population grew to almost 500,000 students by 2009 (Coalition of Australian Governments, 2010). Australian institutions benefitted from international students' perception of a more hostile environment in the U.S. and capitalized on their own enhanced recruitment efforts to attract students who previously may have attended a U.S. HEI. In the U.S., HEIs recognized that increasing global competition, more restrictive visa policies, and a less welcoming environment for international students contributed to the decline, and addressing these concerns lead to a reversal of the downward trend in 2005-2006 (Bevis & Lucas, 2007). U.S. HEIs had advantages such as the diversity of the tertiary educational system, world-renown institutions, and a traditionally welcoming atmosphere for international students. Competitors to the U.S. cited factors such as length of degree programs (for example, Australian and U.K. bachelor degrees typically require 3 years of coursework instead of a typical 4 year bachelor degree in the U.S.), lower cost of attendance, geographic proximity in relation to sending countries in Asia, easier mechanisms to establish permanent residency, and opportunities for career advancement after graduation. As a result of increased competition, U.S. colleges and universities realized that they needed to more proactively recruit international students and many began to increase their resources dedicated to this purpose. After the brief reduction in the international student population in the U.S., the growth rate rapidly increased again and has continued through the present.

International students have become an increasingly important student population in U.S. HEIs. From the late 19th century through the mid 20th century, the number of international students enrolled in the U.S. was much lower than those enrolled since the turn of the 21st century. The rise of the international student population in recent years can be attributed to academic, geopolitical, and fiscal benefits for the U.S. From an educational perspective, international students have provided diverse perspectives that enrich the classroom environment and helped American students adopt a more informed global outlook. From a foreign policy perspective, the presence of international students in the U.S. has advanced American cultural influence throughout the world and has promoted intercultural understanding. From a financial viewpoint, U.S. HEIs valued the increased revenue that international students have generated for their campuses. The next section considers debates regarding the presence of international students in the U.S. since 2001 and illustrates how international students have become a more integral part of the student populations at U.S. HEIs during this time.

Present: Current Trends with International Students

As increasing the international student population has become a priority for U.S. HEIs (McFadden et al., 2012), efforts to attract international students have expanded. The last decade and a half have seen substantial growth in the amount of international students in the U.S. and an increasing number of HEIs dedicating additional resources for their recruitment and retention. Many HEIs traditionally used armchair recruitment (National Association of College Admission Counseling, 2015) to attract international students, such as virtual introductions to current students, online resources, and social media campaigns. However, institutions have devoted more financial resources to active student recruitment since 2005 in response to global competition. U.S. HEIs primarily recruit students from developing countries (World Bank, n.d.); six of the top ten sending countries in 2014 were Brazil, China, India, Mexico, Saudi Arabia and Vietnam (Institute of

International Education, 2014). Examples of these activities include participation in tour groups organized by third party providers, international recruitment fairs, individual and small group travel, regional representatives, and use of educational agents. U.S. HEIs also create partnerships with institutions abroad to create recruitment pathways.

Alternatives to Traditional Enrollment

Many U.S. HEIs have adopted programs to attract international applicants such as conditional admission, 2+2 programs, and articulation agreements. Conditional admission offers admission to an Intensive English Program (IEP) to international students who lack adequate English skills but have the academic record to be successful at a U.S. HEI. Once they complete the IEP requirements, they continue to a degree-seeking undergraduate or graduate program. A 2+2 program allows an undergraduate international student to earn credit at an institution in their home country and then transfer to the United States after two years to complete their four-year undergraduate degree. These 2+2 programs may encourage the student to obtain an associate's degree at their first institution, but the student's main focus is to complete the bachelor's degree at the U.S. institution. Similarly, an articulation agreement between a U.S. HEI and a college or university from another country states that a student can take courses outside the U.S. and have those courses transferred towards a U.S. HEI degree. These programs are all designed to attract international students who do not meet the typical academic requirements of the institution when they first apply and/or students who are concerned about the cost of a four year degree in the U.S. The previously mentioned programs are all specific to individual U.S. HEIs; each institution decides its own international recruitment strategy based upon the human and financial resources at its disposal. Outside of the U.S., however, many countries have more centralized approaches. The next segment describes these national strategies for international student recruitment.

National Recruitment Strategies

Since 2001, one of the most significant trends with regard to international students is the increasing global competition to attract them (Institute of International Education, 2012). Although several governmental and non-governmental organizations focus on international students in the U.S., the prominent exception to these initiatives is a lack of a national recruitment policy. The U.S. government does advocate for American higher education abroad. The U.S. Department of State created a network called EducationUSA that promotes U.S. HEIs through consulting offices, educational workshops and recruitment fairs staged throughout the world (U.S. Department of State, n.d.). EducationUSA argues: "International students enrich U.S. universities with unique perspectives and experiences that expand the horizons of American students and makes U.S. institutions more competitive in the global economy" (U.S. Department of State, n.d.). Its programs promote tertiary education available throughout the U.S. and do not advocate specifically for any one institution. The main goal for Education USA is to provide support services so that international students can enroll in U.S. HEIs, and the organization does not include student visa advocacy or coordinating recruitment efforts for U.S. HEIs among its goals, other than the college fairs that it organizes. Although EducationUSA advisors can clarify the potentially bewildering array of options in the U.S. for an international student, their charge is not to determine the most appropriate U.S. HEI for a student based upon financial resources and academic interest to the extent that their colleagues in other countries might.

In contrast, major competitor nations have national strategies to coordinate their HEIs' efforts, facilitate student visa procedures, and argue the importance of international education for their economic growth. Major competitors for international student enrollment to the U.S. include Australia, Canada and the U.K., and these three countries see their international student populations as an important component of their economic growth. For example, the U.K. plan notes "there are

few sectors of the U.K. economy with the capacity to grow and generate export earnings as impressive as education" (Her Majesty's Government, 2013, p. 3). Canada agrees: "international education is at the very heart of our current and future prosperity" (Her Majesty the Queen in Right of Canada, 2014, p. 4). Australia expands upon these ideas: "international students enrich Australian communities, bringing energy, diversity and new ways of seeing things. They expand Australia's global networks and link us to the world" (Council of Australian Governments, 2010, p. 2). The major difference between the national plans and the EducationUSA approach is the integration between economic growth, immigration policy, and HEI development present in the national strategies. These plans demonstrate a national commitment to support international education and allow their institutions to benefit from collectively superior outreach. These campaigns include market research regarding potential international target areas, national branding efforts, and goal setting exercises. As a result of these plans, HEIs in these nations can pool their resources and direct international applicants to the most appropriate institution for their academic interests.

This dearth of a centralized structure for international student recruitment in the U.S. has positive and negative consequences. For example, one benefit from this lack of a national effort is that U.S. HEIs have the freedom to create innovative approaches to address their specific goals. One challenge that arises is that individual HEIs do not receive national support and financial resources for their efforts, thus limiting the impact that the HEIs acting as a collective unit could achieve. U.S. HEIs therefore are strongly encouraged to internationalize using EducationUSA expertise but are not provided a blueprint or monetary resources from the federal government through which to direct their efforts. Additionally, the lack of an American international education plan means that U.S. HEIs do not have the same leverage to advocate for a streamlined student visa process or enhanced opportunities for professional experiences after graduation that competitor institutions with a national plan possess.

HEI administrators seek to ensure that student enrollment trends look positive, that the academic profile is maintained and/or improved, and that the discount rate remains manageable (Duniway, 2012). As previously noted, the U.S. faces strong competition from institutions in countries such as Australia, Canada, and the U.K. to recruit international students (Aw, 2012) and researchers indicate that international students have been conditioned to think in market terms. For example, McFadden et al. (2012) found that students were most concerned about institutional prestige, faculty-teacher ratio, application processing times, and opportunities for financial support. The students in this study were not as concerned about support services, acculturation programs, and opportunities to enrich the campus where they would attend. From this perspective, international students see a degree-seeking program abroad as an investment in their professional future and emphasize personal and professional advancement in their studies. In contrast, while American students emphasize the professional opportunities that a college degree will afford them, they also emphasize the experience of attending a U.S. HEI as a time of personal growth (McFadden et al., 2012). Faced with a bewildering array of educational options, international students seek knowledgeable sources to help them navigate their academic possibilities.

The Educational Agent Debate

Educational agents represent institutions in recruitment territories abroad without being direct employees of the college or university. Educational agents in many cases work directly with families looking to send their children to study outside of their home country, and are compensated either by the HEI once the student enrolls and/or directly by the family. In many developing countries with large populations, such as China and India, the use of support staff for myriad personal services is quite common. For economically advantaged families, educational agents are akin to a private cook, chauffeur, real estate consultant or a personal tutor for their children. For this reason, the use of educational agents in many countries is a familiar practice. This recruitment

model is very common for HEIs in Australia, Canada, and the U.K. but was resisted in many U.S. HEIs primarily because of ethical concerns regarding the educational agent's remuneration. The National Association of College Admission Counseling has taken conflicting positions on the issue in recent years (Redden, 2013) but recently approved their use among member institutions (National Association of College Admission Counseling, 2014). The organization determined that each member institution can decide its own policy on their use, but that compensation per individual student who enrolls should be avoided.

Educational agents provide a service to students aspiring to study in the U.S. who are often bewildered by the application and student visa process and who seek the advice of a local contact. For champions of educational agents, efficiency and conservation of scarce university resources are major benefits of their use (American International Recruitment Council, n.d.). Critics contend, however, that educational agents can easily be motivated by profit margins instead of the ideal fit for their client. These skeptics also argue that the use of educational agents demonstrates a power imbalance between those families who can afford their services and those who cannot. U.S. HEIs make the individual decision to utilize the services of educational agents based upon their own recruitment goals and institutional philosophy.

Lack of Educational Opportunities

From the perspective of international students themselves, one of the major motivating factors to study abroad is the lack of educational opportunities at home. The World Bank estimates that from 1970 to 2010 the number of students enrolled in tertiary education rose from 33 million to 178 million (World Bank, n.d.). While the amount of college and university students has risen dramatically, the lack of opportunities in some national systems of tertiary education has made

Figure 1.4

Gross Enrollment Ratio 2005-2012

Source: World Bank, n.d.
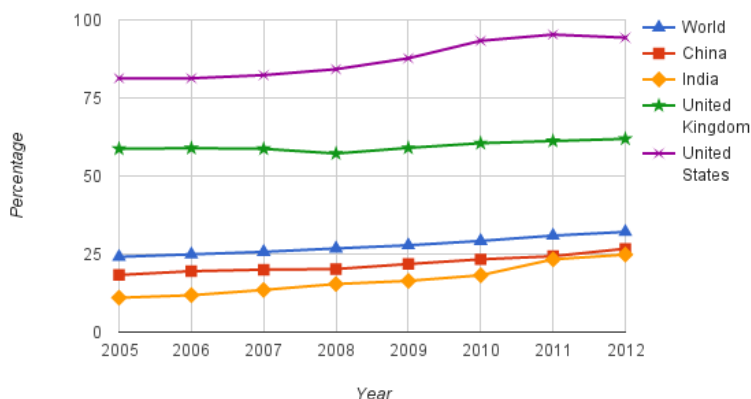
admission increasingly competitive. For example, to be admitted into some academic programs at

Delhi University in India, a student must obtain a perfect score on her placement test – anything less

results in a rejection (Press Trust of India, 2015). The gross enrollment ratio (see Figure 1.4) is an

indicator of the percentage of college-aged individuals with the financial means and the academic

ability to attend an HEI in their home country who are able to enroll – in 2012 the World Bank

estimated that the global average was 32%. National ratios varied substantially; thus while India's

ratio was 25% and China's was 27%, the U.K.'s ratio was 62% and the U.S.' ratio was 94%. This

gross enrollment ratio portends that as income levels rise in developing countries and the demand

for higher education increases, students will continue to seek opportunities outside their home

countries. In India, for example, there are currently 190 million college aged students who would

attend an Indian college or university but are unable to enroll due to insufficient spaces to

accommodate them. To create enough HEIs to enroll only 40 million of these students would

require building 36,000 colleges and universities, and 150 million prospective students would still not

have an opportunity for tertiary education (Kisch, 2011).

As mitigating strategies to respond to this demand, many countries provide scholarships for their students to attend institutions abroad. Students who live in countries such as Brazil, Iraq, Saudi Arabia, and Qatar benefit from their government's desire to have students attend institutions abroad. U.S. HEIs are some of the most popular destinations for these scholarship recipients, but they can also attend institutions in Australia, Canada, the U.K. and other countries. The main benefit for a U.S. HEI that hosts sponsored students is increased international student diversity at minimal cost; one of the main benefits for the sending country is that scholarship recipients typically return to provide service to their home country after graduation. Therefore, one reason these scholarships exist is because the programs in the U.S. are considered superior to educational options in the sending countries (Hilal & Denman, 2013). The home governments provide these opportunities in the hope that their students' academic experience promotes national intellectual growth and leads to future economic development that benefits from the expertise gained from these scholarship recipients.

In addition to efforts to attract international students to the U.S., American governmental institutions also promote study abroad experiences for American students. For example, the U.S. government actively fosters agreements such as 100,000 Strong which encourages 100,000 American students to study in China (Belyavina, 2013). The goal of this program is to create a more bilateral exchange with the country that supplies more international students to the U.S. than any other (Institute of International Education, 2015). Another example is 100,000 Strong in the Americas to inspire 100,000 American students to study abroad in Latin America and have 100,000 students from Latin America study in the U.S. by 2020 (100,000 Strong in the Americas, n.d.). An important consideration with these efforts is that they receive minimal financial support from the U.S. government and are not equivalent to a national effort to internationalize tertiary education.

Brain Drain vs. Brain Circulation

Brain drain is a concern that many of the previously mentioned scholarship initiatives and exchange programs address. This concept refers to international students leaving their home countries to study in another environment and remaining in the host country after they graduate, leading to a net loss of intellectual prowess for the home country (Tharenou & Seet, 2014). For example, an international student graduate from an U.S. HEI who remains in the country adds to the intellectual prowess of the U.S. workforce. However, if the international student remains in the U.S., the international student competes for employment opportunities with U.S. citizens and permanent residents. Therefore the national interest of the sending country to highly educate its populace combined with the U.S.' interest in maintaining employment for its citizens and permanent residents to promote very limited opportunities for permanent residency in the U.S. after graduation (Baron, 2015). With brain drain concerns in mind, U.S. consular officials ask student visa applicants what factors motivate them to return home after graduation. These officials often reject the student visa request unless the applicant can demonstrate adequately his incentives to return home. In addition, researchers have noted many factors that encourage international students to return home, such as increased career advancement, avoidance of culture shock, and the challenges of obtaining residency in the host country (Tharenou & Seet, 2014). Therefore, U.S. student visa regulations are designed to strongly encourage international students to return home after their degree completion.

A contrary viewpoint to brain drain, however, is the concept of brain circulation. This idea argues that an intellectually gifted student who is not able to seek the best avenues to develop her talents results in a missed opportunity for the individual student, for the society in which she lives, and for the global academic community (Weller, 2012). In this view, international student mobility should be facilitated because the student can more fully develop her intellectual skills in a superior academic environment, regardless of this environment's physical location. The student serves as an

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international ambassador while she studies in the American institution, and the enhanced resources available at a U.S. HEI could lead to an academic accomplishment that would not have been possible in her home country. For example, if a student from Zimbabwe studying in the U.S. discovers a cure for cancer, the entire world benefits from this achievement. Advocates for this perspective such as technology firms Google and Intel argue that the U.S. should more strongly encourage international students to stay in the U.S. after their graduation and develop their careers. From this perspective, U.S. HEIs should expand programs to allow academically gifted but economically impoverished students to come to their campuses. U.S. student visa regulations as currently constituted, however, provide limited opportunities for the academic and professional growth of international students off-campus.

Academic and Professional Development Opportunities

According to current immigration policy, the U.S. provides opportunities for international students to obtain professional experience during their studies and shortly after graduation but provides limited prospects to gain an unconditional work permit or permanent residency. While an international student is in the midst of earning his degree, he can participate in Curricular Practical Training (CPT). CPT is an internship experience where students can work with an employer related to their academic major. CPT can be either full-time or part-time and requires that an undergraduate student complete at least a year of academic study before a student can begin her internship program (U.S. Customs and Immigration Enforcement, n.d.) Once a student completes her degree, she is eligible for Optional Practical Training (OPT). For non-STEM (Science, Technology, Engineering and Math) majors, OPT can last 12 months and allows a student to earn practical work experience related to her major. For STEM students, OPT can be extended an additional 24 months for a total of 36 months of experience starting in May 2016 (Immigration and Customs Enforcement Bureau, 2016). After these experiences, an international student who has

graduated from a U.S. HEI must have an employee sponsor to apply for a H1B work visa if they seek permanent residency. Each student must enter a lottery for one of the 85,000 available visas – the lottery typically receives over 200,000 applicants (Baron, 2015). Therefore, an international student who wants to remain in the U.S. after his degree and after completing OPT must be one of the lucky few to pursue his American dream. In this sense, the H1B visa program reinforces the anti-brain drain policies found throughout the student visa process.

Conclusion

As a whole, international students are an important population for U.S. HEIs to attract to their campuses. International students have come to U.S. HEIs throughout their history and since 2005 the amount of international students has substantially risen. The push and pull factors regarding enrollment in tertiary education abroad continue to favor positive growth rates. On the supply (push) side, international students from developing countries face incredibly challenging admissions processes to study in their home countries and recognize that institutions in the U.S. have viable options available for them. As incomes rise in developing countries and families in these countries continue to emphasize educational achievement, international students have increased financial resources to pursue an advanced degree. On the demand (pull) side, international students desire to enroll at U.S. HEIs because of the prestige of the American higher education system overall; they see studying in the U.S. as a strong investment for their professional future. International students who come to the U.S. also determine that a degree from a U.S. HEI will allow them to enter the professional sphere in their home countries. Due to these factors, a growing international student population in the U.S. should continue in the near future and maintain its substantial, almost uninterrupted, positive growth since the 1950s.

As more countries develop international student enrollment plans, global competition for international students will also continue to increase. U.S. HEIs have advantages such as the wide

range of institutions, the desirability of English as a language of instruction, and the immigrant history of the nation. Competitors to the U.S. can cite factors such as shorter degree programs, an easier path to permanent residency, greater affordability, and closer geographic distance from many of the top sending countries in Southeast Asia. The international student population in the U.S. could decline if HEIs underestimate their competitors and/or if U.S. immigration policy returns to more hostile stance toward international students such as the restrictions implemented after 9/11. Although U.S. immigration policy and international student visas have been intertwined throughout their history, even when hostile rhetoric and xenophobia have increased in recent years the number of international students has not declined.

Increasing diversity on campus is often cited as one of the primary reasons supporting undergraduate international recruitment efforts. International students provide substantial economic benefits to U.S. HEIs and the institutions' increased revenue from international students counteracts decreased monetary support from the federal and state governments. However, the financial implications of increasing the international student population on campus are often de-emphasized whereas global connections are often one of the most vigorously promoted goals of U.S HEIs. When the number of international students on campus increases, American students have more opportunities to interact with people from throughout the world. These interactions, envisioned by the founders of global institutions after World War II, have the potential to improve international awareness and understanding. As the number of international students enrolling in U.S. HEIs has exploded, so has the number of American students studying abroad.

Finally, the importance of cultural exchange for U.S. foreign policy should not be underestimated. International education promotes a positive perspective about American culture, and as more people throughout the world become more familiar with the U.S., its soft power continues to grow. As U.S. HEIs receive growing numbers of international students, their

experiences on campus will become increasingly valuable to positive international relations. When an international student has a constructive experience, the U.S. gains another advocate for American interests throughout the world. As the U.S. engages in ideological battles with organizations that advocate contrasting worldviews, the benefits of American soft power will continue to grow. For these reasons, American tertiary institutions should enjoy the positive contributions that occur and prepare themselves for the new challenges that emerge as the international student population in the U.S. increasingly escalates.

Chapter Two of this dissertation considers the importance of providing a welcoming environment for international students to acculturate to the U.S. from a postcolonial theory perspective. Postcolonial theory considers the power dynamics within intercultural exchange, and when applied to international students in the U.S. this perspective examines to what extent international students are integrated into the campus community. As international students are a population that has been consistently growing since the 1950s, and their importance to U.S. HEIs continues to grow, this study explores further the impact of internationalization on one university campus with a limited international student population. This focus on one unique environment provides rich detail on the role that international students play on an American university campus.

Chapter Two

Postcolonial Theory and International Education

Everywhere around the world
They're coming to America
Ev'ry time that flag's unfurled
They're coming to America

Got a dream to take them there
They're coming to America
Got a dream they've come to share
They're coming to America

(Diamond, 1981)

Neil Diamond's anthem "America" depicts an image of the United States that is incredibly popular during Independence Day celebrations. The country is depicted as a beacon of freedom, attracting the best and the brightest from around the world to a land of immense opportunity. Permeating the song is the worldview that the U.S. should be incredibly proud of its European immigrant history – clearly the song is not referring to the African-Americans whose ancestors were brought to the continent through forced bondage, Mexican immigrants who came to the U.S. as farmworkers, or Chinese immigrants who helped build the intercontinental railroad. Rather, Neil Diamond celebrates those who voluntarily overcome incredible odds to establish a new life for themselves in the U.S. and eventually thrived in their new environment. The higher education community in the U.S. happily promotes this image of the country, and promotes the U.S. as a land of educational opportunity just as Neal Diamond's celebrated immigrants sought economic opportunity.

U.S. Higher Education Institutions (HEIs) also have emphasized the central role that higher education has played in the establishment and promotion of democracy in the country. This perspective emphasizes that since the time of the Founding Fathers, erudite revolutionaries used the tools of democracy (town hall meetings, pamphlets, etc.) to overthrow their colonial governors. The founders of the new country determined that an educated populace was essential to the future of the

U.S. For this reason, Thomas Jefferson and Benjamin Franklin established educational institutions

as a natural extension of their desire to contribute to the new nation (Lucas, 2006). The ideals of the

revolution emphasized a society of meritocracy and social mobility in comparison with the

hierarchically rigid society of the United Kingdom, and argued that educational access was essential

to progress. This passion for education led the U.S. to develop a system of higher education of

4,706 institutions (National Center for Education Statistics, 2015) that offer a range of academic

offerings from vocational education to doctoral degrees. International students are attracted to the

U.S. more than any other country in the world (Institute of International Education, 2015) because

of the range of educational opportunities in the U.S., the availability to enroll in academic programs

and the global perception of quality that a degree from the U.S. possesses.

From the perspective of U.S. HEIs, several positive consequences result from the presence

of international students on U.S. campuses (Aw, 2012). First, the affirmative experiences of

international students in the U.S. help strengthen international partnerships and spread American

cultural principles (Nye, 1990). If a U.S. HEI seeks to be an international institution, these global

connections enhance its resources for disciplines such as International Studies, International

Business, or Modern Languages. In addition, as the promotion of an educated populace has been a

founding aspiration of the U.S. higher education system (Bevis & Lucas, 2007), adding international

students to the university campus provides a new audience for American democratic ideals. Second,

international students add to the diversity of the campus environment, thus preparing U.S. citizens

to enter a globalized society and profession (Institute of International Education, 2015). As global

connections become increasingly important to personal and professional growth, students who

attend an internationalized HEI are more likely to be successful in their chosen career path. Third,

international students provide fiscal benefits for U.S. institutions because they generate additional

revenue for the college or university – in most cases they receive less financial assistance than their

domestic peers (National Association of College Admission Counseling, 2014). Individual HEIs

have the opportunity to decide to what extent they financially support international students, and

therefore can determine what fiscal benefits come from enrolling international students. With these

reasons in mind, many U.S. HEIs actively recruit international students because they see the benefits

of their presence on campus.

U.S. institutions often advocate internationalization policies in order to enrich their students'

learning process with a global viewpoint. However, while 974,926 international students studied in

the U.S. in the 2014-2015 academic year, only 304,467 U.S. students studied abroad (Institute of

International Education, 2015). When over three times as many international students study in the

U.S. than American students study abroad, this imbalance means that the benefits of global student

mobility accrue primarily to U.S. institutions. Opportunities for global engagement and

understanding are decreased when U.S. citizens welcome international students into their campuses

but rarely leave their comfort zone. The majority of international students come to the U.S. for a

long-term, degree seeking program; more than 96% of American students studying abroad spend a

semester or less outside the U.S. (Institute of International Education, 2015). Therefore,

international students who study in the U.S. provide revenue for their host institution over a more

extended period than American students who study in an institution outside the U.S. typically

provide. U.S. HEIs also have more incentives to integrate international students into their campus

communities because the international students are part of the student body for a more extended

period than American students studying abroad would be.

When international students come to the U.S., they typically come from developing

countries (World Bank, n.d.) (who represent six of the top ten sending countries) such as Brazil,

China, and India. When U.S. students study abroad, they typically go to developed countries (World

Bank, n.d.) in Europe (who represent six of the top ten receiving countries) such as Italy, Spain, and

the U.K. (Institute of International Education, 2015). On many short-term study abroad programs, American students have limited contact with the local culture. International students, primarily coming from developing countries, must acclimate to an American university campus in order to successfully complete their academic goals. This acclimation process includes adapting to expectations within the classroom, interpersonal relations, and homesickness over an extended period. By contrast, American students who do not leave their own country to study abroad or only participate in short-term study experiences have a limited understanding of this adaptation process. If an American student wanted to understand this acclimation process further, he could actively engage with the international student population on his campus. This dissertation investigates the extent to which domestic students seek engagement with international students, the experience of acclimation for international students, and attitudes towards campus internationalization on one particular U.S. campus environment.

Postcolonial Theory Perspective on International Students

Postcolonial theory illuminates the movement of international students to the U.S. primarily from developing countries and the corresponding lack of U.S. students studying abroad, especially to the developed world. Postcolonialism emerged as a response to colonialist tradition which argued that Western European culture was superior to the cultures in territories that were part of European empires. Because colonists were able to impose their will on these territories, they also attempted to bring their own traditions to these areas and impose their own standards of civilization. The colonial mindset argued that the colonies could offer material resources, yet held inferior knowledge and human capital as compared to their imperial masters. These colonies were used as resources for raw materials and inexpensive labor to enrich the imperial powers, and therefore colonial domination enhanced the economic wealth of the imperial country at the expense of the colonies. From a postcolonial theory lens, international students coming to the U.S. are viewed from a

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colonialist perspective. Just as in colonial times, intellectual raw material comes to the U.S. This raw material is either used entirely in the U.S. or becomes more refined and is returned to its home country. The major short-term financial benefits accrue to U.S. HEIs because they earn revenue from this advanced academic manufacturing, and the HEIs located outside of the U.S. do not have the same capacity for refinement.

This chapter explores the presence of international students on U.S. HEI campuses from a postcolonial theory lens. Some proponents of postcolonial theory regarding international students argue that the primary motivation behind their recruitment and retention is not authentic intercultural exchange (Madge, Raghuram, & Noxolo, 2009). First, practitioners of postcolonial theory argue that U.S. HEIs primarily emphasize the additional revenue generated by international students (Walker, 2014). Second, this lens posits that U.S. HEIs seek a limited amount of campus internationalization in order to dictate the parameters of intercultural exchange (Racine & Perron, 2012). Third, postcolonial theory argues that inauthentic intercultural exchange leads to missed opportunities to foster a more informed international perspective among international students and domestic students, faculty, and staff (Palacios, 2010). A postcolonial theory perspective about international students is developed and critiqued throughout this chapter which is divided in four parts addressing major pillars of postcolonial theory (Ashcroft, Griffiths, & Tiffin, 2013), illustrated in Table 2.1. The first section addresses Edward Said's criticism of Orientalism and the concept of the Other; this idea refers primarily to Western European anthropologists and rhetoricians who negatively compared other cultures to their own from his perspective. The second discusses Subaltern Studies, an academic framework credited to Antonio Gramsci, Ranajit Guha and Gayatri Spivak that explores the opportunities that the world's non-elites have to influence political and social change. The third focuses on Mary Louise Pratt's theory of contact zones – areas where engagement between various cultures can occur and where power dynamics between cultures

Table 2.1: Major Components of Postcolonial Theory

Concept	Major Figure(s)	Explanation
Orientalism & the Other	Edward Said	A critique about how intercultural studies emphasize the superior knowledge of the observer
Subaltern Studies	Antonio Gramsci, Ranjit Guha, & Gayatri Spivak	An exploration of how marginalized people from developing countries empower and assert themselves
Contact Zones	Mary Louise Pratt	The areas in which disparate cultures interact and negotiate power dynamics with each other
Hybridity	Homi Bhabha	The study of the positive and negative consequences of the mixture of language and culture

become more evident. The fourth section considers Homi Bhabha's concept of hybridity, the study of the interaction of language and culture. As this postcolonial lens clarifies power dynamics in international relations, these pillars demonstrate some of the challenges that come from intercultural experiences. The subsequent chapter also includes challenges to postcolonial theory with regard to international students, and explores the extent to which this theory contributes to the understanding of campus internationalization. Postcolonial theory provides an essential theoretical frame for Chapter Three on Mixed Methods Action Research as this research study explores the experience of international students on campus further. The quantitative portion of the study, a campus climate survey (Mason, 2011; Sheldon, 2001), documents the attitudes and interactions within the contact zones of this particular campus. The qualitative portion of the study, Photovoice (Wang & Burris, 1997) with international students, follows Spivak's (1988) emphasis on the ability to share one's perspective. The combined results utilize Bhabha's (1994) emphasis on mixed identity as an essential component of the acclimation process for international students in the U.S. and campus internationalization efforts.

Orientalism

Edward Said was a Palestinian-American academic whose personal background provided him with a unique perspective on American society as well as the developing world. Throughout his

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career he explored the discipline of "Orientalism," an antiquated term for what today most U.S. HEIs might call "International Studies", "Intercultural Studies" or "Global Studies." Said's major critique of such academic disciplines was that practitioners of Orientalism used the guise of scientific inquiry to reinforce the dominant global power relations of colonialism: "human societies, at least the more advanced cultures, have rarely offered the individual anything but imperialism, racism and ethnocentrism for dealing with 'other' cultures" (Said, 1979, p. 204). From Said's perspective, Orientalism reinforced colonialist thought and argued that scholars from developed countries demonstrated an attitude of cultural superiority in their work.

Said argued that Orientalism adopted this colonial approach to the anthropological study of the developing world. When scholars who were primarily from the U.S. or Western Europe studied impoverished countries, they reinforced the concept of cultural inferiority because academicians from the developed world had opportunities that scholars from the developing world did not. Said argued that developed world scholars compared other cultures negatively to their own and therefore supported the unbalanced power dynamics between developed and developing countries. In the colonial mind, developing countries had inadequate intellectual capacity to achieve a comparable way of life to a developed country. From this view, a non-Western culture should strive to become Westernized in order to strive to achieve the status of a developed country. Japanese economic development after World War II is one such example (Moore & Robison, 2002; Sodei, Junkerman, & Dower, 2001); when American General McArthur assumed control of the country, Japan started its path to the economic wealth it possesses today. Chile under the control of General Pinochet is another example (Cooper, 2001; Taylor, 2006); his neoliberal economic principles inspired by economists at the University of Chicago laid the foundations for the country to be currently one of Latin America's most prosperous nations. Said would note that both examples occurred under military occupation and could demonstrate several counterexamples such as insurgencies in

Afghanistan, Iraq and Syria to demonstrate the negative consequences that can result from imposed Westernization.

The Other

One of the most prominent concepts to emerge from Orientalism is the concept of "The Other" (Said, 1979). The Other represents a substantially different entity to the observer, akin to a research subject who does not participate in the study's development, execution or dissemination. With this understanding, Said argued that scholars in Orientalist disciplines viewed their research interest(s) as inherently inferior to their home culture. He noted how individuals who were not members of the dominant culture internalized these power relations so that they, too, believed that the imperial culture was superior to their own (Paul, 1988). Additionally, Foucault's theories about discipline (1975) were relevant to the Other in that colonizers employed both physical and psychological controls to maintain their superior status in relation to the Other. Conrad's *Heart of Darkness* (1899) inspired Said's theories regarding the colonizer mentality through its portrayal of imperial Europeans' brutal mechanisms to sustain power and influence in Sub-Saharan Africa. In Said's perspective, Orientalist scholars saw the cultures they studied as mere curiosities; not as places where advancement in human civilization could occur:

> The Orient existed as a place isolated from the mainstream of European progress in the sciences, arts and commerce. Thus whatever good or bad values were imputed to the Orient appeared to be functions of some highly specialized Western interest in the Orient (Said, 1979, p. 206).

Therefore the Other represented the embodiment of Said's criticism of Orientalism. From this view, academic scholars of the developing world perceived the countries they studied and their citizens as inherently unequal and lesser beings than the academician's Western European and/or American countrymen. In his concept of the Other, Said did allow the individual the opportunity to respond

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to colonial attitudes; the Other could either accept the privileged status of the observer vis-à-vis the Other or defy this power arrangement. The Other could internalize his inferiority and acquiesce to domination, or create resistance movements such as the Catalan independence movement in Spain (Carerra, 2014), the Palestinian Liberation Organization (Valassopoulos, 2014), or the Sandinista political party in Nicaragua (Ramírez, 2012). Notably, each of these examples have primarily utilized tactics of guerilla warfare in their early history and later evolved into primarily political movements. The study of participants within these resistance movements became Subaltern Studies (Guha, 1997).

Said's scathing critique of Orientalism and concept of the Other led scholars to utilize his theories to further explore intercultural studies (Paul, 1988). In the realm of education, International Studies scholars have argued that "Western modes of learning are not intrinsically the best ways to objectively understand the pasts of a non-Western society or to predict how it will transform in the future" (Paschyn, 2014, p. 223). Starting from Said's perspective, researchers seek new lenses within which to study intercultural relations, accounting more directly for the colonial biases that continue to impact academia. Said's work has inspired students to consider inequalities, power and privilege within geography (Jazeel, 2009); individual researchers to consider their own cultural biases as compared to the Other (Macfie, 2009); and film study practitioners to explore the portrayal of the Other in cinema (Sim, 2012). These examples demonstrate that Said's theories can be employed to explore the frameworks within which an observer and the Other interact, what Pratt later termed contact zones (Pratt, 1992).

Orientalism, the Other, and International Students

With regard to international students, Said's ideas are germane to discuss international students coming to the U.S. and students from the U.S. who study abroad. Most international students who come to the U.S. are citizens of developing countries such as China, India and Saudi Arabia; in contrast, U.S. students studying abroad often visit developed countries such as France,

Italy, Spain, and the U.K. (Institute of International Education, 2015). From Said's perspective, these trends represent the ideological pretention represented in Orientalism: "The crucial index of Western strength is that there is no possibility of comparing the movement of Westerners eastwards (since the end of the eighteenth century) with the movement of Easterners westwards" (Said, 1979, p. 204). From Said's perspective, students from developing countries reinforce their sense of cultural inferiority when they determine that an American HEI degree is superior to a degree from their home country. Additionally, Said would argue that American students who study abroad demonstrate their cultural pretention when they primarily visit other developed countries on short term programs instead of visiting developing ones for a more extended period.

Another example that demonstrates Said's Orientalist critique is the use of admission procedures designed to select the most desirable candidates for a higher education institution in the U.S. Rather than accept academic credentials applicable to the tertiary educational system from which a scholar applies, U.S. institutions typically demand that international students conform to the same expectations that they have for domestic students. The message that U.S. HEIs send to international students when they use this practice is that the preparation that American students receive is superior to other global academic systems (with the exception of the International Baccalaureate program developed in France and A-level examinations developed in the U.K.) U.S. HEIs argue that uniform requirements for applicants allows for equal consideration regardless of nationality. They also argue that the logistical challenges of considering myriad international curricula for admission purposes would be substantial. Therefore, the use of consistent criteria, such as standardized tests, allow for transparency and efficiency in determining who to admit into the institution. The next section explores how from Said's perspective standardized testing is used to reinforce the superiority of Western educational practices as compared to academic expertise developed outside of the American or British context.

Standardized Testing

Standardized testing is a requirement for the admission process of most U.S. HEI undergraduate and graduate programs, although a growing number of HEIs are reconsidering their use (Au, 2009; FairTest: The National Center for Fair and Open Testing, n.d.; Soares, 2012). Advocates for the practice appeal to common sense and universal principles of justice and fairness. They argue that these tests have a scientific basis and that they judge students' achievements on a neutral and level playing field (College Board, 2015). With regard to international students, standardized tests can be used to help compare applicants across complex international curricula. Advocates for standardized testing argue that students throughout the world can be compared consistently and accurately, and the best students can be easily identified as those who achieve the highest scores. In addition, as U.S. HEIs typically receive thousands of applications for admission each year, standardized testing provides a mechanism to differentiate applicants through ranking their test results. Test results therefore provide an efficient means to determine which applicants are academically prepared for success at the individual institution, in addition to other components of a student's application.

Said's postcolonial framework critiques these arguments as ignorant, misleading, and classist. Practitioners from his perspective would argue that standardized testing emphasizes individual achievement over teamwork, regurgitation of knowledge instead of critical reflection, and obscure themes of academia over practical knowledge. If an educational institution has the goal of encouraging active participation in society, subjecting prospective students to instruments that require students to determine uniform answers does not prepare them well for experiences outside the classroom:

> Meaningful participation in a democratic society depends upon citizens who are willing to
> develop and utilize these three skills: collaborative problem solving, independent thinking,

and creative leadership. But these skills bear no relationship to success in the testocracy. Aptitude tests do not predict leadership, emotional intelligence, or the capacity to work with others to contribute to society (Guinier, 2015, p. 26).

A postcolonial critique posits three major considerations for standardized testing. First, the neutrality and veracity of standardized testing should be examined. Standardized testing has roots in the eugenics movement and historically has been used to indicate that members of a particular ethnic group as a whole are more intelligent than other ethnic groups (Au, 2009). These historical roots undermine the claim that standardized tests are based upon credible scientific evidence, arguing that its foundations are discriminatory. Second, standardized tests heavily favor knowledge that supports the perspective of society's wealthy and powerful, as test scores are positively correlated with socioeconomic status (Soares, 2012). Educational institutions have a mission to improve upon the welfare of any student (Stitzlein, 2014); thus emphasizing ideas from a limited stratum of the populace can be problematic. Third, the evidence that standardized tests create equal opportunities for student achievement should be reconsidered. Standardized tests do not level the playing field amongst students from socioeconomically diverse backgrounds; rather these assessments merely reinforce class differences as high test performance positively correlates with economic wealth (O'Brien, Winn, & Currier, 2014).

Therefore, Edward Said's critique of Orientalism provides an insightful lens through which to consider the presence of international students at U.S. HEIs. His critique argues that as the majority of international students come from developing countries, they must navigate any negative connotations that domestic students, faculty and staff may have regarding their home countries. International students are often perceived as the inferior Other coming to learn from the superior educational institutions in the U.S. This sense of American educational superiority is reinforced from the moment that international students first seek admission to a U.S. HEI and continues

throughout an international student's time on a U.S. campus.

An objection to Said's work argues that this critique represents an extremely negative view of international students focused primarily on exploitation. International students by definition are choosing to leave their home countries to pursue a degree in the U.S., but their reasons for doing so vary. Some decide to study in the U.S. because they seek an advanced academic degree that is not available in their home countries; others may be interested in learning more about the American way of life. International students are therefore not obligated to come to the U.S. to study; on the contrary, international students face several barriers to earning a U.S. student visa which are designed to demonstrate their financial resources and professional aspirations in their home countries. Said's critique therefore ignores the role that individual choice makes with regard to pursuing a degree abroad – an international student decides to take advantage of the superior options available in the American educational system as compared to studying in her home country.

The subsequent section turns to an examination of Subaltern Studies, an educational movement that emphasized the investigation of how non-elite individuals can impact their environment. This movement responded to traditional Orientalist thought to demonstrate the importance of singular perspectives from members of marginalized groups. For the purposes of this study, international students are considered collectively as a group that has less of a voice than American students, faculty and staff have on a U.S. university campus.

Subaltern Studies

Of course, slavery was the worst thing that ever happened. Of course it is, every time it's happened… But maybe, every incredible human achievement in history was done with slaves. Every single thing where you go, 'how did they build those pyramids?' They just threw human death and suffering at them until they were finished!

(Louis C. K., 2013)

Antonio Gramsci was a prominent Italian socialist who emphasized the role that popular movements play in political change. "For Gramsci class struggle is therefore more than economic struggle. It necessarily involves struggling over hearts and minds of people, their attitudes, beliefs and conceptions of the world" (Reed, 2012, p. 562). He chose to emphasize not the prominent political leaders in modern history but rather the common people who bonded together to effect political and social change. Gramsci's inspiration led Ranjit Guha, an Indian historian, to found *Subaltern Studies*, an academic journal dedicated to the study of Indian history from the viewpoint of the popular movements that supported the country's growth as a nation (Guha, 1997). Gayatri Spivak (1988) then took Guha's arguments a step further to examine traditional practices in India and ask "Can the Subaltern Speak?" This question pondered to what extent subaltern people were capable of understanding the power dynamics that shaped their own reality so as to empower themselves. Spivak concluded her essay with the argument that the subaltern could not speak, meaning that an opinion or idea from a subaltern was not valued in that moment. She subsequently dedicated her academic career to finding ways for subalterns to find their voice (Spivak & Morris, 2010). These three intellectual giants established the investigative credibility to better understand the experiences of non-elites and to promote their importance to political and cultural progress.

Once Subaltern Studies was established as a research framework, Guha established an academic collective called the South Asian Subaltern Studies (SASS) group to further propel the research interest. Guha "had initially conceived the project as critical scholarship in the interest of rewriting the elitist colonial and bourgeois-national historiography of India" (Persram, 2011, p. 11). As originally envisioned, Subaltern Studies would illuminate the resistance of non-elites in colonial India instead of the traditional focus on the prominent leaders of India's independence movement. The concept was to study members of the political and social resistance movements that supported Gandhi, for example, and not focus primarily on the man himself. The SASS then expanded their

investigation to better understand lived experiences of people throughout India, including rural girls and women, prisoners, and Hindi-Islamic conflict (Guha, 1997). Said and Spivak helped promote SASS' work to the academic communities in the U.S. and Western Europe (Chaturvedi, 2000) and Said also advocated that Subaltern Studies as a discipline be recognized as an important strand of postcolonial thought (Persram, 2011).

The Latin American Subaltern Studies (LASS) group arose through the inspiration of the SASS but this collective believed that substantive differences existed between the research interests of India and Latin America. In its founding statement LASS indicated their perspective about subalterns in their region:

> Indeed, the force behind the problem of the subaltern in Latin America could be said to arise directly out of the need to reconceptualize the relation of the nation, state and "people" in the three social movements that have centrally shaped the contours and concerns of Latin American studies (as of modern Latin America itself); the Mexican, Cuban and Nicaraguan Revolutions (Latin American Subaltern Studies Group, 1993, p. 112).

The three social movements mentioned in the statement, in the context of the late 1980s and early 1990s in which the text was written, represent a distinctly Latin American response to international global hegemony at the time. Mexico, Cuba and Nicaragua established strong diplomatic and economic relationships with the U.S.S.R. in this period, defying the longstanding U.S. sphere of influence throughout the Caribbean region, Central America and South America (Brands, 2010). Many other countries in Latin America experienced conflicts between their militaries and socialist organizations which often led to gruesome repression of their populace (Esparza, Huttenbach, & Feierstien, 2010). LASS scholars in particular sought to illustrate the experience of the poor and marginalized in Latin America (Rodriguez, 2001), using as their inspiration movements such as the Christian Based Communities inspired by liberation theology (Gutierrez, 2001; Mulligan, 1991;

Spivak & Morris, 2010). In response to Spivak's famous question, LASS scholars argued that the subaltern could speak through examples from the *testimonio* movement popularized by Rigoberta Menchu (Menchu, 1984). Menchu, an indigenous woman from Guatemala, chronicled the cultural and racial discrimination that she faced during Guatemala's brutal repression of its indigenous people and ultimately won the Nobel Peace Prize for her testimony. For LASS scholars, *testimonio* represented the means by which subalterns could share their viewpoints and provide an alternate perspective to the elitist narrative prominent in their countries.

In the context of U.S. history, Zinn (2003) had a similar focus on the often invisible individuals who impacted the country – on ordinary citizens rather than government leaders. This emphasis argued that these often overlooked contributions and uncelebrated achievements were very significant components of world history, such as the slaves who built the pyramids. With this perspective, one cannot simply admire the pyramids without wondering what Machiavellian decisions led to their creation.

Subaltern Studies and International Education

Subaltern studies in the context of international students clarifies that the individuals who come from throughout the world to the United States have much to contribute to the campus community. International students should have the opportunity to shape their educational experience just as a domestic student would, and have knowledge and understanding can even be superior to domestic students in some areas. For example, a classroom conversation about economic disparity could be greatly enhanced by an international student whose home country demonstrates stark differences between those who have monetary wealth and those who do not. An international student could therefore bring a distinct and valuable perspective to the classroom; however, the cultural differences that impact international students in the U.S. can lead to a sense of cultural subservience. For example:

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Perceiving themselves as inferior subjects while they attend classes, fulfill teaching

assistanceship (TA) and research assistanceship (RA) work obligations and perform research,

Korean students develop the image of a superior America as opposed to an inferior Korea as

they experience the excellence of American universities and their cultural leadership as they

meet the leading experts in their fields (Kim, 2012, p. 458).

The Subaltern Studies framework calls researchers to investigate why students have these attitudes

and motivations regarding their study in the U.S. and seeks to inspire them to find their own voice

regarding their experiences. Regardless of whether an international student comes from a personal

background of socioeconomic wealth or is a government-sponsored student from an upbringing of

socioeconomic poverty, an international student can be perceived as the inferior Other in the eyes of

American students simply because of his nationality. Subaltern Studies seeks to empower

international students to integrate themselves into the campus environment so that their perspective

can further enrich the campus environment.

An objection to Subaltern Studies is that focusing on lower socioeconomic classes poses an

incomplete portrait, just as emphasizing exclusively on elite members of society would. While

understanding the perspective of less prominent individuals contextualizes history, from this

perspective the pharaohs had much more impact on the development of their kingdoms than their

slaves who built the pyramids. From this view, social media and mass communication provide

individual students more opportunities to share their voice than ever before. In this sense, anyone

can express herself through Facebook, Twitter, Ren Ren, or a microblog and therefore no one is

truly silenced – international students should simply adopt an American-style assertiveness if they

would like their voice to be heard. While these criticisms raise valid concerns, they ignore the

influence of power dynamics within communication and the question of whether international

students should conform to American culture. Social media itself is regulated much more stringently

in some countries outside the U.S., and the mere ability to communicate does not consider whether the perspective of an international student is valued or if the concerns of an international student are addressed. Although international students are not immigrants by definition, this viewpoint supports the cultural assimilation theory of the melting pot (Kirvin, 2014), where immigrants adopt components of the host culture such as language and interpersonal relations in order to assimilate. This melting pot concept stands in contrast with the theory of mosaic (Kirvin, 2014), where new immigrants are encouraged to maintain their own traditions and add them to the existing culture. For these reasons, the ability of an international student to express himself and for his opinion to be heard and appreciated is a legitimate concern.

Why should communication matter – if an international student's viewpoint is not valued, how would this lack of voice impact the campus environment? One main concern could be that the campus community loses an opportunity to benefit from that individual's perspective. If one of the HEI's goals is to prepare its graduates for a globalized society, this loss of an intercultural viewpoint represents an underutilized resource on campus that could enhance the educational environment. If international students do not feel valued on campus, barriers to communication can emerge between international students and domestic students, faculty, and staff. Without engagement between international students and the rest of campus, international students likely struggle to make close American friends while studying in the U.S. (Gareis, 2012) and would therefore take a less positive impression of the U.S. with them when they return home than they could have obtained with more welcoming interpersonal experiences. American students, faculty and staff also miss an opportunity for increased global understanding if the international students in their midst have few interpersonal interactions. Thus, if international students feel voiceless on a U.S. HEI campus, both the campus community and the individual student have jeopardized opportunities for growth.

In sum, Subaltern Studies shifts the research focus from the prominent members of society to members of marginalized groups so as to better understand the impact of social movements. Subaltern Studies emerged from the developing world of India and Latin America but is relevant to the study of individuals throughout the globe. Regarding international students, the application of a Subaltern Studies framework argues that each unique international student's perspective makes an important contribution to the overall environment. This framework encourages individual students to discover their own voice. The next pillar of postcolonial theory explores the environment within which intercultural interactions occur and considers the impact that such engagements have on the individual participants.

Contact Zones

Mary Louise Pratt is a professor of Spanish and Portuguese at New York University whose work *Imperial Eyes: Travel Writing and Transculturation* (1992) explored examples of travel writing from a postcolonial lens. Similar to Said's critique of Orientalism, Pratt argues that travel writing during the course of colonial history demonstrated the writer's bias against the culture being explored. These texts often were used to justify colonial expansion in the name of spreading order and civilization throughout the globe (Pratt, 1992). Of particular relevance to this chapter, in this work Pratt introduced the concept of contact zones – "social spaces where disparate cultures meet, clash and grapple with each other, often in highly asymmetrical relations of domination and subordination" (Pratt, 1992, p. 4). From Pratt's view, these contact zones were evident as European observers brought back exotic tales of backward civilizations to their native lands that reinforced the perceived superiority of their home culture. Contact zones also occurred in the interaction of European explorers and native peoples in colonial times, which often ended disastrously for the native peoples. Pratt (1991) cites the example of Guaman Poma, who wrote an erudite appeal to the Spanish crown about the conquistadors' destruction of the Incan Empire. While his argument could have

demonstrated the intellectual capabilities of his indigenous culture, the text was suppressed initially and re-discovered 350 years after it was written in the Danish Royal Library.

The description of contact zones therefore illustrates the power dynamics inherent in the interactions between two distinct parties that have substantively different worldviews. These interactions can lead to positive outcomes such as a new multicultural identity if both parties seek a mutually beneficial relationship, or they can lead to the domination of one group by another. Habermas' concept of communicative action (Habermas, 1984; O'Mahony, 2010) illustrates how power relationships dictate intercultural discourse in a contact zone. The party that has the ability to set the parameters for communication dictates the terms of engagement within the contact zone, thus controlling the narrative of the interaction. Therefore the environment in which an encounter occurs impacts the intercultural engagement between two parties. For example, in a classroom setting if the instructor controls the environment, she determines what constitutes appropriate interpersonal behavior. The outcome of an interaction within such an environment can change drastically based upon the dominant party's guidelines of the engagement. Educational researchers have used contact zones to explore privilege and status in American society (Patel, 2012); professional identity development and pedagogical adaptation among English Language instructors in Qatar (Scotland, 2014); and musical traditions in the merger of Hollywood and Bollywood film production traditions (Guarracino, 2009). Each of these studies has explored how the environment of an intercultural experience affects its outcome.

Contact Zones and International Education

In the context of a college or university campus in the United States, contact zones help clarify the interface between international and domestic students. International students come to the U.S. realizing that the regulations that govern their time on campus are imposed upon them. International students accept that their student visa requirements constrain certain behaviors, such

as seeking employment in the U.S. or dropping below full-time status as a student, if they seek to remain in the country. These restrictions are not commonly experienced by domestic students, and illustrate how international students must adapt to American expectations of their comportment (Hwang, Bennett, & Beauchemin, 2014; Zhang & Goodson, 2010). As international students acclimate to a new educational environment, they face challenges inherent to their new reality. International students often experience acculturative stress (Dillon, De La Rosa, & Ibañez, 2013) while they adapt to the academic, personal and cultural expectations present on that particular campus. Due to this stress, rather than helping to make the institution they attend more globalized, many international students merely conform to their new campus culture or voluntarily self-segregate by withdrawing socially and isolating themselves (Gareis, 2012; Zhang & Goodson, 2010). To address these challenges, the U.S. HEIs who enroll international students ideally provide them with the physical and ideological safe spaces within which to engage American culture. Without such areas, international students are likely to struggle to adapt to their new environment and therefore face additional challenges to achieve their personal and professional goals.

A caveat to the contact zone concept is that individual behaviors may have more impact than the setting that a college or university creates in the acculturation process. From this perspective if an international student truly wanted to become part of the university community, she would participate in the social life of the institution. The opportunities that an individual HEI provides are only as useful if international students utilize them. While this argument has merit, the mere presence of an opportunity for intercultural engagement does not consider to what extent this opportunity has value for an individual student. For example, an experience where international students and domestic students, faculty, and staff share global cuisine provides a superficial introduction to another culture. One participant in this event might adopt a palate that is more welcoming to new flavors; another participant might merely determine that he is not interested in

expanding his gustatory horizons. An international student who provides a gastronomic creation for such an event may feel empowered to share her cultural tradition, or may feel that their dish is considered a curiosity by the domestic audience, inferior to local cuisine. Another example is that a debate regarding whether the U.S. should accept refugees from Latin America or Syria might lead international students to perceive a hostile environment towards their presence in the U.S., even if they are not refugees from Latin America or Syria. Therefore if a U.S. HEI presents intercultural opportunities, organizers of these events should consider their implications for the international student participants as well as their domestic audiences.

Thus, the impact that the presence of international students has on increased global awareness on campus can be minimized unless students from distinct backgrounds engage with one another. Pratt's emphasis on the environment in which the engagement occurs demonstrates the presence of power dynamics within such encounters. U.S. HEIs should recognize that international students, especially those coming from developing countries, need their voices to be heard and valued within the campus environment. The final pillar of postcolonialism, hybridity, explores the impact of intercultural engagement on the individuals who enter a contact zone.

Hybridity

Homi K. Bhabha is a Professor of English and American Literature and Language at Harvard University who was born in Mumbai, India. His text *The Location of Culture* (1994) built upon postcolonial theory to introduce hybridity as its fourth major pillar. His work focused upon the results of the collision of language and culture and proposed the formation of new identities as a result. Bhabha rejects the concept of a pure cultural perspective that remains unaffected after interaction with the Other; rather, his primary interest is the third cultural identity that emerges after two cultural perspectives engage with one another (Bhabha, 1994). Bhabha (1994) argues that when two distinct individuals with an unequal power dynamic engage within a contact zone, the dominant

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and the subaltern acquire characteristics from one another. These characteristics can include a new appreciation for another culture as well as an enhanced understanding of one's own culture through its comparison with another. Language use is one of the most evident products of hybridity – when speakers of different dialects converse with one another, the resulting creole tongue can become distinct from its original languages. This position contradicts the colonist argument whereby the dominant culture can maintain its purity apart from the subaltern culture, and that the observer is not affected when interacting with the Other. Bhabha argued that once individuals from distinct cultures intermingle within a contact zone, some level of hybridity is the inevitable result.

Researchers have used the hybridity lens to explore areas where cultures engage, such as border communities and diaspora groups. Néstor García Canclini, for example, was particularly interested in Tijuana, Mexico because of the interactions there between Americans (representatives of the dominant culture in this example) and Mexicans (subalterns in this example): "I was fascinated to find a very different Mexico in the border region with a discourse distinct from the rest of the country" (Montezemolo, 2009, p. 733). This third identity evident in Tijuana demonstrated that people who populated this contact zone were not purely American or Mexican; rather, they had combined the two cultures through their engagement with individuals from both countries. Diaspora groups represent another example, where immigrant enclaves seek to maintain the traditions they followed in their home country while establishing a new reality in another (Hutnyk, 2005). Members of diaspora groups establish their own linguistic patterns, culinary traditions, and interpersonal relations distinct from both their fatherland's culture as well as their new living environment. Members of diaspora groups must determine how to maintain their connection to their home country while simultaneously adapting to their new country: the ability to code switch (Shay, 2015). Within a HEI student body, a student group called Third Culture Kids (TCKs) (National Association of College Admission Counseling, 2014) represents a hybrid identity between

international and domestic students. An example of a TCK is a Vietnamese citizen who attended secondary school in Singapore and now attends tertiary education in the U.S. By virtue of their mixed national perspectives, TCKs struggle to determine their own cultural identity but can attain an appreciation for their own mixed cultural perspectives. Thus, hybrid individuals struggle to define their connection to the two cultures that have shaped their new identity, as demonstrated with this example of third culture scribes:

> Those post-migratory writers or border intellectuals negotiate intellectuals negotiate their relationship to the nation of the periphery (i.e. that of their birth), the history that precedes and threatens to determine them, and the centered, western canon into which they strive to write themselves (Gamal, 2013, p. 597).

Although members of this third culture do not feel like complete members of either national identity they have combined, they do have the ability to navigate between both groups. Therefore, hybridity can provide positive benefits such as a bilingual individual who can now communicate with native speakers in both tongues.

Hybridity and International Education

In the context of international students, hybridity speaks to the importance of individuals within disparate groups interrelating with one another. If international students come to the U.S. to find an enclave of students from a similar background and rarely interact with domestic students, they have missed a chance to enhance their own cultural perspective. If an American student studies abroad and spends all of his time with his countrymen mainly visiting tourist attractions, he has avoided a challenging and enlightening interface that could have provided a better perspective on the United States (Breen, 2012). Therefore merely increasing the number of international students on campus does not make a campus an institution with a global perspective; similarly, a student collecting passport stamps does not automatically augment her international understanding.

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Therefore U.S. HEIs should consider from what backgrounds their international student population emerges to foster a more comprehensive perspective for its student body. If a student only interacts with socioeconomic elites, his ability to understand a subaltern perspective will be severely limited.

Identity Development

Cross-cultural researchers have explored how identity becomes altered within the contact zone (Stratton & Devadas, 2010). From this perspective, if two distinct individuals engage and grapple with each other's ideas, each person should emerge with a new sense of identity, incorporating new insights into his or her perspective. If the two parties emerge from a contact zone without some new perspectives to consider, then their experience may have lacked true intercultural exchange. To further clarify this interaction in an educational setting, Warren (2005) illustrates how certain identities can be promoted within the classroom, thus ostracizing students who are not part of the "preferred" identity. Warren focuses on how dominant ideologies are used to encourage students to pursue particular lifestyles and professional outcomes. The beauty of these idealized characteristics, from the perspective of those who promote them, is that they can be internalized so profoundly as to appear natural and irrefutable (Foucault, 1975). These idealized characteristics can include components of race, gender, sexual orientation, or nationality. From this perspective, identity is socially constructed and certain groups are valued over others due to external factors and/or mainstream cultural norms. Identity outside of the ideal group leads to reduced power for individuals within marginalized groups at a college or university campus. If an international student comes from a developing country, she could be considered outside of the preferred identity on campus merely due to her national origin. The sense of preferred identity raises the question of how an identity becomes favored and how the socioeconomic background of students affect how an individual enters a U.S. HEI.

Access to Tertiary Education

Access to higher education has a substantial impact on the global economy. When only 6.7% of the global population is estimated to have a higher education degree (Barro & Lee, 2010), the other 93.3% lose the opportunity to participate in professions that require a high level of academic preparation. When access to higher education becomes restricted to those who can afford to pay, the positive value of higher education to society can be undermined. Some international and domestic students who would enrich a campus environment in the U.S. are unable to become part of the campus community due to a lack of financial resources. Dewey (1976) fundamentally rejects the exclusion of individuals with lower socioeconomic status:

> The democratic faith in human equality is the belief that every human being, independent of the quantity or range of his personal endowment, has the right to equal opportunity with every other person for the development of whatever gifts he has (p. 225-226).

His perspective argues that our world functions best when the populace hones their talents and employs them to make a positive contribution to society. The loss of voice for the underprivileged members of society affects not just the individuals themselves, but the whole global community. Those students who are able to afford higher education lose the perspective of those in society who are not so fortunate; when those privileged few later assume positions of power this lack of understanding could be a critical challenge to a democratic society (Soder, 2001). Therefore students who attend a HEI in the hopes of encountering individuals with an international perspective can obtain an incomplete portrait without subaltern voices being included.

An objection to hybridity argues that its emphasis on identity is misguided. From this perspective, individuals pursue an educational credential to enhance their professional future. A college or university should not be focusing its efforts on identity development, as these efforts could lead to indoctrination. Historical examples of educational indoctrination include the Cultural

Revolution in Mao Zedong's China (Wu, 2001); the refusal to educate girls and women under

Taliban rule in Afghanistan (Holland & Hussain Yousofi, 2014); and anti-Semitic propaganda in

Hitler's Germany (Eastwood, 2011). These three examples cite historical moments when some

identities were preferred and others were persecuted; Chinese intellectuals, female students and

Jewish students suffered tremendously due to these policies. Due to these historical experiences,

any activities that seek to promote a specific identity should be considered with skepticism.

Bhabha's concept of hybridity therefore represents the ideal consequence of intercultural

relations that occur within a contact zone. The member of the dominant culture should obtain a

more robust understanding of the subaltern perspective and vice versa. A HEI whose student body

fosters a hybrid identity therefore is better prepared to engage with global society than an institution

that lacks an international perspective. If the institution adopts a melting pot perspective, then

intercultural exchange could be minimized in favor of forming a common identity. The mosaic

perspective brings its own challenges to support intercultural exchange but could provide an

invaluable learning opportunity for students entering a globalized society upon their graduation.

Conclusion

The postcolonial tradition provides an insightful lens within which to view intercultural

relations. The four core pillars of postcolonial tradition (Ashcroft, Griffiths, & Tiffin, 2013) are (1)

Orientalism and the Other, (2) Subaltern Studies, (3) Contact Zones, and (4) Hybridity; they

illuminate intercultural engagement for a tertiary educational institution in the U.S. First, Edward

Said's critique of Orientalism and introduction of the Other showed how academic scholars

denigrated the cultures and people they were researching to an unequal status than their own. While

Said's arguments could be construed as unduly harsh, his work did provide a new lens to consider

power dynamics within intercultural studies. Next, Antonio Gramsci, Ranajit Guha and Gayatri

Spivak continued Said's concept of the Other to propose Subaltern Studies in order to shift the

emphasis for political and social change from prominent figures to non-elite members of society. Subaltern Studies sought to provide voice and agency to the subaltern through sharing the perspective of society's poor and marginalized. While Subaltern Studies could provide an incomplete portrait of sociopolitical movements, this tradition helped contextualize social history with the perspective of less prominent individuals. Third, Mary Louise Pratt continued the work of Subaltern Studies to explore the circumstances in which the elite members of society and subalterns interact. She called these physical locations contact zones, and demonstrated the power dynamics that occurred when distinct cultures engage with one another. While Pratt could overstate the impact of short-term experiences with the contact zone, her work demonstrated the importance of studying the environment within which intercultural exchange occurs. Finally, Homi Bhabha took the concept of the Other and the subaltern interacting with members of the dominant culture in contact zones to explore the resulting mixed perspective. This concept of hybridity demonstrated that engagement between members of two distinct viewpoints can lead to the development of a third identity that no longer belongs entirely to either of its parent cultures. A caveat to Bhabha's concept is that educational institutions should be cautious of promoting identity development and consider the role of individual responsibility in the acculturation process.

U.S. colleges and universities, therefore, should recognize the important contribution that international students make to the cultural diversity of an institution. The heritage of international students should be celebrated and their presence should inspire U.S. citizens to more global engagement. U.S. campuses should actively seek an economically diverse international student population so that their student body can hear perspectives outside of the socioeconomic elite. U.S. colleges and universities should also promote international experiences with the U.S. citizens on their campuses so that they can positively contribute to the global society. With these characteristics

in mind, international students can continue to enrich their own tertiary education as well as the

learning of their U.S. citizen peers simply by coming to America.

Chapter Three

Mixed Methods Action Research

The research topic for this study is the extent to which international students integrate into a U.S. college or university campus, with the goal to improve their experience studying in the U.S. Using a postcolonial theory lens (Ashcroft, Griffiths, & Tiffin, 2013) to emphasize power dynamics within intercultural interactions, this study explored how international students interact with domestic students, faculty and staff in order to enhance campus internationalization. The goal of this research study was to facilitate a campus dialogue to foster a more welcoming environment for international students. In the case of international students, previous quantitative studies demonstrated national trends and provided comparative data across institutions or majors (I-graduate International Insight, n.d.; Institute of International Education, 2015.) As this study focused on one particular U.S. Higher Education Institution (HEI), one consideration was the extent to which the characteristics of this particular HEI fit into national trends. Researchers have used qualitative methodologies (Creswell, 2013) to extensively explore the experiences of international students and obtain a more robust comprehension of a typically smaller number of participants than quantitative studies. A purely qualitative study regarding international students in the U.S. would not determine if the participants express views that are consistent with a larger population, therefore not providing a larger context into which to place the specific research sample. Mixed Methods Research (MMR) combines quantitative and qualitative methods to delineate a more complete understanding of the research phenomenon (Creswell & Plano Clark, 2011). Additionally, the study has an overarching Action Research framework (Stern, Townsend, Rauch & Schuster, 2014), which emphasizes the incorporation of study participants into the investigative process throughout the inquiry. Therefore the co-researchers in this study helped shape the investigation to make it more applicable to this particular setting.

This study focused on one university campus as an example of internationalization in process. The institution chosen for this study represents a non-traditional destination for international students with a smaller international student population currently, even though its geographical location is within one of the top ten receiving states in the U.S. (Institute of International Education, 2015). Therefore, at the time of this study the campus community was considering the benefits and challenges of the presence of international students, faculty and staff. The purpose of this study, then, is threefold: (1) to understand the overall perceptions about international students at an HEI; (2) to provide international students with an opportunity to make their perspectives known and encourage them to have a more prominent role in the life of the campus community; and (3) to promote increased intercultural understanding.

Research Questions

The research questions for this study were divided into quantitative, qualitative and mixed methods research questions. The quantitative questions are most relevant to the first portion of the research study, and the qualitative questions guided the second strand. The mixed methods questions guided the integration of the results of both strands of the study. The international student co-researchers helped shape all of the questions so that they were pertinent to the individual institution and relevant to their experience on campus.

Quantitative

What attitudes towards international students are most common on campus, and how do demographic groups' impressions vary? What are the most frequent forms of interaction between international and domestic students?

Qualitative

How do international students perceive the campus? What would international students prefer domestic students, faculty, and staff to comprehend better about their experiences?

Mixed Methods

How could the campus community enhance its dialogue regarding international opportunities to encourage more students, faculty and staff to actively seek intercultural experiences?

Conceptual Framework / Foundations

The philosophical / worldview assumptions for this study are a combination of the pragmatic and transformative assumptions (Creswell, 2012) using a dialectical approach (Arnove, Torres & Franz, 2013) stating that competing worldviews can coexist with each other. The pragmatic worldview combines well with mixed methods research (Feilzer, 2010). From a pragmatic perspective, if a researcher seeks to understand broad trends about a particular population, then the use of postpositivist research methods (Crotty, 1998) would be relevant. If one seeks a more profound understanding of a smaller sample, then a constructivist perspective (Creswell & Plano Clark, 2011) is more valuable. A pragmatic perspective accepts that these two often contradictory viewpoints can coexist in a mixed methods study if each research process exists independently of the other (Feilzer, 2010). Additionally, the transformational worldview (Mertens, 2010) argues that the purpose of research is to effect positive change and advocate for social justice. This perspective supports action research methodology, allowing practitioners of action research to emphasize the empowerment of their research participants in the knowledge generation process. The combination of these two philosophical assumptions allows a researcher to seek the methodology that best supports the goals of the research questions and empowers co-researchers to make their own contributions to the study.

Researcher Bracketing

For bracketing purposes (Moustakas, 1994), this section delineates my personal experiences that have influenced this study's development. I was born in the U.S. and traveled briefly to the U.K. at the age of 3 years. When I was 13 years old, my family lived in Melbourne, Australia for a

year and this experience was the first extended moment that I felt different than those around me. I learned that I had an American accent and that cricket and Australian Rules football were much more popular than baseball or American football there. I also engaged with a distinct culture for the first time during that year and experienced reverse culture shock (Young, 2014) when I returned to continue my secondary schooling in the U.S. Reverse culture shock refers to the challenges of adapting to one's home culture after a significant amount of time abroad; one example of this phenomenon was re-adjusting to the faster-paced, more individualistic culture in the U.S. after living in a more slow-moving, family-oriented culture in Australia. After my second year of undergraduate courses, I studied abroad in Italy which was my first opportunity to be immersed in a non-English speaking environment. Walking through the streets of Rome also gave me an appreciation for historical perspective that was much more prevalent there than in the U.S. I spent the second semester of my third collegiate year in Nicaragua, where I had my first host family experience, used Spanish much more extensively than I ever had before, and also participated in a community service program with homeless youth.

Upon graduation, I entered the Jesuit Volunteer Corps where I lived and worked in Arica, Chile for 28 months. This transformative experience led me to fluency in Spanish, a profound appreciation for Latino culture, and to a domestic partnership that has lasted more than eleven blissful years with a native Chilean. Currently I work for the Admission Office for my undergraduate alma mater where I recruit international students. This position has taken me to China, India and 11 countries in Latin America since 2012. I strongly believe that my positive international experiences have shaped my individual perspective and therefore enthusiastically encourage others to pursue similar opportunities. However, I am cognizant that financial, interpersonal or academic constraints often prevent domestic students from international study. For these reasons I posit that a HEI should provide internationalization experiences on its campus so

that students can obtain a more global perspective during their studies and be better prepared for intercultural engagement after their graduation. As a researcher, my goal is to understand the interactions between international students and domestic students, faculty, and staff in the hopes of catalyzing campus internationalization, which would lead to an enriched learning environment.

Research Site: Xavier University

The location where the investigation occurred is Xavier University, a medium-sized, Jesuit Catholic liberal arts institution in Cincinnati, Ohio with an enrollment of approximately 6,000 undergraduate and graduate students. Xavier's peer institutions include an extensive global collection of colleges and universities: "American Jesuit colleges and universities are part of a network of approximately 189 Jesuit institutions of higher learning throughout the world, thus having the distinction of being at once local, national and international" (Association of Jesuit Colleges and Universities, n.d.). Approximately 4% of the Xavier student body is international students including students in its graduate programs, Intensive English Program, and undergraduate majors. This percentage is consistent with national trends (Institute of International Education, 2015) and since 2012 the university has actively recruited international students for its incoming student body including recruitment travel to 15 countries in Latin America and Asia. The university has a Center for International Education (CIE) that supports the international student population and study abroad opportunities on campus. The CIE provides programming that is open to the entire campus community, yet the majority of students who participate are international students and a small, committed group of domestic students who serve as mentors for the international students. As a Jesuit institution, Xavier places a large emphasis on individual attention and the development of a supportive community amongst the faculty, staff, and students on campus. Due to this emphasis, the positive interaction between domestic and international students, faculty, and staff is vital to the successful integration of the entire student body into the campus climate.

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However, because the international students are relatively few in number, students with shared language and cultural background can easily isolate themselves or domestic students can easily avoid substantive contact with international students. While Cincinnati, Ohio has an extensive history of immigration (Hispanics Avanzando Hispanics, 2011), the city does not have neighborhoods found in other major cities such as Chinatown or Little Italy where international students would find fellow compatriots.

Xavier was therefore a good setting for this study because the challenges that the institution faced were similar to many other HEIs who are seeking to further internationalize their campuses. The university faced a knowledge gap regarding the extent to which international students felt integrated into the larger campus community and the impact that international students made on the domestic students, faculty, and staff at Xavier. The institution also sought a cost-benefit analysis (Quah & Toh, 2012) of supporting international students on campus. The advantage of doing this project at Xavier as opposed to another institution is that the relevant stakeholders were supportive of the study. Before starting this study, I conferred with several stakeholders throughout the university including the Office of the Provost, the Center for International Education, the Office of Institutional Research, Student Government Association, Faculty Committee and Staff Committee. Also, this investigation helped my own professional performance (reviewing international applicants for the undergraduate majors and Intensive English Program at the institution) because I obtained a more informed understanding of the experience of international students at Xavier.

Quantitative, Qualitative, and Mixed Methods Research and International Students

Both quantitative and qualitative research has explored international students' experiences on HEI campuses. As monostrand studies (Teddlie & Tashakkori, 2009), these investigative techniques have illuminated distinct components of this complex phenomenon, and mixed methods studies have combined quantitative and qualitative strands to provide a more robust comprehension of

campus internationalization. The following section will illuminate specific examples of quantitative, qualitative and mixed methods research regarding the experience of international students in higher education. While their research techniques vary, their findings indicate that myriad factors influence the acculturation process for international students and these researchers primarily perceive international students as a vulnerable population to be further supported.

Quantitative Research

Quantitative studies provide an overall perspective about a particular phenomenon and determine tendencies that can be generalized to a larger population. In the case of international students, quantitative studies demonstrate national trends and provide comparative data across institutions or majors. One example of these studies is the International Student Barometer, which solicits feedback from two million international students who study throughout the world regarding their perceptions of the admissions process, their experiences as a student on campus, and their future goals upon graduation (I-graduate International Insight, n.d.) Another is the Open Doors Report (Institute of International Education, 2015) which summarizes characteristics of the almost 900,000 international students currently studying in the U.S. to indicate where the students enroll, what major they study, and from what countries they originate. Researchers have also surveyed students at individual institutions regarding the factors that are most influential to their adaptation to the new academic environment such as orientation programs, availability of ethnic foods, and the amount of students from similar cultural backgrounds on campus (Daguo, 2012; Han, Han, Luo, Jacobs, & Jean-Baptiste, 2013; Tan & Liu, 2014).

Regarding the individual students themselves or a unique campus environment, however, quantitative studies demonstrate weaknesses. First, the overarching trends might not be relevant to a unique HEI or individual international student. With over 4,700 degree-granting institutions in the U.S. (National Center for Education Statistics, 2015), national trends could be less applicable to a

specific international student population. Second, the relatively surface level of data collection for a large sample allows for limited depth regarding distinct participants. Pure quantitative studies can provide substantial amounts of superficial data, and therefore illustrate on a limited basis what motivations led to an individual student's decision to study in the U.S. If a researcher wants to explore if a college or university in the U.S. is an outlier with regard to their international student population, a more profound viewpoint of what makes a specific HEI different than its peer institutions is not readily apparent. In this study, the quantitative portion of the study was used to document perceptions about campus internationalization at Xavier University.

Qualitative Research

While there are many qualitative research methodologies, five main approaches are commonly considered: narrative inquiry, grounded theory, phenomenology, case study and ethnography (Creswell, 2013). Researchers have used these qualitative methodologies to extensively explore the experiences of international students and obtain a more robust comprehension of a typically smaller number of participants than in quantitative studies. The following is a list of qualitative studies organized by research methodology to demonstrate the diversity of qualitative studies regarding international students. First, narrative inquiry has been utilized to explore identity development for international students (Ortactepe, 2013) and the impact of study abroad experiences on personal development (Costello, 2015). Second, researchers have employed grounded theory to explore how international students acculturate to their new environment (McLachlan & Justice, 2009, Yakushko, 2010). Third, phenomenological methods have been used to explore the meaning of empowerment with international students (Aloysius, 2013) and the essence of the experience of Arab-Muslim international students studying Nursing in the U.S. (McDermott-Levy, 2011). Fourth, researchers have found case study methodology especially relevant to study international student support initiatives (Sobre-Denton, 2011; Wang, 2012). Fifth,

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a variation of ethnography called autoethnography has been employed to investigate international students' experiences, such as one researcher who explored her own cultural experiences and compared them to experiences within the larger population (Mohammed-Marzouk, 2011). Another example of ethnography's application with international students was a researcher who assumed the role of cultural translator (Kim, 2012). In sum, these qualitative studies have provided significant explanation of the lived experience of individuals or small groups of international students, as opposed to the quantitative methodologies' focus on generalized knowledge about the entire population of international students.

Whereas the depth of data regarding the individual or small group provides a very rich description throughout all of these qualitative techniques, some of the weaknesses of qualitative research come directly from that intense scrutiny. As qualitative studies use purposeful sampling techniques, the researcher does not claim to create generalizable knowledge but rather transferrable knowledge (Creswell, 2012). Transferrable knowledge means that qualitative results have relevance primarily to the sample in their study; however, the conclusions from a qualitative study could be modified to fit another context. For this reason rich detail about the context in which a qualitative investigation occurred is vital to the transferability of its findings. A qualitative sample may not be representative of the overall population and therefore the insights gained from the study are principally pertinent to the exact circumstances in which they emerged. A purely qualitative study regarding international students in the U.S. would not make a judgement regarding the extent to which the participants express views that are consistent with a larger population. In this study, the qualitative portion was used to contextualize the lived experiences of individual international students on the campus as compared to trends with the overall campus population.

Mixed Methods Research

Mixed Methods Research (MMR) combines quantitative and qualitative methods in the hopes that their integration will lead to a more profound understanding than what could have been achieved alone (Creswell & Plano Clark, 2011). Mixed Methods Research (MMR) has become an increasingly valuable approach for researchers who seek to mitigate the limitations of qualitative and quantitative research methods and enhance the validity of a study's findings (Plano Clark & Ivankova, 2016). First, MMR uses both qualitative and quantitative techniques for data collection and analysis. In order to consider this possibility, researchers must be willing to accept that these two research perspectives can coexist. Purists on both sides would argue that quantitative and qualitative research methods are mutually exclusive, owing to their competing worldviews about the nature of knowledge (Crotty, 1998). Another practical consideration is where to engage in MMR: a controlled setting or the natural environment? MMR practitioners take a utilitarian view that qualitative and quantitative research methods not only can coexist but their findings can reinforce and enrich each other's conclusions (Creswell & Plano Clark, 2011). As such, the research questions for a MMR study should include inquiries that are appropriate for quantitative, qualitative and mixed methods. The techniques employed should be appropriate for each strand of a study and the meta-inferences (Plano Clark & Ivankova, 2016) that emerge should demonstrate enhanced conclusions due to the combination of methods.

Second, MMR acknowledges the limitations of any one research technique. MMR seeks to enhance research findings by addressing some of the inherent weaknesses of monostrand studies (Teddlie & Tashakkori, 2009). In order to engage in MMR, the researcher or research team must accept that both qualitative and quantitative research methods can produce credible results. The researcher(s) could therefore feel more confident that converging results are valid and relevant, or the researcher(s) could explore further why the two results contradict each other. Third, MMR has

the potential for complementarity (Ivankova, 2015) because MMR allows for the opportunity for results that are informed by distinct perspectives, and the inferences that result from the combination of qualitative and quantitative methods demonstrate the additional benefit of MMR. This enhanced result can provide greater understanding and increased applicability of the research findings.

Table 3.1 demonstrates characteristics of 8 mixed method studies with international students that occurred in Australia, South Korea, the United Kingdom and the U.S. The MMR design, the qualitative and quantitative strands, and the research interests present in each of these studies demonstrate that MMR can be applied in a wide variety of research settings and can incorporate a diverse range of data collection and analytical techniques. First, these studies demonstrate two main categories of MMR design: concurrent and sequential designs (Plano Clark & Ivankova, 2016). The timing of the quantitative and qualitative research strands distinguishes these two designs. In a concurrent design, the qualitative and quantitative strands occur simultaneously and the integration takes place once the researcher has collected data, analyzed the results and determined conclusions (Creswell & Plano Clark, 2011). In this design, the researcher seeks triangulation (Creswell, 2012), or points where both strands argue similar conclusions and/or the researcher could explore divergence amongst the results. In a sequential design, either the qualitative or the quantitative strand occurs before the other, and the results of the first strand affect the development of the subsequent strand (Bryman, 2006). In the eight listed examples of MMR studies in table 3.1, five use a sequential design. The second point of comparison amongst the eight studies is their use of quantitative and qualitative methods. In these examples, six of the eight used survey data as their quantitative strands; the other two examples used Social Network Analysis (Scott, 2013) and diaries of interactions. This preference for survey data is consistent with the International Student Barometer and the Open Doors Report discussed previously; this dissertation utilized survey data in

Table 3.1

Comparison of Mixed Methods Research Studies Exploring International Students' Experiences in Varied National Contexts

Authors	Country	MMR Design	Qualitative Strand	Quantitative Strand	Research Interest	Role of Participants	MMR Conclusion
Gardiner, King & Wilkins (2013)	Australia	Sequential qual ⇒ QUAN	Focus Groups ("A series of focus groups", p. 290)	Survey (4633 Participants)	Travel behavior of international students	No noted participation in design, data collection, data analysis or conclusions	"The tourism industry will benefit from viewing international students as a collection of subgroups, rather than as a homogeneous category." (p. 296)
Gray, Chang & Kennedy (2010)	Australia	Concurrent QUAL + QUAN	Interviews (16 Participants)	Survey (1973 Participants)	Web technology and blogging activity	No noted participation in design, data collection, data analysis or conclusions	"Social software tools may be useful in the internationalization of learning and teaching to the extent that they can support effective online learning communities." (p. 42)
Jon (2013)	South Korea	Sequential QUAN ⇒ qual	Interviews (30 Participants)	Survey (256 Participants)	Domestic and International student interaction	No noted participation in design, data collection, data analysis or conclusions	"Both qualitative and quantitative findings showed that Korean students' program participation and interaction with international students influenced Korean students' intercultural competence positively." (p. 465)
Jon, Lee & Byun (2014)	South Korea	Concurrent QUAN + QUAL	Interviews (20 Participants)	Survey (425 Participants)	Motivations and experiences within East Asia	No noted participation in design, data collection, data analysis or conclusions	"Students from Asia sought to study in Korea and the specific university for educational, economic and other utilitarian reasons compared to students from North America and Europe." (p. 708)

Authors	Country	MMR Design	Qualitative Strand	Quantitative Strand	Research Interest	Role of Participants	MMR Conclusion
Rienties, Heliot & Jindal-Snape (2013)	United Kingdom	Sequential QUAN ⇒ qual	Focus Groups (5 Participants)	Social Network Analysis (207 Students)	Social learning in a large classroom setting	No noted participation in design, data collection, data analysis or conclusions	"It seems that the motivators for learning or working together over time in teams did not have a substantial impact on how students interact with students from other cultures." (p. 501)
Wright & Schartner (2013)	United Kingdom	Concurrent QUAN + QUAL	Interviews (14 Participants)	Self-reported Diary of interactions (20 Participants)	Social interaction and adaptation among postgrads	No noted participation in design, data collection, data analysis or conclusions	"The reports of limited hours of interaction closely reflect participants' sense of frustration in failing to achieve successful interactions." (p.123)
Al Murshidi (2014	United States	Sequential QUAN ⇒ qual	Interviews (6 Participants)	Survey (250 Participants)	Students and teachers' support for Saudi and Emirati students	No noted participation in design, data collection, data analysis or conclusions	"Supporting the Emirati and Saudi students in their disciplines facilitates their socialization in the academic community" (p. 1584)
Chen & Yang (2014)	United States	Sequential QUAL ⇒ quan	Interviews (11 Participants)	Survey (153 Participants)	Cultural behaviors to adapt to a new environment	No noted participation in design, data collection, data analysis or conclusions	"While benefitting from the oversea study experience, international students face a number of challenges associated with their unique and unfamiliar surroundings" (p. 22)

its qualitative strand as well. Regarding the qualitative methods used in this sample, six used interviews to collect data and two used focus groups. Third, while the research interests in this sample varied, the eight studies focused primarily on one of three concepts: classroom dynamics, experiential learning, and acculturation. These studies considered the extent to which international students integrate themselves into the campus, the role that technology plays in the academic environment, and the support services available to international students. Therefore this sample of MMR studies demonstrates a diverse arrange of research foci and conclusions; however, they are all consistent in the role of the participants in each study.

Role of Participants

The quantitative, qualitative and mixed methods studies in this review yielded unanimous results with regard to the participants in their studies. None of the articles delineated a role for the participants other than their passive contribution to the study such as completing a survey or an interview. The research participants were not consulted with regard to their attitudes towards the research study, their interest in the topic being considered, or the validity of the study's conclusions. The exception to the previous statement was the member checks (Rubin & Rubin, 2012) that occurred in the qualitative strands of some of the inquiries; however, these member checks were employed primarily to determine accuracy in the interview transcripts or to conclude if any of the participants did not want to publicize personal information revealed during the course of the study. This lack of active participation in the research could lead to findings that Freire (1970) called banking education, where the opinions of trained research experts are superior to local knowledge. As a result, conclusions drawn through banking education might be less effective to the particular setting in which they are applied and could represent a missed opportunity for increased internal and external validity (Plano Clark & Ivankova, 2016) as well as lead study participants to feel silenced with regard to their contributions to the study. The lack of participant input in the research process

in this sample demonstrates that the conclusions from these journal articles could be lacking the outlook of a particularly salient constituency. If a HEI were to implement some of the suggestions offered at the end of these inquiries, the lack of international student perspective in formulating these ideas could limit their potential for success.

Research Methods

The next section discusses the combination of mixed methods and action research in this study. Although their goals can be different, mixed methods and action research techniques are compatible with each other (Ivankova, 2015) because both research paradigms can adopt a pragmatic approach when addressing research questions. First, the foundations of mixed methods research will be considered, especially with regard to the particular study design used in this investigation. Second, the foundations of action research will be delineated which will contextualize the role of international students in the development of the study and the Photovoice procedure employed to elicit their perspective about the institution.

Mixed Methods Research

Figure 3.1 from Plano Clark and Ivankova (2016) helps clarify the contexts and expectations that a MMR researcher should consider before beginning a MMR study. Although many of these considerations occur within a purely qualitative or quantitative investigation, the diagram helps describe the additional factors that should be addressed when a researcher proposes a MMR study. The researcher(s) should keep in mind that MMR requires more extensive planning and preparation than a purely qualitative or quantitative study would entail. Starting with the inner ring of the diagram, the personal contexts are the most essential components of a MMR study. Starting from the upper left, the practitioner needs a clear understanding of the research approach, making one's MMR definition essential to a successful study. Moving clockwise, a MMR study must demonstrate a strong rationale as well – the researcher should determine if an exclusively qualitative or

Figure 3.1

Socio-Ecological Framework for Mixed Methods Research

Source: Plano Clark & Ivankova, 2016

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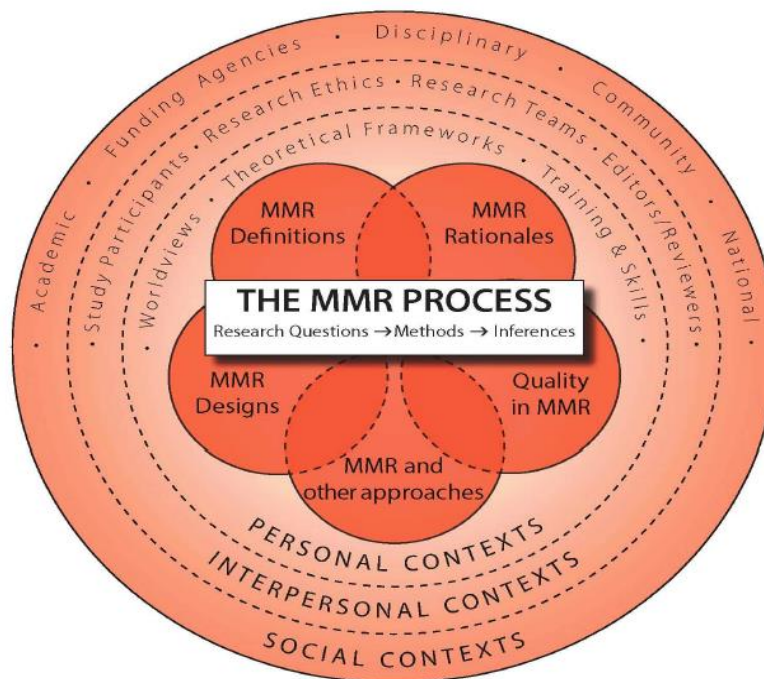
quantitative study would be more appropriate considering the time and resources needed for a MMR

study. Next, the quality of a MMR study should be considered. Practitioners indicate that the

qualitative and quantitative components should demonstrate quality within their research traditions

for the overall product to have a strong foundation (Plano Clark & Creswell, 2015). The next

section of the diagram discusses MMR in combination with other approaches – these include action

research (the subject of the next section), grounded theory, and longitudinal studies (Plano Clark &

Ivankova, 2016). The researcher should determine if the integration of MMR techniques with

another research framework is an approach that will adequately answer the proposed research

questions. Finally, MMR designs focus primarily on timing of the research strands and the integration of the data and results (Guest, 2012). Regardless of whether MMR studies are sequential or concurrent (Plano Clark & Ivankova, 2016) the goal is to create a study whereby the sum of the qualitative and quantitative methods is greater than its parts. Once the researcher has determined what form of MMR design she would like to utilize, she should then consider some of the interpersonal and social contexts that affect her study. Interpersonal and social contexts are relevant in any proposed study; the major difference with a MMR study is the extent to which one's research community supports a MMR approach. These contexts include the role that the study participants, funding agencies, research teams, and university resources play in the course of the investigation. This socio-ecological framework demonstrates well the considerations that MMR researchers review before embarking on a study in this tradition.

Some of the challenges with MMR include the investment in time and resources necessary to complete such a study. Most commonly research teams (not just an individual researcher) pursue MMR studies due to the extensive data collection, analysis and presentation involved, as well as the expertise necessary to ensure that the individual strands are completed appropriately. As the research team for an MMR study typically involves intricate data collection and analysis techniques, the study participants are rarely involved in the planning, implementation or dissemination of the study (Ivankova, 2015). The dynamic between the participants and the research team changes within an Action Research context.

Action Research

The philosophical worldview of an Action Research (AR) study is transformative – the idea is to create positive change within the research environment (Mertens, 2010). The essential features of AR include community orientation, practical focus, participation, collaboration, reflection and empowerment (Reason & Bradbury, 2008) - Table 3.2 clarifies these major characteristics. Action

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Table 3.2

Key Features of Action Research

Source: Source: Reason and Bradbury, 2008, p. 3-4

Action research is a set of practices that respond to people's desire to act creatively in the face of practical and often pressing issues in their lives in organizations and communities.
Action research calls for engagement with people in collaborative relationship, opening new "communicative spaces" in which dialogue and development can flourish.
Action research draws on many ways of knowing, both in evidence that is generated in inquiry and its expression in diverse forms of presentation as we share our learning with wider audiences.
Action research is value oriented, seeking to address issues of significance concerning the flourishing of human persons, their communities, and the wider ecology in which we participate.
Action research is a living, emergent process that cannot be pre-determined but changes and develops as those engaged deepen their understanding of the issues to be addressed and develop their capacity as co-inquirers both individually and collectively.

researchers emphasize investigations that focus on making a positive impact on the community and can incorporate qualitative, quantitative, and mixed method techniques into a research study. AR requires researchers and participants to create a partnership through their study and to enable the participants to see themselves as co-researchers (Israel, Eng, Schulz, & Parker, 2012). AR projects are cyclical; they emphasize stages of study design, data collection, reflection upon the results, and then utilization of the study conclusions to improve the next iteration (Ivankova, 2015).

Considering international students, AR has been utilized to explore the use of social media in the classroom (Machin-Mastromatteo, 2012), oral participation in the classroom (Mack, 2012), and international students' likelihood of using campus counseling services (Onabule, & Boes, 2013). AR with international students responds to the quantitative, qualitative and MMR studies previously discussed to ponder why these studies did not incorporate the participants more extensively in their planning and implementation. In many of these studies the international student participants are considered from a deficit model (Sandoval-Lucero, 2014), in terms of their needs rather than the strengths that they possess. International students therefore lack an opportunity through traditional research methods to be empowered and to express their own voice regarding their experiences at a

U.S. HEI.

Photovoice

One arts-based variant of AR that has specific relevance for international students is Photovoice. Photovoice is a method designed to increase community empowerment and participation in research based upon Freire's critical pedagogy and feminist methodology (Wang & Burris, 1997). In Photovoice methodology, a small group uses visual tools to express their perspective and the members of this group become co-researchers with the professional investigator. The researcher and co-researchers meet as a group to determine the subject matter of their study, then take images to respond to a specific prompt. After this exercise the co-researchers then re-convene and discuss their motivations for taking the photos that they selected. The co-researchers use their images as prompts to discuss aspects of their reality, and finally they display their work (including textual explanations of the photographs) in a public sphere. During this process the co-participants are empowered to share their viewpoint through their research and foster community dialogue around the topics they have highlighted.

Photovoice has been shown to facilitate cultural competence (Gardner, 2013); to demonstrate students' perspectives on multiculturalism (Johansen & Le, 2012); and to empower youth to represent their community's needs (Strack, Magill, & McDonagh, 2004). Photovoice is particularly effective as a tool for marginalized groups to explore power dynamics within society (Mejia, Quiroz, Morales, Ponce, Chavez, & Olivera y Torre, 2013). In the international student context, Photovoice has been used to demonstrate students' responses to cuisine in their host culture (Amos & Lordly, 2014); Asian students' adjustment to European language and culture (Wang & Hannes, 2013); and Palestinian students' experiences living and studying in Israel (Graziano, 2014). Especially when language challenges and/or cultural differences are evident, Photovoice has the potential to facilitate communication between international students and domestic students: "Photos

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generated from Photovoice projects allow for participants' points of view and stories to be heard within a language-free context" (Kiesler, Vaughn, & Kaur, 2013, p. 1077). This less language-dependent characteristic of Photovoice makes it more valuable as a AR research methodology for international students than other possibilities such as democratic dialogue (Boler, 2004), collaborative inquiry (Bray, 2000) or future search (Janoff & Weisbord, 2006) would be. Photovoice has substainal potential for international students to demonstrate their creativity, share their perspective and foster engagement between international and domestic students.

Mixed Methods Action Research Study Design

The design for this investigation was a sequential explanatory design (Creswell & Plano Clark, 2011). Throughout the study, international students acted as co-researchers to contextualize the study purpose, data collection, data analysis, and dissemination of results. A sequential explanatory design begins with a quantitative strand that is completed in its entirety. The results from this quantitative strand were then used to develop the subsequent qualitative strand, including the sampling procedures and the prompts used in the qualitative methods. The purpose of the second strand of this MMR design was to further explain the results from the first strand and contribute a broader understanding of the research phenomenon. Finally, the combined results led to meta-inferences (Plano Clark & Ivankova, 2016). Each strand's priority (Plano Clark & Creswell, 2015) in this design varies, but in this study the quantitative strand had higher priority because the qualitative strand was used to contextualize the quantitative strand. Figure 3.2 is a procedural diagram of this dissertation's research process to indicate that the quantitative strand was a campus climate survey of faculty, staff, and students at Xavier and the qualitative strand was a Photovoice project (Wang & Burris, 1997) in response from a group of international students.

Examples of this Design

This section discusses two examples of Mixed Methods Research (MMR) articles that

Figure 3.2

Procedural Diagram: Sequential Explanatory Design

Action Research Framework

Quantitative Strand

Campus climate survey: Students, faculty and staff document attitudes regarding international students and experiences with international students.
Participants: 1464 complete surveys (19% response rate within the population)
Data Analysis: ANOVA on rank comparing demographic groups (Acar & Sun, 2013)

↓

Connect from results to plan next phase

Compare results from international students with results from domestic groups
Followup sample: Purposeful selection (Creswell, 2012) of 10 international student participants for the qual strand
Determine stimuli for Photovoice portion

↓

Qualitative Strand

Photovoice: Images and captions to emphasize the perspective of international students
Participants: 10 international students
Data Analysis: Adapted phenomenological coding (Moustakas, 1994)
Member checking for data validity
Themes determined collaboratively with international student co-researchers

↓

Connect two sets of results and draw inferences

Conclusions provide complementarity of survey and Photovoice results
Center for International Education more informed to provide relevant intercultural programming for the campus
Enhanced understanding of international student experience

employed a sequential explanatory design (Creswell & Plano Clark, 2011). The two articles chosen for this comparison both studied classroom engagement techniques as a means to foster effective student learning. Both Gasiewski, Eagan, Garcia, Hurtado, and Chang (2011) and Zumbrunn, McKim, Buhs, and Hawley (2014) used a cross-sectional survey (Creswell, 2012) for their quantitative strands, and then used similar methods to each other for their qualitative strands. Gasiewski et al. (2011) used semi-structured focus groups (Creswell, 2013) and Zumbrunn et al. (2014) used semi-structured interviews (Creswell, 2013). Both articles indicated that the main purpose for combining qualitative and quantitative research methods was that a monostrand study would provide a more limited understanding of the research phenomenon (Teddlie & Tashakkori, 2009). Gasiewski et al. (2011) examined student engagement in STEM courses to explore what classroom environment was most effective; the researchers started with a cross-sectional survey of students participating in 73 introductory STEM courses from 15 different colleges and universities throughout the United States. They also surveyed the faculty instructing the courses. This extensive quantitative data collection was followed by qualitative focus groups that focused on a smaller subsection of the survey participants to further clarify students' academic engagement. Therefore the researchers in this study indicated their preference for MMR due mainly to the complementarity of information that would emerge when they pooled quantitative and qualitative data. The combination of the two strands provided a broader understanding of the research phenomenon than could be achieved by a survey or focus groups alone.

In comparison, the Zumbrunn et al. (2014) study sought to understand students' perceptions of belonging and motivation in a college classroom in order to compare two models regarding a supportive classroom environment and student motivation. Regarding the research purpose, the researchers used their quantitative survey results mainly for the comparison of the two models, and the qualitative strand was used primarily to justify their choice of the second model as more salient

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to classroom engagement: "to provide an extra dimension of description and understanding of college student belongingness" (Zumbrunn et al., 2014, p. 665).

Integration

The integration of results took place at two points in each study; after the end of the quantitative cross-sectional survey and after the completion of the qualitative semi-structured interviews or focus groups. The researchers used the first integration to prepare for the qualitative phase by creating follow up questions to further clarify the survey results and to select participants that would be most relevant to their qualitative phase. The second integration occurred in the discussion section of each study; Gasiewski et al. (2011) clearly demonstrated how their two phases combined through organizing the combined study findings into major themes and placing quantitative results followed by qualitative results. The statistical analysis in the quantitative phase was corroborated through direct quotes from the focus group participants. The authors concluded their study with further characteristics of gatekeeper faculty, engaged faculty and engaged students illuminated through their quantitative and qualitative results. Zumbrunn et al. (2014) indicated that their first integration took place once the quantitative phase determined their best fit model for student classroom engagement. The qualitative phase then emphasized a more complete understanding of student belonging and therefore the quantitative phase influenced the development of the semi-structured interview questions. The qualitative phase results were reported separately from the quantitative results, and the conclusion section was the main point of integration of the two strands. This study was consistent in that the justification for the qualitative phase did not seem particularly strong throughout and the contributions of this phase were limited as compared to the quantitative study.

These two articles demonstrated a useful model for sequential explanatory mixed methods research in that they clearly followed the standards of this design elaborated in Creswell and Plano

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Clark (2011). The quantitative cross-sectional survey took place first in both strands, and then its results were used to select relevant participants for the qualitative phase and to help develop the questions used for the semi-structured portions of each study. Both studies also did not address the role of the participants within the study. Therefore although both studies did have an impressive sample size and emphasized generalization, their results might not have the same impact they could have achieved if they had involved the participants more fully in the study. These example studies reinforced the importance of incorporating international students as co-researchers for this investigation in order to make this study more relevant to its unique setting and to empower them to share their perspective with the campus community.

Phase I: Quantitative Strand

After reviewing the example studies, the quantitative strand of this sequential explanatory design was developed. The intent of this quantitative strand was to understand the attitudes towards international students at the institution and to document the interactions that international students had with domestic students, faculty and staff. The goal of this strand was therefore to understand the campus environment with regard to international students.

Participants, Sampling, and Survey Instrument

The quantitative strand consisted of a campus climate survey adapted from previous sources (Mason, 2011; Sheldon, 2001) in which the campus community noted their attitudes towards and experiences with international students. These campus climate surveys were not designed exclusively for to consider the presence of international students on a HEI campus, so they were adapted for the purpose of this study. During the course of the adaptation, I worked with a group of international students, a survey expert (M. Fitzgerald, personal communication, October 22, 2015), and several research collaborators at the University of Cincinnati and Xavier University to refine the survey. The Table of Specifications used to develop the survey can be found in Table 3.3.

Table 3.3

Table of Specifications – Research Questions and Corresponding Survey Questions

Research Questions	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
To what extent does the campus community perceive Xavier to be international?	■																				
How often do domestic faculty, staff and students interact with international students?		■	■																		
How important is global understanding to the Xavier campus community?				■	■																
How diverse are the national backgrounds of faculty, staff and students at Xavier?						■	■														
What are the benefits and challenges you perceive about having international students?								■	■												
Should having more international faculty, staff and students be a priority for Xavier?										■	■										
How well do international students acclimate themselves academically and socially to Xavier?												■	■	■							
How familiar is the Xavier campus community with the Center for International Education?															■	■					
How important is language study (learning English or learning a non-English language) to Xavier?																	■				
How often does the Xavier campus community interact with students in the Intensive English Program?																		■	■		
How comfortable should international students feel expressing their opinions at XU?																				■	
How often does the campus community feel obliged to be a spokesperson for their nationality?																					■

Comparison Variables (Qs 2-9) include

- Main role on campus (faculty, staff, student)
- Gender
- Country of Citizenship
- Ethnicity
- Length of time at the institution
- College of the university (students only)
- First Generation status (students only)

Each question from the survey originated from the research questions in order to document the attitudes towards and experiences with campus internationalization. These questions considered the frequency of interactions with international students on campus, the importance that members of the campus community place on internationalization, and the level of comfort that survey respondents felt sharing their opinion at the university. The participants in this quantitative strand were all faculty, staff, and students at Xavier University. The opportunity to complete the quantitative survey was presented to the faculty, staff, and students at Xavier using a census sampling technique (Collins, Onwuegbuzie, & Jiao, 2007) whereby 7664 members of the campus community were invited to complete the survey. Each potential respondent received up to three recruitment messages as well as multiple electronic announcements (see Appendix A). Before starting the survey, each participant was asked to agree to an informed consent statement (see Appendix B). In total, 1464 surveys were completed, for a response rate of 19% (for the full instrument, see Appendix C). Once a participant completed the survey, the person could provide their email address in a separate survey to be randomly considered for one of five $50 university bookstore gift cards.

Data Collection and Analysis

The data from the anonymous survey consisted primarily of responses on a Likert scale (Sullivan & Artino, 2013) and demographic information such as gender, nationality, and membership in a faculty, staff, or student group was collected. The data was collected electronically through the Qualtrics software program and the results were demonstrated in table and graph form (see Chapter Four). After collecting the data, responses were reviewed for the assumptions of ANOVA procedures (Lomax & Hahs-Vaughn, 2012), and as each response violated the assumption of normal distribution (Brereton, 2014), the data were analyzed through ANOVA on rank procedures (Acar & Sun, 2013) in the statistical software package R to compare demographic group averages.

Validity Considerations

The quantitative survey results were considered using validity considerations such as power analyses (Lomax & Hahs-Vaughn, 2012) and comparisons with demographic data of the university population. The ANOVA on rank results were analyzed using a .05 level of statistical significance. The results of the survey were also reviewed for missing data, and the samples for the ANOVA on rank groups were determined to be sufficient for data analysis because they were at least 20 participants per group (Cardinal & Aitken, 2006).

<div align="center">

Phase II: Qualitative Strand

</div>

The qualitative strand of the study occurred after the quantitative strand was completed. The point of interface (Creswell & Plano Clark, 2011), or the moment when the two strands were merged, occurred first after the quantitative strand was completed and second after the qualitative responses to the quantitative strand were completed. The results from the survey were used to inspire the co-researchers within the qualitative strand to provide a response to the survey results. The participants in the Photovoice portion of the survey were ten international students at Xavier who were purposefully selected (Creswell, 2013) because they represented the major constituent groups of international students at Xavier. The Center for International Education provided the names of potentially interested students, and the co-researchers who helped to develop the survey also suggested some additional international students for the Photovoice portion. All of the co-researchers had the opportunity to participate in the campus survey. The international students viewed the results from the quantitative survey and provided feedback in an initial meeting. They then used photography to respond to the survey results and represent their own perspective about the campus. The international students met multiple times and discussed their images, and these conversations were recorded and transcribed. Finally, their photography and quotations from the conversations about the photos were added to the survey results and displayed in one of the art

galleries contained in the student center of the university.

Participants and Sampling

The qualitative sampling technique was purposeful sample (Creswell, 2012) to ensure that the co-researcher group was robust and representative of the international student population on campus. In total, 10 international students who represented the countries of Chile, China, Ghana, Honduras, Japan, Kenya, Nigeria, Saudi Arabia and Vietnam participated in the qualitative strand. The co-researchers were selected to represent the major international student groups on campus and included Intensive English students, undergraduate students and graduate students. The Center for International Education and the Intensive English Program helped identify students who would be interested in participating in the qualitative strand, and an email invitation was sent to potential co-researchers inviting them to an organizational meeting.
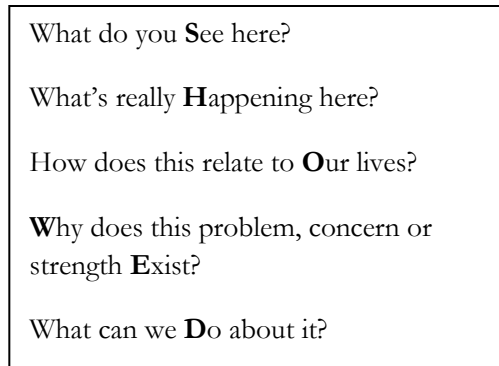
Data Collection and Analysis

The data collected consisted of photographic images, Photovoice discussion transcripts, written descriptions, and member checks. The international students met both in a group and individually with me to discuss the photographs taken for this project. The transcripts recorded the Photovoice analysis as the students progressed through the SHOWED method (Wang & Burris, 1997). The SHOWED method is a mechanism to encourage analysis of photographic imagery, delineated in Figure 3.3. The SHOWED method provided the students with targeted questions to answer with regard to their images and then allowed the other co-researchers to respond with their own ideas about the photos. The emphasis of this methodology is to consider the following ideas when reviewing each photo: observation, interpretation, contextualization, politicization and action. (M. Brydon-Miller, personal communication, March 13, 2016). The written descriptions were opportunities for the co-researchers to provide further clarification about their images, and the member checks (Creswell, 2013) were regular consultations with the co-researchers to ensure the

Figure 3.3

SHOWED Method

Wang & Burris, 1997

What do you **S**ee here?

What's really **H**appening here?

How does this relate to **O**ur lives?

Why does this problem, concern or strength **E**xist?

What can we **D**o about it?

validity of the results. The co-researchers consented to provide me with their images and to record their perspective during small group discussions of the images.

The qualitative analysis consisted of thematic coding (Creswell, 2012) using Phenomenological techniques (Moustakas, 1994) to consider the images and their accompanying clarifications provided by the co-researchers. The analysis consisted first of reviewing the transcripts for significant statements, quotations that provided insight into the co-researcher's understanding of being an international student. Next, the significant statements were condensed into clusters of meaning, which were condensed further into themes. The themes were finally combined to determine the essence of the phenomenon. The co-researchers engaged in collaborative data analysis to explore what conclusions can be drawn from their work and what messages should be shared with the wider campus community.

Validity Considerations

The data collection and analysis for the qualitative phase emphasized the trustworthiness (Creswell, 2013) of the results. For these reasons, the main validity considerations for the qualitative portion were to ensure that the co-researchers found the results credible. The co-researchers helped

determine what themes and images to share with the rest of the campus, thus ensuring that the results legitimately represented their perspective. The international students were also consulted repeatedly to ensure that the conclusions from the qualitative portion were accurate.

Mixed Methods Integration and Validity Procedures

The explanatory sequential design (Creswell & Plano Clark, 2011) was followed in this study as the quantitative campus climate survey occurred before the qualitative Photovoice strand. The international student co-researchers provided their perspective through Photovoice and the combined result of the two strands was a public display of the quantitative and qualitative results in a central location at the university. The final presentation of the Photovoice results included aspects of the survey results as well as the Photovoice images and captions, thus demonstrating a joint display (Plano Clark & Sanders, 2015) of the two strands. This joint display was an opportunity for the co-researchers to share their work with the campus community and foster an enhanced dialogue about internationalization. The co-researchers hoped that the research presentation would demonstrate their impact at Xavier to the rest of the institution, and provided an opportunity within the final presentation where the general public could share their comments.

The mixed methods legitimation process (Onwuegbuzie & Johnson, 2006) considered for this study were sample integration, sequential legitimacy, and political authenticity. The sample integration for this study was achieved because the Photovoice participants in the qualitative strand that occurred after the quantitative strand were selected from potential participants in the quantitative survey. Sequential validity occurred because the quantitative strand occurred first and informed the development of the qualitative strand, following the sequential explanatory design. The study was also politically legitimate because the participation by the co-researchers and the stakeholder outreach that occurred throughout the study ensured that the results would be valued.

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Necessary Permissions, Ethical Considerations, and Timeline

Before embarking on the research project, I applied for a non-human subjects determination from the Institutional Review Board (IRB) at the University of Cincinnati. This project fit the definition of non-human research because its results were not generalizable outside of Xavier University. However, the results can be transferrable (Creswell, 2012) to another college or university context with an appropriate understanding of the circumstances within which the data emerged. These results were directly relevant to Xavier University and could be modified and applied to other contexts. After the UC IRB determined that the study was non-human subjects, I applied for the same determination from the IRB at Xavier University. Once both authorities decided that I could proceed with the study, I worked with various constituencies at Xavier in order to connect with prospective co-researchers, gather and analyze the survey data, and ensure the use of university facilities for the public display of the Photovoice results. The data collection phase of this study took place from October 2015 until January 2016.

Ethical Considerations

As the study had a non-human subjects determination, I employed a structured ethical reflection (Brydon-Miller, Rector Aranda, & Stevens, 2015) as demonstrated in Table 3.4 to ensure that I kept the best interests of my co-researchers and the Xavier community in mind. The structured ethical reflection is a series of value statements and considerations that I contemplated throughout the course of the study. Therefore the structured ethical reflection provided a context to consider the development of the research study in the absence of IRB oversight. Throughout the study, there were several ethical challenges that emerged. One was the extent to which some of the responses from the community at large might be offensive to the international student co-researchers. For example, a participant in the survey or an observer of the public display of the Photovoice project could make xenophobic, racist, or otherwise discriminatory comments. One

Table 3.4

Structured Ethical Reflection for Non-Human Subject Research Project (Brydon-Miller et. al, 2015)

Values	Gaining Entrée/ Gatekeepers/ Networking	Constructing Research Question	Planning Project/Study	Recruiting Participants	Collecting Data	Analyzing Data	Member/Peer Checking	Going Public (Presentation and Publication)
Authenticity	In my interactions with potential research partners have I truly represented my strengths and weaknesses?	Does my research question represent an inquiry that has value to me and my research partners?	Have I considered the project's impact and importance during the planning stages?	Am I presenting the project / study truthfully in all of its aspects?	Am I recording data as it happens, limiting biases that would help my conclusions?	Are the data being considered represented accurately and appropriately?	Do my fellow researchers / participants feel confident that they are represented appropriately?	Does the public presentation represent the positives and negatives of the project?
Commitment	How can I best demonstrate my long-term interest in the project?	What research questions will help foster a lasting relationship?	How can I assure that project expectations are realistic for all participants?	How can I best support participants throughout the study?	How can I best demonstrate the importance of the participants while collecting data?	How can the data analysis demonstrate a lasting interest in the community?	How will I show members that their long-term interests are important to me?	How can the developing partnership best be represented?
Conscientious-ness	How will the research team remind themselves of power dynamics within a project or study?	Does my research question consider how the study might impact others?	Is the project planning considerate of the views of both the researcher and the participants?	Do participants understand the role they will play in the study?	Are the participants freely willing to provide their data?	Does the data analysis consider how the participants may view the results?	Are the perspectives and opinions of the participants taken into consideration?	What are the risks and benefits for the participants when the results are presented?
Humility	How will the research team demonstrate respect with the participants?	How can the opinions and ideas expressed by the participants be valued?	How are the views of the participants included in the planning process?	How will participants in the project be recognized for their contributions?	How will respect for all participants be demonstrated as data are collected?	How can participants' insight be incorporated into analysis?	How will participants see their role in the study?	How can the participation of all the study partners be honored during the presentation?
Inclusiveness	How can participants and researchers of all backgrounds be welcomed into the study?	How does the research question demonstrate respect for diverse participants?	How does the planning incorporate multiple viewpoints?	How will I ensure that the potential participant pool includes a wide range of personal backgrounds?	How will the data collection reflect the abilities and perspectives of all the participants?	How will the data analysis incorporate ideas from the entire group?	Will the research participants feel a part of a diverse group?	How can the varied perspectives amongst the group be represented?
Transparency	How will I document efforts to create relationships with gatekeepers?	How clearly does the research question articulate the goals of the study?	How will access to the planning process be provided for the participants?	How will I ensure that participants understand their role and the research team's expectations for them?	How will data collection procedures be explained to the participants?	How will the data analysis be made available to the group?	How will I document how member checking will be incorporated into the final conclusions?	How can I ensure that the contributions of all study participants and researchers are clarified?

possible response was to shield the co-researchers from such potentially offensive material; another possibility was to inform the co- researchers so that they decided an appropriate response. In developing the study in collaboration with the international student co-researchers, we believed that the later approach was more authentic. A second ethical dilemma was the potential risk that a co-researcher might be placed in an uncomfortable situation after sharing her opinion through the Photovoice strand. While the quantitative survey was anonymous, in the qualitative strand the co-researchers had the opportunity to identify themselves through their data if they chose. During the discussions as part of the Photovoice data analysis, the co-researchers and I discussed the potential benefits and challenges of revealing personal information and ultimately decided not to reveal the names of the co-researchers. A third ethical question regarding the research setting was the importance of being honest yet respectful with the portrait of the campus community. If the description of the campus climate was unrealistically flattering, the conclusions at the end of the study could be ill-informed. If the campus vignette was too pessimistic, the possibility of the study facilitating positive change could be muted and the findings easily dismissed. Therefore, the importance of honesty and integrity in delineating the reality of the campus climate could not be overstated.

Challenges with this Design

The major challenges that I anticipated with this research design were the length of time required to complete the study and the search for sufficient participants for the study. First, I created an ambitious timeline for the completion of this study that was mainly dictated by the public space available for the Photovoice presentation. As the gallery space that housed the MMR joint display (Plano Clark & Sanders, 2015) was available at the beginning of the Spring 2016 Semester (starting in January 2016), both quantitative and qualitative strands had to be completed in a prompt manner. As the quantitative strand informed the results of the subsequent qualitative strand, the

time crunch became more acute. While some modifications due to the timeline did occur, both strands were completed in their entirety within the proposed timeline. Second, finding participants for both strands of the study was also a substantial challenge. The incentive offered in the campus climate survey (five participants won a $50 gift card to the campus bookstore), as well as the support of various campus constituencies led to a very satisfactory response rate for the quantitative portion. For the qualitative participants, purposeful sampling was more feasible due to the support of the Center for International Education specifically.

Researcher's Resources and Skills

Before entering in the Education Studies doctoral program, my research experiences were primarily quantitative. I was a Psychology major as an undergraduate student, and I worked with a Cognitive Psychologist in her research lab to address pattern recognition in the brain (Dulaney & Marks, 2007). I also conducted a study that considered how warning labels on food packaging affected one's perception of the food's taste that was accepted for the National Conference on Undergraduate Research in 2001. These studies emphasized a structured statistical analysis of the results and the results were intended to be generalizable. Once I entered the doctoral program, I have been drawn to Action Research, MMR and Qualitative courses because I see the importance of data beyond just general trends and seek a broader response to my research questions. My concentration within my doctoral program has been Educational and Community-Based Action Research, and I have explored research opportunities with the local Latino immigrant population as well as visited Action Research organizations internationally. I have taken the qualitative research sequence and served as a Teaching Assistant for the graduate courses of Qualitative Research I and II. For these reasons I had the ability to conduct both a quantitative and qualitative strand within my study and my findings were substantially enhanced due to their combination. My goal with this study was to catalyze the campus internationalization process and I believed that the more evidence

I could obtain to better understand this phenomenon the more likely my study would be to make

the positive impact I sought.

Chapter Four

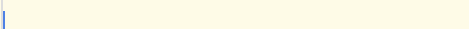**Mixed Methods Action Research Results**

This chapter delineates the results from this study, including the quantitative campus survey results and the qualitative Photovoice results. First, the demographic statistics of the quantitative survey are presented, and then the survey results and the Photovoice responses are reported. These combined quantitative and qualitative results are organized by the qualitative themes that the international student co-researchers determined to reflect the co-researchers' role within the study's development, implementation, analysis, and dissemination. The chapter concludes with a description of the essence of being an international student at Xavier University.
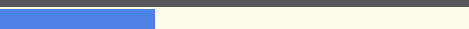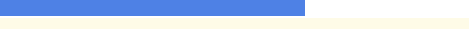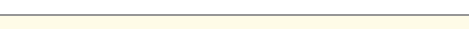
Demographic Information for the Quantitative Survey
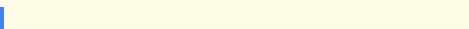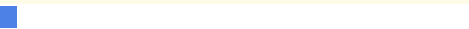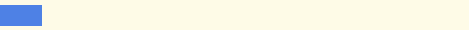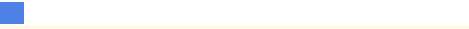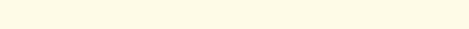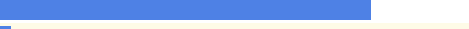
In the Fall 2015 semester, 1,623 members of the Xavier community started an anonymous survey about attitudes towards and experiences with international students, and 1,464 completed the survey in its entirety. A total of 7,664 potential participants were invited to complete the survey, resulting in a completion rate of 19%. The data listed under Table 4.1 indicate that the vast majority (1,359 responses, or 84%) of survey respondents were students, of which 1,155 (71%) were undergraduate students. This student response rate is slightly higher than the percentage (82%) that the 6,285 total students enrolled at Xavier University represent of the total university population of 7,664 individuals (Xavier University Office of Institutional Research, 2015). The response rate was higher among females than males – 65% of the respondents were female. By comparison, the population of undergraduate and graduate students at Xavier is 56% female (Xavier University Office of Institutional Research, 2015), meaning that the respondents of this survey were more likely to be female than the general student population at Xavier. In terms of ethnicity, the respondents of this survey were 78% Caucasian, 10% African-American and 6% Hispanic / Latino. By comparison, within the undergraduate student population who were not listed as two or more races or race

Table 4.1

Demographic information about survey responders

What is your main role at Xavier University?

#	Answer		Response	%
1	Faculty Member		109	7%
2	Staff / Administration		142	9%
3	Undergraduate Student		1,155	71%
4	Graduate Student		204	13%
5	Intensive English Student		7	<1%
	Total		1,617	100%

What is your gender?

#	Answer		Response	%
1	Male		538	34%
2	Female		1,034	65%
3	Other		5	<1%
4	Prefer not to Respond		6	<1%
	Total		1,583	100%

What is your ethnicity? Please select any that apply.

#	Answer		Response	%
1	American Indian or Alaska Native		25	2%
2	Asian American		66	4%
3	Black or African American		151	10%
4	Hispanic / Latino		88	6%
5	Native Hawaiian or Pacific Islander		9	1%
6	White / Caucasian		1,241	78%
7	Other		48	3%
8	Prefer not to Respond		19	1%
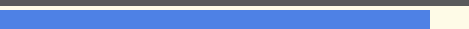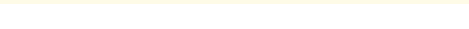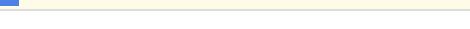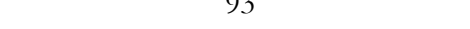
What is your nationality?

#	Answer		Response	%
1	United States		1,447	91%
2	China		8	1%
3	India		4	<1%
4	South Korea		4	<1%
5	Saudi Arabia		6	<1%
6	Canada		5	<1%
7	Taiwan		46	3%
8	Japan		4	<1%
9	Vietnam		6	<1%
10	Brazil		2	<1%
11	Other		79	5%

Table 4.2

Employment History for Faculty and Staff

How long have you been employed at Xavier?				
#	Answer		Response	%
1	0 - 4 years		97	39%
2	5 - 9 years		57	23%
3	10 years or more		94	38%
	Total		248	100%

unknown, 77% were Caucasian, 11% were African-American and 5% were Hispanic / Latino.
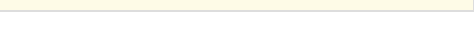
Finally, the respondents' nationality was noted in the survey, and it indicated a response rate of 91%

U.S. citizens. This 9% response rate for international students, faculty and staff compares to 4% of

the student population who are international students and the 1% of faculty who are non-U.S.

citizens (Xavier University Office of Institutional Research, 2015). This substantially higher

response rate among members of the Xavier community who consider themselves to be

international could be due to increased motivation among international students, faculty and staff to

complete the survey. In general, the demographic categories of the respondents indicate that the

population of the survey is similar to the general campus community.
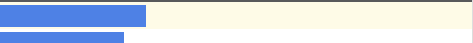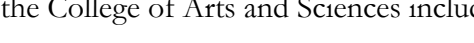
The responses from Table 4.2 indicate that among the faculty and staff that completed the

survey, almost 40% of the respondents was either in their first four years of employment at Xavier

or had been at the university 10 years or more. Therefore as more than 60% of the responses

represented participants who had worked for the university at least 4 years, this mix indicates that

the respondents in this survey represented a wide range of experience. According to these

demographic measures, the respondents as an aggregate could provide a broad spectrum of the

attitudes toward and experiences with international students amongst the university faculty and staff.

As shown in Table 4.3, with regard to their academic college, the highest percentage of respondents

came from the College of Arts and Sciences at 45%; although the highest amount of graduates

emerge from academic programs in the College of Professional Sciences, this higher

Table 4.3

Student Responders Demographic Information

In what college of the university is your major / program of study located?				
#	Answer		Response	%
1	College of Arts and Sciences		601	45%
2	College of Professional Studies		382	29%
3	Williams College of Business		345	26%
	Total		1,328	100%

Did any of your parents or grandparents graduate from a four year college or university?				
#	Answer		Response	%
1	Yes		890	67%
2	No		442	33%
	Total		1,332	100%

How long have you been enrolled at Xavier?				
#	Answer		Response	%
1	Less than 1 year		422	32%
2	1-2 years		360	27%
3	2-3 years		283	21%
4	3 years or more		272	20%
	Total		1,337	100%

percentage of respondents for the College of Arts and Sciences includes students in the undecided or Exploratory major who account for approximately a third of incoming first-year students (Xavier University Office of Institutional, Research, 2015). With regard to first generation status, where a student will be the first in her family to graduate from a four year Higher Education Institution (HEI), the percentage of respondents (33%) is higher than the university average for the undergraduate population of 20% (Xavier University Office of Institutional Research, 2015). Finally, the balance of respondents with regard to their time on campus was also representative of the student body, although skewed towards those who have less time on campus. Students who have been at Xavier less than 1 year represented 32% of the respondents, whereas students who have been at Xavier 3 years or more represented 20% of the survey responders. This response rate may

Table 4.4

Qualitative Themes and Subthemes

Theme	New Environment	Common Characteristics	Interpersonal Interaction	Campus Internationalization
Subtheme	Additional Regulations	Academic Adaptation	Social Isolation	Intercultural Awareness

indicate survey fatigue (Porter, Whitcomb, & Weitzer, 2004) where students respond to fewer surveys as they receive more opportunities to do so. This demographic information demonstrates that the survey responders were similar to the general student population.

Quantitative and Qualitative Results

Once survey respondents had completed their demographic data, they were asked twenty additional questions regarding their attitudes towards and experiences with international students. Seventeen of the questions used a five point Likert scale (Sullivan & Artino, 2013) for respondents to indicate their amount of agreement or disagreement with the survey questions; two were open ended questions asking about the benefits and challenges of having international students on campus; and one had a binary response with follow-up questions about the Center for International Education at Xavier. After the survey results were collected, 10 international students contextualized the results by providing images using Photovoice. Their response was organized into 4 main themes and 4 subthemes (Table 4.4). The main themes were New Environment, Common Characteristics, Interpersonal Interaction, and Campus Internationalization. The four subthemes were Additional Regulations, Academic Adaptation, Social Isolation, and Intercultural Awareness. The subsequent sections of this chapter organize the quantitative survey results by the qualitative themes, starting with New Environment.

Table 4.5

Survey Results: Welcoming Environment, Multinational Faculty, Multinational Students

I believe that Xavier University is a welcoming environment for international students. (Welcoming Environment)

#	Answer		Response	%
1	Strongly Agree		477	31%
2	Agree		842	55%
3	Neither Agree nor Disagree		167	11%
4	Disagree		48	3%
5	Strongly Disagree		5	0%
	Total		1,539	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.87
Variance	0.56
Standard Deviation	0.75
Total Responses	1,539

Overall, I think that the faculty, staff and administrators at Xavier have diverse national backgrounds. (Multinational Faculty)

#	Answer		Response	%
1	Strongly Agree		239	16%
2	Agree		702	46%
3	Neither Agree nor Disagree		337	22%
4	Disagree		207	13%
5	Strongly Disagree		40	3%
6	N/A		12	1%
	Total		1,537	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.44
Variance	1.08
Standard Deviation	1.04
Total Responses	1,537

Overall, I think that the student body at Xavier has diverse national backgrounds. (Multinational Students)

#	Answer		Response	%
1	Strongly Agree		209	14%
2	Agree		689	45%
3	Neither Agree nor Disagree		295	19%
4	Disagree		284	18%
5	Strongly Disagree		58	4%
	Total		1,535	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.55
Variance	1.16
Standard Deviation	1.08
Total Responses	1,535

New Environment

Three of the survey questions specifically considered the environment at Xavier University in terms of its sense of welcoming new international students to the campus, as well as attitudes regarding the extent to which the students, faculty and staff on campus have diverse national backgrounds. In response to the first question, the respondents primarily agreed with the idea that Xavier is a welcoming environment for international students, with 86% either strongly agreeing or agreeing with that statement. The respondents also believed that Xavier had an internationally diverse faculty and staff, as 62% either strongly agreed or agreed; 59% of survey responders also indicated they strongly agreed or agreed that Xavier had a nationally diverse student body. Respondents were not asked what their definition of "diverse national backgrounds" was, so these results could be influenced by the respondents' varying perceptions of diversity amongst the faculty, staff and students. In addition, responders were not asked to provide a definition for international student, faculty, or staff, so a U.S. permanent resident or a naturalized U.S. citizen could potentially be considered part of the diverse national backgrounds of faculty, staff and students on campus.

ANOVA on Rank Results

Several one-way Analyses of Variance (ANOVA) on Ranks, or Kruskal-Wallis Test (Acar & Sun, 2013; Cardinal & Aiken, 2006) were conducted to explore the group differences in response to the question about a welcoming environment on campus. The independent variables were the responses to the questions in Table 4.5, and the dependent variables were international students, domestic students in the College of Arts and Sciences, domestic students in the College of

Table 4.6

Shapiro-Wilk Test for Normality Results

Group Name	Test Statistic	P-value
Welcoming Environment	0.7958	$<2.2^{-16}$
Multinational Faculty	0.8755	$<2.2^{-16}$
Multinational Students	0.8798	$<2.2^{-16}$
National Identity	0.9043	$<2.2^{-16}$
Common Characteristics	0.8613	$<2.2^{-16}$
Academic Enjoyment	0.7648	$<2.2^{-16}$
Academic Acclimation	0.7779	$<2.2^{-16}$
Academic Interaction	0.9168	$<2.2^{-16}$
English Proficiency	0.8827	$<2.2^{-16}$
Expressing Opinion	0.7882	$<2.2^{-16}$
Social Interaction	0.9331	$<2.2^{-16}$
IEP Interaction	0.7768	$<2.2^{-16}$
More International Students	0.8728	$<2.2^{-16}$
More International Faculty	0.8874	$<2.2^{-16}$
Intercultural Understanding	0.8196	$<2.2^{-16}$
Future Career	0.7838	$<2.2^{-16}$
Language Learning	0.8256	$<2.2^{-16}$

Professional Sciences, domestic students in the College of Business, and faculty and staff. ANOVA was initially chosen as the data analysis method to determine differences amongst the dependent variable groups. As the assumptions of ANOVA are independence of observations, normal distribution, and homoscedasticity (the error term is the same across all values of the independent variable), the assumptions were considered before starting the test. The first assumption was met because the participants completed the survey without their answers being affected by other participants. The second assumption about normal distribution, however, was not met and therefore a parametric ANOVA analysis was not employed. The Shapiro-Wilk test for normality (Rochon, Gondan, & Kiesler, 2012) determined that the first group's (Welcoming Environment) test statistic of 0.7958 had a p-value less than 2.2^{-16}; the second group's (Multinational Faculty) test statistic was 0.8755 with a p-value less than 2.2^{-16}; and the third group's (Multinational Students) test statistic was 0.8798 with a p-value less than 2.2^{-16}. The null hypothesis of this test is that the data

Table 4.7

ANOVA on Rank / Kruskal-Wallis Test

Question	Kruskal-Wallis Chi-Squared	Degrees of Freedom	P-value
Welcoming Environment	42.89	4	1.091^{-8}
Multinational Faculty	55.97	4	2.031^{-11}
Multinational Students	81.58	4	$<2.2^{-16}$

has a normal distribution, so these p-values indicate that the null hypotheses were rejected. The

results for the Shapiro-Wilk test for normality indicated that all the survey responses were not

normal, as delineated in Table 4.6, and that the null hypothesis was rejected in each case. As a result,

the non-parametric Kruskal-Wallis test (Acar & Sun, 2013) was utilized for the analyses of the survey

question data because it does not require the assumption of a normal distribution. This test assumes

an identically shaped and scaled distribution of results across groups. The null hypothesis of this

test was that all the group medians ($\bar{X}$) were equal, and the alternative hypothesis was that the group

medians were not all equal:

$$H_0 = \bar{X}_1 = \bar{X}_2 = \bar{X}_3 = \bar{X}_4 = \bar{X}_5$$

$$H_1 = \text{not all the } \bar{X} \text{ values are equal}$$

The alpha value was set at .05, and Table 4.7 demonstrates the results of the ANOVA on rank for

the New Enviroment set of survey questions. The results indicated that in all three groups the p-

value was less than .05, meaning that the null hypothesis was rejected. This result indicates that at

least one group median is different than another group median at a statistically significant level. To

determine which groups where significantly different from each other statistically, the Bonferroni

procedure (Lomax & Hahs-Vaughn, 2012), which divides the alpha level (0.05) by the number of

contrasts (5) was used. When the groups were compared, if their alpha level was less than 0.01, then

they were significantly different from each other statistically. First in Welcoming Environment,

Faculty and Staff vs. Arts and Sciences Students (1^{-8}), Faculty and Staff vs. Business Students (9.7^{-8}),

and Faculty and Staff vs. Professional Sciences Students (6.8^{-5}) were statistically significant. Second in Multinational Faculty, Faculty and Staff vs. Arts and Sciences Students (1.9^{-10}), Faculty and Staff vs. Business Students (1^{-10}), Faculty and Staff vs. Professional Sciences Students (0.00032), International Students vs. Arts and Sciences Students (0.00659), International Students vs. Business Students (0.00152), Arts and Sciences Students vs. Business Students (0.00556), and Professional Science Students vs. Business Students (0.00104) were all statistically significant. Third in Multinational Students, Faculty and Staff vs. Arts and Sciences Students (1.4^{-15}), Faculty and Staff vs. Business Students (6.0^{-15}), Faculty and Staff vs. Professional Sciences Students (9.7^{-9}), International Students vs. Arts and Sciences Students (0.00021), and International Students vs. Business Students (6.3^{-5}) were all statistically significant.

Qualitative International Student Responses

The international student co-researchers responded to the questions in Table 4.6 by first noting their adaptation to their new physical environment. In general their acclimation to the new climate went well, and the students noted their fascination with some attributes of the natural world that now surrounded them. First, they explained how they adjusted to the concept of the four seasons (Figure 4.1):

> We don't have four seasons back home, or at least where I live. Um, so like every time, like it change (sic) to a new season I just realize like how pretty it is here… after I experienced the winter and I saw how beautiful spring is like now I realize that people always say that all spring is pretty warm and like, fresh, and like youth or something.

The international students in the group primarily came from warmer climates where the changes in season are not as notable, and where temperatures in the winter do not decrease similarly to the U.S. Midwest. Considering their first experiences with the cold temperatures in winter, the students noted their fascination with snow (as demonstrated in Figure 4.2) and their excitement for a

Figure 4.1

Changing Seasons

Figure 4.2

Snow!

phenomenon that was unfamiliar to them:

> My freshman year it took such a long time to snow… And then I remember one night the forecast came and it was going to snow, and it was really little but I went outside and was like looking up at the sky and then the next day I think was a snow day or something and I would just like sit outside the window… My friend took a picture of me like that.

Therefore the students did find the new physical environment welcoming when they first arrived to the campus and they were excited to explore their new home.

Regarding the questions about the diversity of nationality of the students, faculty, and staff on campus, the international students argued that the national backgrounds of the campus community were limited and that international students were expected to conform to the new environment rather than expressing their individuality. First, the students had a nuanced response regarding diversity of nationality. On one hand, students felt that the environment on campus was more diverse than their home countries: "it's pretty diverse here in a way and in some ways it's not but um, is still more diverse from, like then where I am coming from. Where I am coming from like it was just like everyone looks the same." They therefore felt that this campus was more nationally diverse than a campus they would have found back home. However, they also felt that international students were primarily expected to assimilate to the new environment rather than celebrate their national background. One student remarked "here you came to the U.S. and you are expected to change and become like everyone else"; another student stated "since the community is so diverse you think that everyone is American". A third indicated "it's difficult if there are things that you are supposed to know and you come from a different country and the conversations are based on the same thing and those are things that you are supposed to know but you don't because you are international." For these reasons, the co-researchers claimed the perception of a diverse national environment was not entirely true to their own experiences.

Table 4.8

Survey Results: National Identity

At Xavier, I discuss my national identity:				
#	Answer		Response	%
1	Very Frequently		143	10%
2	Frequently		252	17%
3	Sometimes		455	31%
4	Infrequently		295	20%
5	Very Rarely		311	21%
	Total		1,456	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.26
Variance	1.56
Standard Deviation	1.25
Total Responses	1,456

Additional Regulations

A subtheme to New Environment that the students stated was in regard to the rules and regulations that were required for an international student. These comments were in response to the survey question with regard to national identity, where 41% of respondents indicated that they infrequently or vary rarely discuss their national identity (Table 4.8). The co-researchers indicated that in their experience their national identity was often discussed in their daily interactions with domestic students, faculty and staff on campus.

ANOVA on Rank Results

A One-Way Analysis of Variance (ANOVA) on Ranks, or Kruskal-Wallis Test (Acar & Sun, 2013; Cardinal & Aiken, 2006) was conducted to explore the group differences in response to the question about national identity. The independent variables were the responses to the questions in Table 4.7, and the dependent variables were international students, domestic students in the College of Arts and Sciences, domestic students in the College of Professional Sciences, domestic students in the College of Business, and faculty and staff. The use of ANOVA was reconsidered when the Shapiro-Wilk test for normality (Rochon, Gondan, & Kiesler, 2012) determined that the test statistic

Table 4.9

ANOVA on Rank / Kruskal-Wallis Test

Question	Kruskal-Wallis Chi-Squared	Degrees of Freedom	P-value
National Identity	136.6	4	$<2.2^{-16}$

of 0.9043 had a p-value less than 2.2^{-16}. The null hypothesis of this test is that the data has a normal distribution, so this p-value indicates that the null hypothesis was rejected. As a result, the non-parametric Kruskal-Wallis test (Acar & Sun, 2013) was utilized because it does not require the assumption of a normal distribution. This test assumes an identically shaped and scaled distribution of results across groups. The null hypothesis of this test was that all the group medians ($\bar{X}$) were equal, and the alternative hypothesis was that the group medians were not all equal:

$$H_0 = \bar{X}_1 = \bar{X}_2 = \bar{X}_3 = \bar{X}_4 = \bar{X}_5$$

$$H_1 = \text{not all the } \bar{X} \text{ values are equal}$$

The alpha value was set at .05, and Table 4.9 demonstrates the results of the ANOVA on rank. The results indicated that the p-value was less than .05, meaning that the null hypothesis was rejected. This result indicates that at least one group median is different than another group median at a statistically significant level. The Bonferroni procedure was used to test the contrasts, and a result with less than 0.01 was considered statistically significant. For this question, Faculty and Staff vs. Arts and Sciences ($<2^{-16}$), Faculty and Staff vs. Business Students (1.4^{-14}), Faculty and Staff vs. International Students ($<2^{-16}$), Faculty and Staff vs. Professional Sciences Students (1.7^{-13}), International Students vs. Arts and Sciences Students (4.8^{-6}), International Students vs. Business Students (7.3^{-7}), and International Students vs. Professional Sciences Students (2.4^{-8}) were all statistically significantly different.

Qualitative International Student Reponses

The students argued that their national identity was central to their experience on campus and that they were often conscious of their status as an international student. They used the example of a passport (Figure 4.3) to illustrate how these additional regulations affect their lives. One student noted: "most international students always have that in the back of their mind, oh, where is my passport, when is the last time I saw it? … Our documents are kind of sacred now." The co-researchers indicated the importance of their documents: "It's like the only thing keeping you here… You can't get out of status… You can get deported." Another co-researcher stated: "some of my friends don't even have passports, that kind of thing. It's a subtle reminder that you are kind of on the outside." Therefore the international student co-researchers argued that the new environment and the rules and regulations placed upon them are present throughout their time in the U.S. As an international student acclimates to the new campus, she begins to note some similarities and differences between her experience and the other students on campus. The next theme, Common Characteristics, explores campus life attributes that affect international students' ability to acclimate to the new environment.

<h2 style="text-align:center">Common Characteristics</h2>

The co-researchers next considered the shared components of their experience when the considered the results from the question contained in Table 4.10, how well international students integrate themselves into the social life of the university. As noted, 50% of respondents either agree or strongly agree that international students integrate themselves socially.

ANOVA on Rank Results

A One-Way Analysis of Variance (ANOVA) on Ranks, or Kruskal-Wallis Test (Acar & Sun, 2013; Cardinal & Aiken, 2006) was conducted to explore the group differences in response to the question about social acclimation on campus. The independent variables were the responses to the

Figure 4.3

Passport
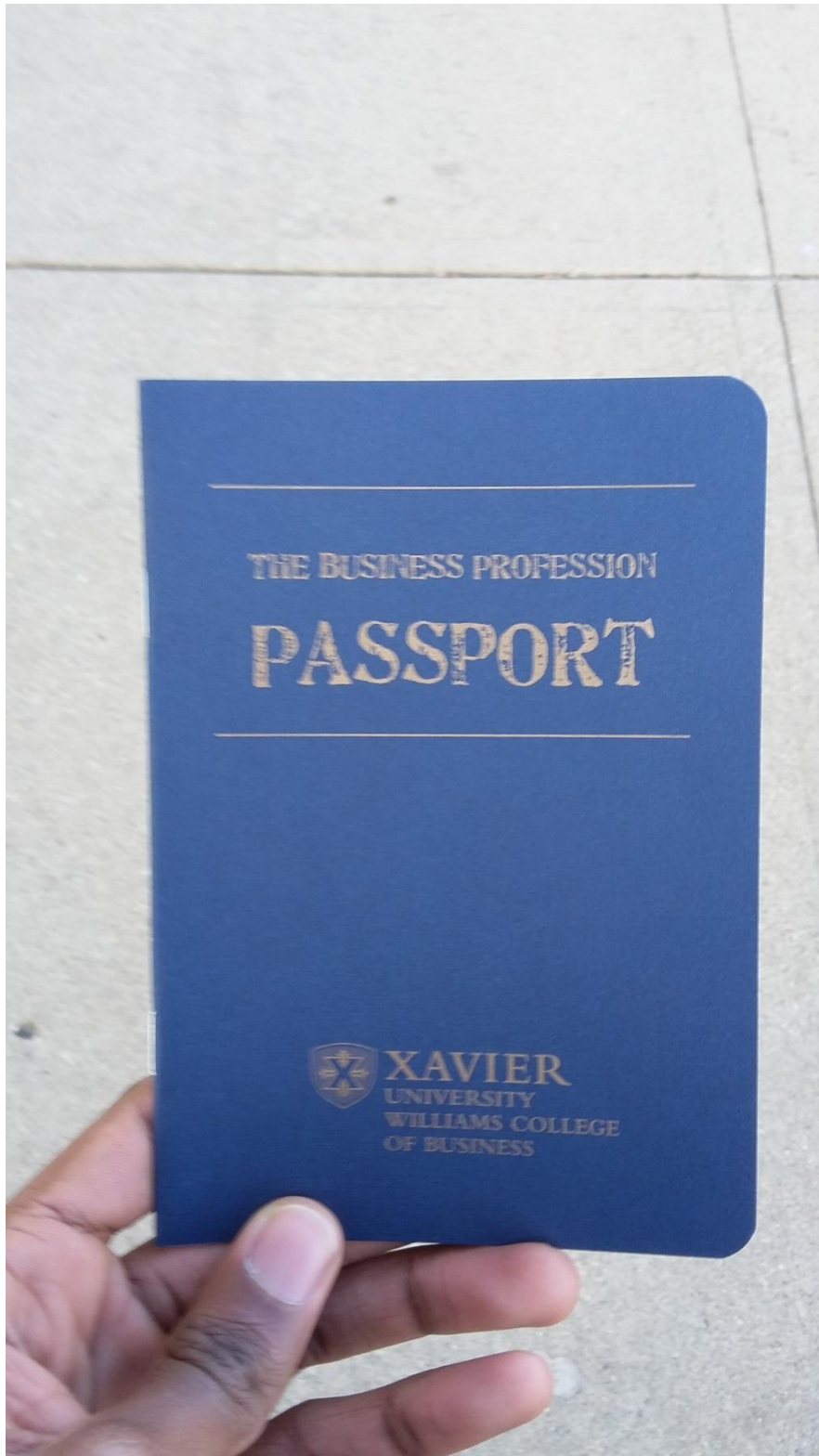
Table 4.10

Survey Results: Social Acclimation

International students at Xavier acclimate themselves socially into the campus community.				
#	Answer		Response	%
1	Strongly Agree		125	9%
2	Agree		563	41%
3	Neither Agree nor Disagree		470	34%
4	Disagree		189	14%
5	Strongly Disagree		33	2%
	Total		1,380	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.60
Variance	0.84
Standard Deviation	0.92
Total Responses	1,380

question in Table 4.10, and the dependent variables were international students, domestic students in the College of Arts and Sciences, domestic students in the College of Professional Sciences, domestic students in the College of Business, and faculty and staff. A parametric ANOVA analysis was not employed because the Shapiro-Wilk test for normality (Rochon, Gondan, & Kiesler, 2012) determined that the test statistic of 0.8613 had a p-value less than 2.2^{-16}. The null hypothesis of this test is that the data has a normal distribution, so this p-value indicates that the null hypothesis was rejected. As a result, the non-parametric Kruskal-Wallis test (Acar & Sun, 2013) was utilized because it does not require the assumption of a normal distribution. This test assumes an identically shaped and scaled distribution of results across groups. The null hypothesis of this test was that all the group medians ($\bar{X}$) were equal, and the alternative hypothesis was that the group medians were not all equal:

$$H_0 = \bar{X}_1 = \bar{X}_2 = \bar{X}_3 = \bar{X}_4 = \bar{X}_5$$

$$H_1 = \text{not all the } \bar{X} \text{ values are equal}$$

Table 4.11

ANOVA on Rank / Kruskal-Wallis Test

Question	Kruskal-Wallis Chi-Squared	Degrees of Freedom	P-value
Social Acclimation	77.53	4	5.813^{-16}

The alpha value was set at .05, and Table 4.11 demonstrates the results of the ANOVA on rank.

The results indicated that the p-value was less than .05, meaning that the null hypothesis was

rejected. This result indicates that at least one group median is different than another group median

at a statistically significant level. The Bonferroni procedure was used to test the contrasts, and any

contrast with an alpha level less than 0.01 was considered statistically significant. In this example,

Faculty and Staff vs. Arts and Sciences Students ($<2^{-16}$), Faculty and Staff vs. Business Students

(7.8^{-11}), Faculty and Staff vs. International Students (4^{-12}), Faculty and Staff vs. Professional Sciences

Students (1.4^{-6}), Arts and Sciences Students vs. Professional Sciences Students (0.00034), and

International Students vs. Professional Sciences Students (0.00048) were all statistically significant.

Qualitative International Student Responses

The international student co-researchers indicated some points of agreement and some

points of disagreement with the survey result in Table 4.10. For example, one co-researcher created

Figure 4.4, called "Borderless Vibes," to illustrate the unifying force of music. He stated "music is a

universal language. We can all connect and feel it regardless of our background and origins… Music

is strength. Through my time here I've tried to connect with others by sharing my music." He

argued that the campus should "use music to solve issues, share feelings, transmit ideas." In this

sense, the co-researchers argued that once they acclimated to the campus they could find unifying

themes amongst the students, faculty and staff. One student discussed the emphasis on unity and

knowledge of national history in the classroom context, as compared to his home country:

You don't have people teaching the importance of unity and how far we have come… but

here, like, these are held in high regard, it is the standard of, I don't know, if you don't have

it, the country is pretty much going to be destroyed... where to do you want to move to if

you don't know about the past?

The co-researchers therefore agreed that international students are able to integrate themselves

socially to the campus community due to shared attributes with other students on campus.

However, they also noted instances when events that were open to the entire campus community

were primarily attended by international students. As an example, they discussed an International

Fashion Show designed to celebrate global couture. While the goal is to share one's culture with the

broader campus community, the reality differed:

At first I thought it was something like sharing our culture to others here, but after doing it

for four years it's more like hey let's bring all the international people together and have like

a party basically… I feel like some people don't know a lot about other countries and they

are afraid they will say something that might offend us…that's something that I encounter a

lot.

Therefore the co-researchers indicated that while they do agree that international students can find

commonalities with other students on campus, they still feel challenged to integrate into the campus

environment. The following section, regarding academic adaptation, illustrates their thoughts about

the classroom setting as compared to their experiences back home.

Academic Adaptation

The survey responders generally supported the idea that international students addressed

academic expectations well, as demonstrated through the results in Table 4.12. When asked if they

enjoy working with an international student in a classroom, 67% strongly agreed or agreed, and 61%

strongly agreed or agreed that international students acclimated themselves into the campus

environment. These results suggest that in general the campus community believes that

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Figure 4.4

Borderless Vibes

international students contribute positively to the academic environment. The third question indicated that respondents were slightly more likely to have consistent interaction with an international student in an academic setting: 33% responded they very frequently or frequently have academic interaction as compared to 24% who answered that they infrequently or vary rarely do so. The fourth question in this set also indicated that 58% of respondents strongly agreed or agreed that a student must be proficient in English to benefit from the educational opportunities on campus. This result was particularly noteworthy for the co-researchers studying in the Intensive English Program at the time the survey was administered.

ANOVA on Rank Results

Several one-way Analyses of Variance (ANOVA) on Ranks, or Kruskal-Wallis Test (Acar & Sun, 2013; Cardinal & Aiken, 2006) was conducted to explore the group differences in response to the questions about academic adaptation. The independent variables were the responses to the questions in Table 4.12, and the dependent variables were international students, domestic students in the College of Arts and Sciences, domestic students in the College of Professional Sciences, domestic students in the College of Business, and faculty and staff. A parametric ANOVA analysis was not employed because the Shapiro-Wilk test for normality (Rochon, Gondan, & Kiesler, 2012) determined that the first group's (Academic Enjoyment) test statistic of 0.7648 had a p-value less than 2.2^{-16}; the second group's (Academic Acclimation) test statistic was 0.7779 with a p-value less than 2.2^{-16}; the third group's (Academic Interaction) test statistic was 0.9168 with a p-value less than 2.2^{-16}; and the fourth group's (English Proficiency) test statistic was 0.8827 with a p-value less than 2.2^{-16}. The null hypothesis of this test is that the data has a normal distribution, so these p-values indicate that the null hypotheses were rejected. As a result, the non-parametric Kruskal-Wallis test (Acar & Sun, 2013) was utilized because it does not require the assumption of a normal distribution. This test assumes an identically shaped and scaled distribution of results across groups. The null

Table 4.12

Survey Results: Academic Enjoyment, Academic Acclimation, Academic Interaction, and English Proficiency

I enjoy working with an international student in an academic setting. (Academic Enjoyment)

#	Answer		Response	%
1	Strongly Agree		275	19%
2	Agree		703	48%
3	Neither Agree nor Disagree		334	23%
4	Disagree		40	3%
5	Strongly Disagree		6	0%
6	N/A		106	7%
	Total		1,464	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	2.40
Variance	1.56
Standard Deviation	1.25
Total Responses	1,464

International students at Xavier acclimate themselves academically into the campus community. (Academic Acclimation)

#	Answer		Response	%
1	Strongly Agree		176	12%
2	Agree		711	49%
3	Neither Agree nor Disagree		401	27%
4	Disagree		67	5%
5	Strongly Disagree		7	0%
6	N/A		101	7%
	Total		1,463	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	2.54
Variance	1.44
Standard Deviation	1.20
Total Responses	1,463

At Xavier, I interact academically with international students: (Academic Interaction)

#	Answer		Response	%
1	Very Frequently		165	11%
2	Frequently		344	22%
3	Sometimes		592	38%
4	Infrequently		231	15%
5	Very Rarely		143	9%
6	N/A		66	4%
	Total		1,541	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	3.03
Variance	1.56
Standard Deviation	1.25
Total Responses	1,541

Students must be proficient in English to benefit from the educational experiences at Xavier. (English Proficiency)

#	Answer		Response	%
1	Strongly Agree		221	15%
2	Agree		632	43%
3	Neither Agree nor Disagree		385	26%
4	Disagree		191	13%
5	Strongly Disagree		29	2%
	Total		1,458	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.43
Variance	0.93
Standard Deviation	0.96
Total Responses	1,458

hypothesis of this test was that all the group medians ($\bar{X}$) were equal, and the alternative hypothesis was that the group medians were not all equal:

$$H_0 = \bar{X}_1 = \bar{X}_2 = \bar{X}_3 = \bar{X}_4 = \bar{X}_5$$

$$H_1 = \text{not all the } \bar{X} \text{ values are equal}$$

The alpha value was set at .05, and Table 4.13 demonstrates the results of the ANOVA on rank. The results indicated that in two of the four groups (Academic Enjoyment and English Proficiency) the p-value was slightly greater than .05, meaning that the results fail to reject the null hypotheses. In two groups (Academic Acclimation and Academic Interaction), the p-value was less than the .05 level, meaning that the null hypotheses was rejected. The mixed result from these questions indicates that at least one group median is statistically significantly different than another group median in Academic Enjoyment, Academic Acclimation and Academic Interaction, but not in English Proficiency. Therefore these results indicate that the null hypothesis that there are no

Table 4.13

ANOVA on Rank / Kruskal-Wallis Test

Question	Kruskal-Wallis Chi-Squared	Degrees of Freedom	P-value
Academic Enjoyment	14.21	4	0.007
Academic Acclimation	53.28	4	7.452^{-11}
Academic Interaction	62.79	4	7.495^{-13}
English Proficiency	7.63	4	0.1061

differences among the groups in response to the question about English Proficiency cannot be rejected. This result may indicate that the varied groups share similar views with regard to this response. The Bonferroni procedure was used to test the contrasts from Academic Enjoyment, Academic Acclimation and Academic Interaction, and a result less than 0.01 was considered statistically significant. First, the following contrasts for Academic Enjoyment were statistically significant: Faculty and Staff vs. Arts and Sciences Students (9.2^{-10}), Faculty and Staff vs. Business Students (1.1^{-7}), Faculty and Staff vs. International Students (1.6^{-7}), Faculty and Staff vs. Professional Sciences Students (0.00029), and International Students vs. Professional Sciences Students (0.00838). Second, these contrasts for Academic Acclimation were statistically significant: Faculty and Staff vs. Arts and Sciences (9.1^{-13}), Faculty and Staff vs. Business Students (5.2^{-13}), Faculty and Staff vs. International Students (7.2^{-10}), Faculty and Staff vs. Professional Sciences Students (5.6^{-6}), Professional Sciences Students vs. Business Students (0.0017), and International Students vs. Professional Sciences Students (0.0038). Third, these contrasts for Academic Interaction were statistically significant: Faculty and Staff vs. Arts and Sciences Students (3.3^{-10}), Faculty and Staff vs. Business Students (7.9^{-14}), Faculty and Staff vs. International Students (5.5^{-7}), Arts and Sciences Students vs. Professional Sciences Students (2.1^{-5}), Business Students vs. Professional Sciences Students (8.8^{-9}), and International Students vs. Professional Sciences Students (0.00054).

Qualitative International Student Responses

The co-researchers responded to these results by emphasizing the differences between their classroom environment back home and the academic experiences they had at Xavier University. Their starting point was Figure 4.5, where the co-researchers discussed diversity within the classroom environment. One student indicated some of the language and cultural challenges that she faced by stating: "as an international student I feel that we have to try a lot more than what other students are doing to get the same thing." She clarified her statement further by arguing that the additional challenges of fulfilling academic expectations in a non-native language for her (English) led to additional stress. Another student expressed his occasional frustration with the larger emphasis on classroom dialogue that he found in the U.S.:

> In here people are just like too open about everything… there is a lot of discussion going on in class sometimes and a lot of people are trying to voice their opinions and sometimes you are here just to learn and to hear the professor not what other people have to say... I'm like, we are wasting class time, I should just listen to the professor because he knows what he is talking about and just listen to what the professors say.

This quotation indicates the cultural differences present in the classroom environment when an international student is expected to adapt to a setting that requires more interaction. Another co-researcher described her experience in her home setting: "traditionally we are not supposed to disagree with what the professor or the teacher is saying. Like whatever they say is right." These responses indicate that scholarly expectations diverge dramatically throughout the world and this difference is another challenge that international students face in their acclimation.

On a more granular level, the co-researcher's next discussed their experiences with individual encounters with domestic students, faculty and staff on campus. The first discussed their level of comfort expressing their own opinions in the campus generally, and next elaborated on the sense of

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Figure 4.5

Diversity / Life at Xavier
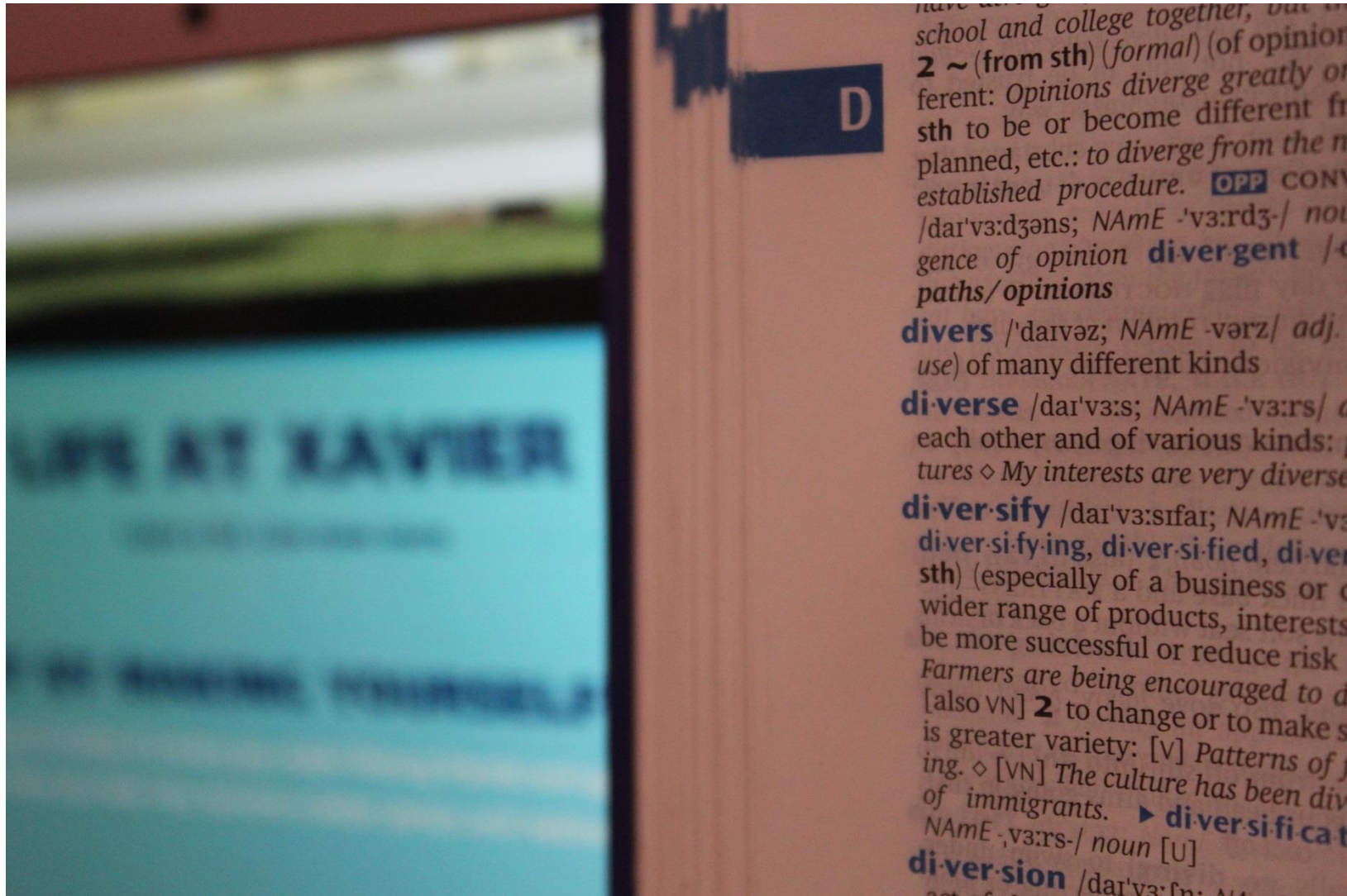
Table 4.14

Survey Results: Expressing Opinion

I am comfortable expressing my opinions at Xavier.				
#	Answer		Response	%
1	Strongly Agree		410	28%
2	Agree		826	57%
3	Neither Agree nor Disagree		150	10%
4	Disagree		60	4%
5	Strongly Disagree		10	1%
	Total		1,456	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.92
Variance	0.61
Standard Deviation	0.78
Total Responses	1,456

isolation and frustration they felt when they experienced homesickness. For example, when discussing the longing for cuisine from back home, one co-researcher stated: "Cincinnati is not the best place to get international cooking ingredients so we have to work with what we have to create the nearest tasting approximation to the original dish… we try our best."

Interpersonal Interaction

Another question on the survey, inspired by Spivak's (1988) quandary, asked respondents the extent to which they feel comfortable expressing their voice on campus. Again, the results were primarily positive, demonstrated by the 85% of respondents who answered that they strongly agreed or agreed with the statement in Table 4.14. This result indicated that generally the campus community felt that the environment on campus promoted the opportunity to share one's views.

ANOVA on Rank Results

A One-Way Analysis of Variance (ANOVA) on Ranks, or Kruskal-Wallis Test (Acar & Sun, 2013; Cardinal & Aiken, 2006) was conducted to explore the group differences in response to the question about expressing opinion on campus. The independent variables were the responses to the question in Table 4.14, and the dependent variables were international students, domestic students

Table 4.15

ANOVA on Rank / Kruskal-Wallis Test

Question	Kruskal-Wallis Chi-Squared	Degrees of Freedom	P-value
Expressing Opinion	21.82	4	0.0002

in the College of Arts and Sciences, domestic students in the College of Professional Sciences, domestic students in the College of Business, and faculty and staff. A parametric ANOVA analysis was not employed because the Shapiro-Wilk test for normality (Rochon, Gondan, & Kiesler, 2012) determined that the test statistic of 0.7882 had a p-value less than 2.2^{-16}. The null hypothesis of this test is that the data has a normal distribution, so this p-value indicates that the null hypothesis was rejected. As a result, the non-parametric Kruskal-Wallis test (Acar & Sun, 2013) was utilized because it does not require the assumption of a normal distribution. This test assumes an identically shaped and scaled distribution of results across groups. The null hypothesis of this test was that all the group medians ($\bar{X}$) were equal, and the alternative hypothesis was that the group medians were not all equal:

$$H_0 = \bar{X}_1 = \bar{X}_2 = \bar{X}_3 = \bar{X}_4 = \bar{X}_5$$

$$H_1 = \text{not all the } \bar{X} \text{ values are equal}$$

The alpha value was set at .05, and Table 4.15 demonstrates the results of the ANOVA on rank. The results indicated that the p-value was less than .05, meaning that the null hypothesis was rejected. This result indicates that at least one group median is different than another group median at a statistically significant level. The Bonferroni procedure was used to test the contrasts, and a result with less than a 0.01 alpha level was considered statistically significant. In this question, the following contrasts were statistically significant: Faculty and Staff vs. Arts and Sciences Students (6.9^{-7}), Faculty and Staff vs. Business Students (5.8^{-6}), Faculty and Staff vs. International Students (0.0053), and Faculty and Staff vs. Professional Sciences Students (6.1^{-6}).

Qualitative International Student Responses

When the international student co-researchers considered the results from the question about expressing their opinion on campus, they were more skeptical of the extent of agreement with the statement. They identified more with the two figures in Figure 4.6, enshrouded in shadow as they climb the steps of the Lincoln Memorial. They discussed how their experience of making friends and connecting with the campus environment was not such a simple, joyful act but rather one that was full of potential challenges and pitfalls. First, the co-researchers discussed the different dynamics they felt regarding making friendships on campus. One student noted the use of the phrase "How are you?" as something that did not feel genuine to him:

> People just like say it. I don't know if they are trying to be like nice, or just like automatically or something, but like in Honduras you stop and have an actual conversation or like at least you show interest and here it's just like you have to do it.

Another co-researcher noted: "in Asian countries, we don't usually say hi to random people that we don't know. When we are actually getting to know people it's like a real relationship that we want to build." A third co-researcher noted the challenges that he faces in making lasting friendships here in the U.S.: "I think it is easy to like make friends that you just remain on the basis of 'Hey, how are you doing?' It's easy to do that here, but back home it's not. But it's easier to make longer friendships back home than it is here." Another of the co-researchers pondered if Americans were encouraged to pursue relatively shallow interactions: "here people say don't be afraid to ask for help. They help you to develop superficial relations but they don't go further."

The second conversation that emerged from the topic of interpersonal interactions concerned one's relationship with friends and family back home. The co-researchers noted that, having come to the U.S., they have developed a new perspective as compared to their friends and family back home: "You understand things a bit more differently and in some cases better than a

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Figure 4.6

Lincoln Memorial
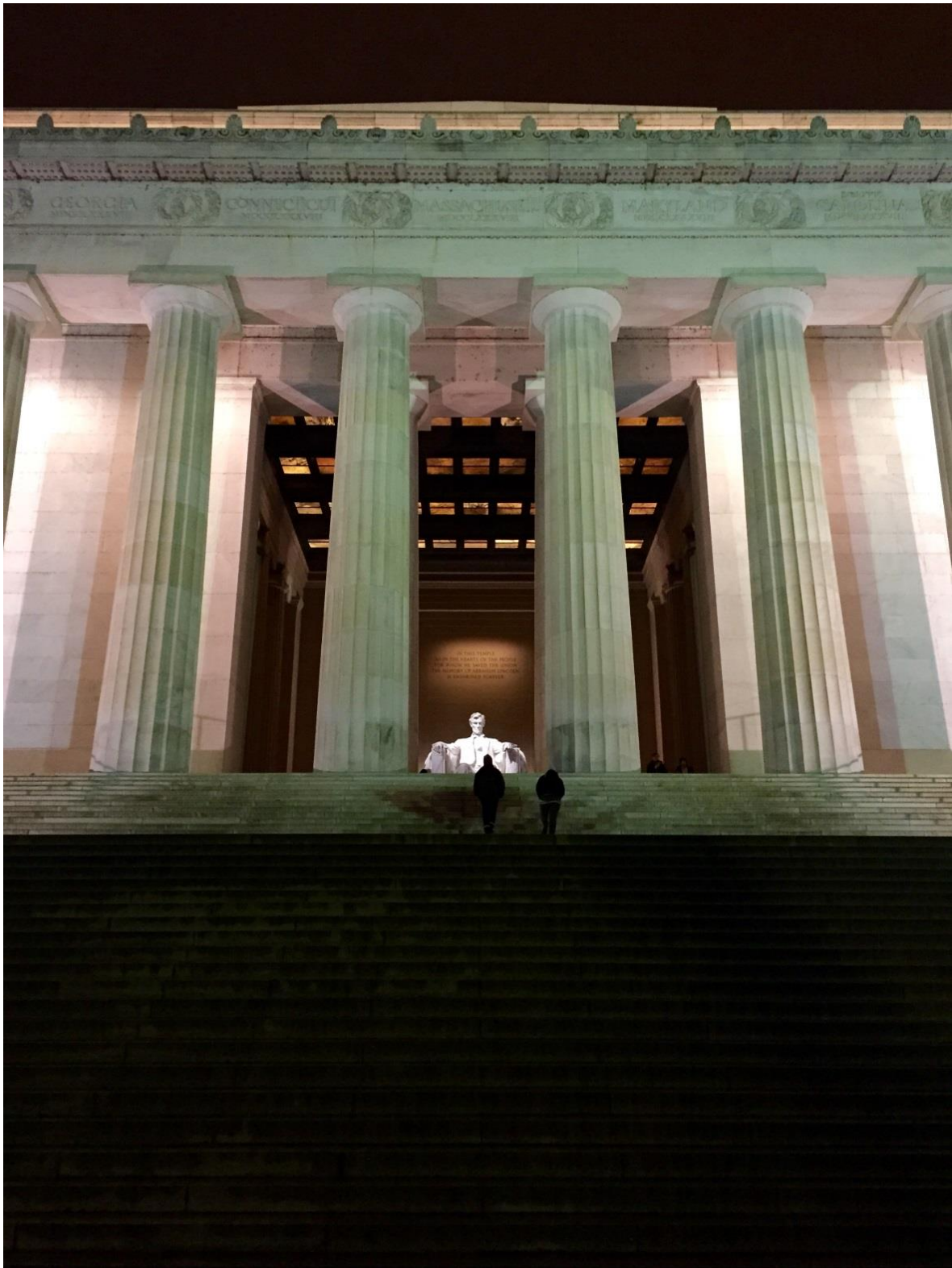
friend that stays in a home university." Another student noted:

> Now that I am here I have learned so much the fact that I am so far away from my country
> and from my culture it helps me every day, what we see every day, so like it made me more
> responsible it made more me understand (sic) what is going on all over the world and not
> just in my country and the maturity levels have improved because if I compare the way that I
> see things with my friends it's a bit different.

The students noted their appreciation for this new perspective, and also noted the challenges with
the expectation to navigate between both their home culture and the American culture with regard
to interpersonal relations. This discussion led to the discussion of the next subtheme, social
isolation.

Social Isolation

The survey results featured in Table 4.16 demonstrated the lack of interaction among the
campus community with students in the Intensive English Program specifically as compared to
social interaction with international students in general. Students in the Intensive English Program
at Xavier University are international students who come to the U.S. to learn academic English in
the hopes of entering an educational environment upon their graduation. For students, faculty and
staff who seek to practice their modern language skills with a native speaker or learn more about
cultures outside of the U.S., students in the Intensive English Program could be natural learning
partners. While the results from the first question indicate that 36% of respondents infrequently or
rarely interact socially with international students, 72% of respondents indicated that they
infrequently or rarely interact with students in the Intensive English Program.

ANOVA on Rank Results

Two one-way Analyses of Variance (ANOVA) on Ranks, or Kruskal-Wallis Test (Acar &
Sun, 2013; Cardinal & Aiken, 2006) were conducted to explore the group differences in response to

Table 4.16

Survey Results: Social Interaction and IEP Interaction

At Xavier, I interact socially with international students: (Social Interaction)				
#	Answer		Response	%
1	Very Frequently		144	10%
2	Frequently		270	18%
3	Sometimes		524	36%
4	Infrequently		299	20%
5	Very Rarely		238	16%
	Total		1,475	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.15
Variance	1.40
Standard Deviation	1.18
Total Responses	1,475

I interact socially with students in the Intensive English Program at Xavier: (IEP Interaction)				
#	Answer		Response	%
1	Very Frequently		52	4%
2	Frequently		113	8%
3	Sometimes		249	17%
4	Infrequently		303	21%
5	Very Rarely		740	51%
	Total		1,457	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	4.07
Variance	1.31
Standard Deviation	1.14
Total Responses	1,457

the question about social isolation on campus. The independent variables were the responses to the question in Table 4.15, and the dependent variables were international students, domestic students in the College of Arts and Sciences, domestic students in the College of Professional Sciences, domestic students in the College of Business, and faculty and staff. A parametric ANOVA analysis was not employed because the Shapiro-Wilk test for normality (Rochon, Gondan, & Kiesler, 2012) determined that the test statistic for the first group (Social Interaction) was 0.9331 with a p-value of less than 2.2^{-16} and the test statistic for the second group (IEP Interaction) of 0.7768 had a p-value less than 2.2^{-16}. The null hypothesis of this test is that the data has a normal distribution, so

Table 4.17

ANOVA on Rank / Kruskal-Wallis Test

Question	Kruskal-Wallis Chi-Squared	Degrees of Freedom	P-value
Social Interaction	115	4	$<2.2^{-16}$
IEP Interaction	37.73	4	1.237^{-7}

these p-values indicate that the null hypotheses were rejected. As a result, the non-parametric

Kruskal-Wallis test (Acar & Sun, 2013) was utilized because it does not require the assumption of a

normal distribution. This test assumes an identically shaped and scaled distribution of results across

groups. The null hypothesis of this test was that all the group medians ($\bar{X}$) were equal, and the

alternative hypothesis was that the group medians were not all equal:

$$H_0 = \bar{X}_1 = \bar{X}_2 = \bar{X}_3 = \bar{X}_4 = \bar{X}_5$$

$$H_1 = \text{not all the } \bar{X} \text{ values are equal}$$

The alpha value was set at .05, and Table 4.17 demonstrates the results of the ANOVA on rank.

The results indicated that the p-values were less than .05, meaning that the null hypotheses were

rejected. This result indicates that at least one group median is different than another group median

at a statistically significant level. The Bonferroni procedure tested the contrasts of the two questions

and an alpha level less than 0.01 indicated statistical significance. First, the following contrasts in

Social Interaction were statistically significant: Faculty and Staff vs. Arts and Sciences Students (2^{-16}),

Faculty and Staff vs. Business Students (1.1^{-14}), Faculty and Staff vs. International Students (2^{-16}),

Faculty and Staff vs. Professional Sciences Students (3.5^{-7}), International Students vs. Arts and

Sciences Students (0.00094), International Students vs. Business Students (0.00099), International

Students vs. Professional Sciences Students (1.1^{-8}), Arts and Sciences Students vs. Professional

Sciences Students (9.6^{-5}), and Professional Science Students vs. Business Students (0.00186). Second,

the following contrasts in IEP Interaction were statistically significant: Faculty and Staff vs. Arts and

Sciences Students (2.5^{-6}), Faculty and Staff vs. Business Students (0.00013), Faculty and Staff vs. International Students (2^{-16}), Arts and Sciences Students vs. Professional Sciences Students (0.00407), and International Students vs. Professional Sciences Students (7.2^{-13}).

Qualitative International Student Responses

According to the survey, 72% of respondents either infrequently or very rarely interact with students in the Intensive English Program, which led several of the co-researchers to ponder if the campus was truly as welcoming to international students as survey responders previously claimed. The co-researchers demonstrated some of the challenges they face through the example of Figure 4.7, where the campus at night has very few people present. One co-researcher discussed the sense of homesickness that he felt by stating "Leaving your family and traveling abroad may get tough sometimes." Another emphasized her feelings during the evening on campus by noting: "usually people don't come out during the night and see how it's really looks like at Xavier during the evening and usually we just come out for classes during the day so it's kind of different between the day and night." As a result, she felt that at times she experienced a sense of isolation because of the lack of activity on campus during the evening. A third co-researcher said that even when she is with a group of people, "there is still a difference when you are in the crowd like you still feel like oh, I'm different from everyone else." When considering this isolation, one co-researcher emphasized personal responsibility to appreciate more about one's experience abroad:

> If you just like study at your room and by yourself you are only probably know yourself (sic) or probably even don't know yourself... And you don't talk to others you don't even know how others think about you and how others' personality (sic) and how they achieve with you.

Therefore the co-researchers considered that the university had a responsibility to provide opportunities for student social interaction, and at the same time international students should participate in these opportunities.

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Figure 4.7

Campus at Night

Campus Internationalization

The final theme from the surveys considered the value of having an increased amount of international students, faculty and staff on campus, in addition to familiarity with the Center for International Education. The results in Table 4.18 indicate that the respondents were supportive of increasing both the number of international students on campus (50% either strongly agreed or agreed) as well as the number of international faculty and staff (49% either strongly agreed or agreed). These results do not argue strongly for extensive efforts for international student and professional recruitment, however, as in both cases the option "Neither Agree nor Disagree" was the most popular. When asked about their familiarity with the Center for International Education (CIE) on campus and the services it provides, the majority (55%) indicated that they were not familiar with this primary resource for campus internationalization efforts. This question did not compare this office with others on campus and therefore does not contextualize the measure of 45% familiarity amongst the students, faculty and staff.

ANOVA on Rank Results

Several one-way Analyses of Variance (ANOVA) on Ranks, or Kruskal-Wallis Test (Acar & Sun, 2013; Cardinal & Aiken, 2006) were conducted to explore the group differences in response to the questions about campus internationalization. The independent variables were the responses to the questions in Table 4.17, and the dependent variables were international students, domestic students in the College of Arts and Sciences, domestic students in the College of Professional Sciences, domestic students in the College of Business, and faculty and staff. A parametric ANOVA analysis was not employed because the Shapiro-Wilk test for normality (Rochon, Gondan, & Kiesler, 2012) determined that the first group's (More International Students) test statistic of 0.8728 had a p-value less than 2.2^{-16} and the second group's (More International Faculty) test statistic was 0.8874 with a p-value less than 2.2^{-16}. The null hypothesis of this test is that the data has a normal

Table 4.18

Survey Results: More International Students, More International Faculty, CIE Familiarity

Xavier University should prioritize having more international students on campus. (More International Students)				
#	Answer		Response	%
1	Strongly Agree		220	15%
2	Agree		520	35%
3	Neither Agree nor Disagree		610	42%
4	Disagree		98	7%
5	Strongly Disagree		17	1%
	Total		1,465	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.43
Variance	0.75
Standard Deviation	0.87
Total Responses	1,465

Xavier University should prioritize having more international faculty and staff on campus. (More International Faculty)				
#	Answer		Response	%
1	Strongly Agree		204	14%
2	Agree		506	35%
3	Neither Agree nor Disagree		585	40%
4	Disagree		134	9%
5	Strongly Disagree		35	2%
	Total		1,464	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.52
Variance	0.86
Standard Deviation	0.92
Total Responses	1,464

I am familiar with the Center for International Education (CIE) and the programs and services it provides. (CIE Familiarity)				
#	Answer		Response	%
1	Yes		653	45%
2	No		812	55%
	Total		1,465	100%

distribution, so these p-values indicate that the null hypothesis was rejected. As a result, the non-parametric Kruskal-Wallis test (Acar & Sun, 2013) was utilized because it does not require the assumption of a normal distribution. This test assumes an identically shaped and scaled distribution

Table 4.19

ANOVA on Rank / Kruskal-Wallis Test

Question	Kruskal-Wallis Chi-Squared	Degrees of Freedom	P-value
More International Students	37.73	4	1.273^{-7}
More International Faculty	35.53	4	3.578^{-7}

of results across groups. The null hypothesis of this test was that all the group medians ($\bar{X}$) were

equal, and the alternative hypothesis was that the group medians were not all equal:

$$H_0 = \bar{X}_1 = \bar{X}_2 = \bar{X}_3 = \bar{X}_4 = \bar{X}_5$$

$$H_1 = \text{not all the } \bar{X} \text{ values are equal}$$

The alpha value was set at .05, and Table 4.17 demonstrates the results of the ANOVA on rank.

The results indicated that in both groups the p-value was less than the .05 level, meaning that the

null hypothesis was rejected. The result from these questions indicates that at least one group

median is different than another group median at a statistically significant level. The Bonferroni

procedure was used to test the contrasts, and a result that was less than 0.01 was considered

statistically significant. First, the following contrasts from More International Students were

statistically significant: Faculty and Staff vs. Arts and Sciences Students (0.00616), Faculty and Staff

vs. Business Students (3^{-5}), Faculty and Staff vs. Professional Sciences Students (7.6^{-5}), International

Students vs. Arts and Sciences Students (0.00064), International Students vs. Business Students

(4.9^{-6}), and International Students vs. Professional Sciences Students (1.2^{-5}). Second, the following

contrasts from More International Faculty were statistically significant: Business Students vs. Arts

and Sciences Students (0.0049), Faculty and Staff vs. Arts and Sciences Students (0.0060), Faculty

and Staff vs. Business Students (1.4^{-6}), Faculty and Staff vs. Professional Sciences Students (0.0023),

International Students vs. Arts and Sciences Students (0.0056), International Students vs. Business

Students (7.1^{-6}), and International Students vs. Professional Sciences Students (0.0023).

Qualitative International Student Responses

The co-researchers had a sophisticated response to these aspects of the survey regarding a potential increase to international students, faculty and staff. One student emphasized:

> I think it's not only about increasing the number of people from different countries but also that when they do get here they are able to integrate well with the community… I think that's largely almost more important than just having, you know, a wide variety of different countries and then, without no integration (sic).

Exploring this concept further, one international student co-researcher clarified that she was envious of some of the strength of the cultural groups on campus as compared to her own: "we just don't have enough people. Like we want to, um, show Xavier students like about more Asian culture but it's just not, I guess, we just can't pull off something like that. And we need a community." She used the example of the Lunar New Year in Figure 4.8 to demonstrate the value of international events on campus: "it's interesting to see that many people are into really into (sic) a specific culture. Oh I'm really into Japanese culture and they want to learn more and there are people like that too." She also noted the value of the event for the rest of the campus, from her perspective:

> People come I don't know for what reason, like they want to learn more about Asian culture like how we celebrate new year or they just want to meet new friends like new international or other international students on campus or they want to have a different experience like people here have like Thanksgiving or Christmas dinner. This is not exactly what we eat for New Year's but it's just like people want to try different things and experience things they have not seen before.

Therefore the co-researchers noted the value of opportunities where they could share their culture within safe spaces on campus; however, they also noted that the relative scarcity of international students made these events more logistically challenging. Campus internationalization is explored

Figure 4.8

Lunar New Year

further in the next subtheme, Intercultural Awareness.

Intercultural Awareness

The final subtheme in this survey (Table 4.20) considered the perceptions of benefits of having more international students on campus, including increased intercultural understanding and knowledge of languages other than English. In general, the survey respondents indicated that international students on campus helped increase their intercultural knowledge – 70% strongly agreed or agreed with that statement. In addition, 82% of respondents either strongly agreed or agreed that learning about other cultures would be important to their future professional life. These results indicate that members of the campus community perceive positive benefits to the presence of international students on campus. The respondents also indicated that the language requirement on campus (at least two semester-long courses of a language other than English) could positively impact their career goals as well – 66% strongly agreed or agreed with the importance of non-English language study. These responses document the perception of intercultural awareness as an important component of the university environment. This perception contrasts with the lack of interaction with Intensive English Program students documented earlier in the survey.

ANOVA on Rank Results

Several one-way Analyses of Variance (ANOVA) on Ranks, or Kruskal-Wallis Test (Acar & Sun, 2013; Cardinal & Aiken, 2006) were conducted to explore the group differences in response to the questions about intercultural awareness on campus. The independent variables were the responses to the question in Table 4.20, and the dependent variables were international students, domestic students in the College of Arts and Sciences, domestic students in the College of Professional Sciences, domestic students in the College of Business, and faculty and staff. A parametric ANOVA analysis was not employed because the Shapiro-Wilk test for normality (Rochon, Gondan, & Kiesler, 2012) determined that the test statistic of the first group (Intercultural

Table 4.20

Survey Responses: Intercultural Understanding, Future Career, Language Learning

Having international students on campus increases my understanding of cultures outside the U.S. (Intercultural Understanding)

#	Answer		Response	%
1	Strongly Agree		385	25%
2	Agree		695	45%
3	Neither Agree nor Disagree		325	21%
4	Disagree		78	5%
5	Strongly Disagree		16	1%
6	N/A		36	2%
	Total		1,535	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	2.19
Variance	1.10
Standard Deviation	1.05
Total Responses	1,535

My understanding of cultures outside the U.S. is important to my present or future career. (Future Career)

#	Answer		Response	%
1	Strongly Agree		633	41%
2	Agree		630	41%
3	Neither Agree nor Disagree		210	14%
4	Disagree		41	3%
5	Strongly Disagree		12	1%
	Total		1,526	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.80
Variance	0.69
Standard Deviation	0.83
Total Responses	1,526

I value learning a language other than English at Xavier because it will help me advance my professional career. (Language Learning)

#	Answer		Response	%
1	Strongly Agree		446	31%
2	Agree		507	35%
3	Neither Agree nor Disagree		247	17%
4	Disagree		118	8%
5	Strongly Disagree		45	3%
6	N/A		94	6%
	Total		1,457	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	2.38
Variance	1.97
Standard Deviation	1.40
Total Responses	1,457

Understanding) was 0.8196 and had a p-value less than 2.2^{-16}; the second group (Future Career) was

0.7838 and had a p-value less than 2.2^{-16} ; and the third group (Language Learning) was 0.8256 and

had a p-value less than 2.2^{-16}. The null hypothesis of this test is that the data has a normal

distribution, so these p-values indicate that the null hypothesis was rejected. As a result, the non-

parametric Kruskal-Wallis test (Acar & Sun, 2013) was utilized because it does not require the

assumption of a normal distribution. This test assumes an identically shaped and scaled distribution

of results across groups is equal. The null hypothesis of this test was that all the group medians ($\bar{X}$)

were equal, and the alternative hypothesis was that the group medians were not all equal:

$$H_0 = \bar{X}_1 = \bar{X}_2 = \bar{X}_3 = \bar{X}_4 = \bar{X}_5$$

$$H_1 = \text{not all the } \bar{X} \text{ values are equal}$$

The alpha value was set at .05, and Table 4.21 demonstrates the results of the ANOVA on rank.

The results indicated that in two of the three groups (Future Career and Language Learning) the p-

value was less than .05, meaning that the null hypothesis was rejected. This result indicates that at

least one group median is different than another group median at a statistically significant level. For

one of the groups (Intercultural Understanding), the p-value was slightly more than .05, meaning

that the results failed to reject the null hypothesis. The group medians from this response were not

determined to be different from each other at a statistically significant level. The result from

Intercultural Understanding may indicate that the groups feel similarly about the importance of

language learning other than English. The Bonferroni procedure was used to test the contrasts for

Future Career and Language Learning, and the results were considered statistically significant if they

were less than 0.01. First, the statistically significant contrasts for Future Career were: Faculty and

Table 4.21

ANOVA on Rank / Kruskal-Wallis Test

Question	Kruskal-Wallis Chi-Squared	Degrees of Freedom	P-value
Intercultural Understanding	9.325	4	0.05347
Future Career	14.48	4	0.005904
Language Learning	36.99	4	1.808^{-7}

Staff vs. Business (0.00696), Faculty and Staff vs. International Students (0.00014), and Faculty and Staff vs. Professional Sciences Students (5.2^{-5}). Second, the statistically significant contrasts for Language Learning were: Faculty and Staff vs. Arts and Sciences Students (8^{-12}), Faculty and Staff vs. Business Students (2.1^{-6}), Faculty and Staff vs. International Students (7.8^{-5}), and Faculty and Staff vs. Professional Sciences Students (2.3^{-6}).

Qualitative International Student Responses

The co-researchers perceived that these results demonstrate a disconnect between attitudes and behaviors. If a domestic student truly wanted to understand another culture, he would seem to be attracted to events that emphasized intercultural awareness. One co-researcher said: "I think that for some, for most people, they actually do care about these things, it's just like as you said they feel like since I'm not international I cannot… don't have that connection to the events. And so that kind of acts as a boundary for them to take part in these events." Another student indicated the importance of personal responsibility among international students to be more proactive about intercultural engagement:

> The main thing I realize about international students coming here is that we came here to learn a different culture, so as much as they don't know about ours and we are teaching them little by little, the main part is that we are learning about them so I don't take major offense if they don't know about mine.

Figure 4.9

Kitchen Struggles #2

Several of the co-researchers discussed culinary activities as an introductory experience for both international students and domestic students, faculty and staff. They used Figure 4.9 to discuss the challenges with preparing an authentic dish and the sense of being overwhelmed with the choices they faced in the U.S., even in something as simple as a meal. First, one co-researcher stated:

> As international students we try to cook our home food abroad, but it never tastes the same. 'Kitchen struggles' portrays the frustrations behind the trip to a nearby Kroger all the way to the preparation stage of your dish... We all crave that dish that makes us feel at home.

Another suggested: "the amount of choices people have every day in food, in what to do and where to go is just overwhelming." Although the co-researchers appreciated the opportunity to learn about American culture as well as cultural aspects from other nations, they also longed for the aspects of simplicity that they found back home.

Hybrid Identity

When the co-researchers combined the eight themes and subthemes of New Environment (Additional Regulations), Common Characteristics (Academic Adaptation), Interpersonal Interaction (Social Isolation), and Campus Internationalization (Intercultural Awareness), they explored the essence of being an international student. To acclimate to one's new academic atmosphere yet maintain their connections to home, the co-researchers felt they had to merge two separate identities. They took their values and their way of life from home and combined those attributes with the new identity that they established upon coming to the U.S. For the co-researchers, to be an international student is to create a hybrid identity.

The co-researchers delineated this concept starting with their conversation with Figure 4.10. Initially, the discussion centered around the images of empty beer cans and their use of alcohol before they came to the U.S. When they considered the image further, one co-researcher stated "I mean like the cup… is different from all the cans, um so you might make like there is still a

Figure 4.10

Under 21

difference when you are in the crowd like you still feel like oh, I'm different from everyone else."

Another co-researcher elaborated on this topic:

> It feels like you are living two lives in a way. That you go back home and you have your culture and what you do during certain times of the year like Christmas or summer or something and then you come here and it's a whole different environment … after a while it does became like a mixture and you fuse in a way what you have learned from back home and what you have learned here and then, that fusion I guess represents you in both places at once.

A third co-researcher elaborated on this idea further:

> When I first came I felt like, um, ok, I have to adapt, I have to do this to seem like… I'm part of the community or the mold... I reached a certain point and I had to say, this is not me, this is not who I am, and then I started thinking, like, there is a longing for home, the culture shock becomes real because I don't think it happens immediately... so it's now like a fusion you go home and you act a certain way, you come back here and act a certain way.

A forth discussed how she appreciated the opportunities that awaited her when she could establish a new identity:

> I think that coming to a new environment, a totally different environment, where people don't know who I am, it's a good way to, a great opportunity to get out of my comfort zone and be who I want to be. Where, like, if I stayed in my community then people would know who I was … it's hard for me to change … and I can just be the person that I want to be, do things that I want to do.

Therefore the students felt that these themes illustrated the phenomenon of international student acclimation to the U.S. well. In the quantitative and qualitative display of their work, they expressed their appreciation for the opportunities that the university had provided them, and also welcomed a

conversation about internationalization amongst the students, faculty, and staff on campus. The

results from this study are considered further in Chapter Five, where the results' connections to

postcolonial theory, the dissemination of the results to the campus community, the limitations of the

study, and opportunities for further research are discussed.

Chapter Five

Discussion, Implications, and Recommendations

This mixed methods action research study (MMAR) aimed to better understand campus internationalization through the acclimation process for international students at a medium-sized, Catholic, liberal arts university. The investigation's results were enhanced substantially due to the international student co-researchers because their participation made the study's conclusions more relevant to this specific research context. The quantitative portion of this study first attempted to document the attitudes towards and experiences with international students by domestic faculty, staff, and students at the institution. Postcolonial theory, in particular the concepts of Orientalism and the Other (Said, 1979), Subaltern Studies (Guha, 1997) and Contact Zones (Pratt, 1992), influenced the development of the campus climate survey questions. Said's concepts of Orientalism and the Other explored intercultural interactions to illustrate the power dynamics inherent in such experiences. Said would question whether an American student, faculty, or staff member could interact with an international student without exploitation occurring. The Subaltern studies lens demonstrated the importance of Spivak's rhetorical question (1998) to ponder if international students truly have a voice on campus – if they express their opinion, do campus administrators actually consider their perspective? The contact zone lens helped clarify the environment in which intercultural experiences occur, and the survey sought to document whether the campus community felt that the campus was welcoming to international students. The subsequent qualitative portion of the study emphasized the international student co-researchers' response to the survey results using photographic images to document their perspective. The postcolonial theory concept of hybridity (Bhabha, 1994) emerged from the international students' responses to the survey as they described their fused identity. This research study demonstrated a knowledge gap between the attitudes towards and experiences with international students among domestic students, faculty, and staff.

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Through addressing this knowledge gap, the offices on campus who work directly with international students such as the Center for International Education, the Office of Residence Life, and the Office of Student Involvement had better contexts to address student concerns. Also as a result of this study, faculty and staff at this particular Higher Education Institution (HEI) had additional insight into incorporating international students into their classrooms and other campus resources, and international students themselves felt more encouraged to share their perspective with the rest of the campus. Therefore, this study fostered a more robust, engaged conversation about the benefits and challenges of having international students on campus.

Discussion and Implications

As noted in Chapter One, international students are a growing population on U.S. HEI campuses, and their numbers have shown a positive growth trend since the 1950s. Since the year 2005, the number of international students has dramatically grown and HEIs can anticipate that those trends will continue in the near future (Institute of International Education, 2015). While the increasing numbers of international students in the U.S. demonstrate the attractiveness of the U.S. HEI system throughout the world, scholars have found that international students make substantive enhancements to U.S. colleges and universities as well. Researchers have argued that international students contribute to a diversified classroom environment, augment global connections, and provide fiscal benefits to U.S. HEIs (Aw, 2012; Institute of International Education, 2012). The purpose of the campus climate survey was to determine if evidence of these contributions was present at Xavier University, and to what extent attitudes towards international students encouraged domestic faculty, staff and students to pursue intercultural experiences. Notably, when comparing the group responses to the survey questions the faculty and staff were often statistically significantly different than at least one student group, indicating that their attitudes towards and experiences with international students diverge from American and international student groups on campus. The

international student co-researchers subsequently responded to the survey results to indicate to what extent they agreed or disagreed with the findings. The subsequent paragraphs demonstrate examples of concordance and discord between the quantitative and qualitative strands of the study.

First, the international student co-researchers found many responses with the campus survey that resonated strongly with their experiences. First, they agreed with the finding that Xavier is a welcoming environment for international students (Table 4.5) and discussed their excitement for the opportunities to explore a new climate and learning atmosphere. Second, the co-researchers concurred with the results in Table 4.10 that international students acclimate themselves socially into the campus community. The co-researchers felt that the university provided opportunities for them to engage with other students and to share their culture with the rest of the campus. Third, they agreed with the responses that international students promote intercultural experiences and foster campus internationalization (Table 4.18 and Table 4.20); the co-researchers indicated that they not only desired to share their culture with American students but also came to the U.S. to better understand American culture. These examples demonstrate that some survey results coincided with the lived experience of the co-researchers.

The co-researchers disagreed with some of the survey findings as well; for example, although they agreed that the student body at Xavier University demonstrated more diverse national backgrounds than a HEI in their home countries (Table 4.5), they felt that the campus community did not feel as nationally diverse as similar institutions in the area. Another aspect of discord occurred with the question about national identity (Table 4.8); in contrast to the aggregate results, the international students felt that their nationality was a prominent part of their lived experience. The co-researchers indicated that they were reminded on a regular basis that they were not American students, and that this realization impacted their interactions with American faculty, staff and students. A third example of disconnect between the international student co-researchers and the

rest of the campus community concerned social interaction with students in the Intensive English

Program (Table 4.16). The co-researchers indicated that they were familiar with English language

learners on campus and engaged with them much more consistently than the rest of the collegiate

community. Therefore the international student co-researchers demonstrated that their perspective

substantively contextualized the quantitative survey results to make them more applicable and

actionable for the university.

Embedded Qualitative Responses

In the quantitative survey, two qualitative questions were embedded to further consider the

presence of international students on campus. The first question asked what respondents perceived

to be the benefits of having international students on campus, and the second question asked what

challenges respondents felt were present. A preliminary analysis of the responses emphasizing word

frequency delineated that the phrase "learning about different cultures" was noted as both a benefit

and a challenge. The results were also qualitatively coded using thematic analysis (Creswell, 2013).

The thematic determination of benefits included cultural competency, diverse viewpoints, enhanced

environment and innovation; the themes that emerged from the challenges listed were

communication, cultural barriers and inadequate resources. The themes from the benefits

demonstrated that the campus community saw a positive value in the presence of international

students on campus, yet the themes from the challenges recognized that the university needed

additional assets to prepare well for an increasingly multinational environment.

Conspicuously, none of the qualitative responses within the survey discussed the augmented

revenue that international students provide to the institution as either a benefit or a challenge. The

fiscal benefit to the university of having international students enroll was not a prominent

component of the co-researchers' feedback about the results either. The co-researchers did not

strongly emphasize the financial factors that led them to study in the U.S.; one merely stated: "being

really blunt, the U.S. education system is one of the best in the world and we have the opportunity and means to come and study, um, so why not take advantage of that." From domestic respondents to the survey, the lack of this information could be due to ignorance about the financial contribution of international students. For a university that depends upon tuition revenue for the majority of its operating budget as Xavier does, this result was notable.

The next section of this chapter considers the how the results of this MMAR study connect to the theoretical framework that guided its development. Postcolonial theory proved to be a very valuable perspective for this study, and its contributions are further examined in the next section.

Postcolonial Theory Revisited

The four pillars of Postcolonial Theory (Ashcroft, Griffiths, & Tiffin, 2013) – Orientalism and the Other, Subaltern Studies, Contact Zones and Hybridity – were essential to the development and execution of this study. First, Said's (1979) critique of what we could today call International Studies and illumination of the supposedly inferior Other influenced the development of the survey questions. The survey sought to document attitudes towards the presence of international students on the campus with regard to academic interaction (Table 4.12) and social interaction (Table 4.16). While Said's postcolonial perspective posits that international students would be seen as mere curiosities by the rest of the campus community, these results demonstrate that domestic faculty, students and staff do not support this assertion. In Table 4.12, 61% of respondents strongly agreed or agreed that international students acclimate themselves into the academic community. The survey results indicate that international students are seen as contributing members of the institution.

In contrast, the co-researchers' attitudes towards enrolling in a university in the U.S. support Said's concept of the Other (1979) – the international students determined that American educational opportunities were superior to their options back home. The co-researchers voluntarily left their home countries to pursue an academic experience outside of their home culture. When the

international students struggled to adapt to the university, the co-researchers expressed a feeling of educational and social inferiority that permeated their academic experiences. However, the Photovoice responses from the co-researchers demonstrated that they found ways to celebrate and promote their own culture to combat this sense of "preferred identity" (Warren, 2005). The co-researchers also considered the concept of preferred identity with regard to their own socioeconomic status. Although they could be considered outside of the preferred identity in the U.S. merely because they are not American citizens, the co-researchers recognized their own privileged socioeconomic status back home:

> Regardless of your social background, like each family or familial unit has, like, help. Like maybe a maid or someone who washes the car or something and you depend on that person to do it. But here, it's like you have dirty dishes, wash your dishes because you know like, no one is going to do it for you.

Therefore the co-researchers recognized that the American HEI environment fostered egalitarian expectations amongst the student body and promoted a sense of personal responsibility. They appreciated the opportunity to be more independent when they arrived in the U.S. and mainly refuted Said's primarily exploitative analysis of intercultural interaction. Rather, they felt that they freely chose to study in the U.S. and had the ability to influence their own experience as students.

Another result that was consistent with postcolonial theory concerned the role of Intensive English Program (IEP) students on campus, viewing the IEP students through the lens of Subaltern Studies (Guha, 1997; Spivak & Morris, 2010). Several of the survey questions considered the concept of voice, including the importance of national identity (Table 4.8) and the ability to express an opinion on campus (Table 4.14). Although the respondents overwhelmingly felt that the campus was a welcoming environment (Table 4.5), with 86% strongly agreeing or agreeing with that statement, 72% of respondents said they very rarely or infrequently interacted socially with IEP

students (Table 4.16). IEP students represent approximately 1% of the student body and are primarily commuter students at a university with a predominantly residential population, so the relatively small number of students contributes to the lower number of opportunities for social interaction. However, Table 4.20 indicated that the campus community seeks opportunities to learn about other cultures and considers them valuable for their future professional aspirations. By definition, IEP students are coming to the U.S. for intercultural exchange; if they are not able to share their own culture with other students, campus internationalization suffers. Therefore the IEP students could be considered an underclass at the university, almost invisible to the rest of the collegiate community. Due to their communication challenges, these results indicate that IEP students can adopt a subaltern mentality and lose their capacity to advocate for themselves. Rather than fostering intercultural engagement, the lack of engagement with international students in the IEP could promote uneasiness towards the rest of the student body. The co-researchers concurred with this argument; the co-researchers studying in the IEP suggested that many IEP students felt uncomfortable interacting with other students on campus. The co-researchers believed that integrating the IEP students more fully into the campus community could accelerate their English language acquisition substantially. A more effective IEP could encourage more international students to enroll in the program, thus increasing the amount of international students and providing additional opportunities for cultural exchange.

The study results also supported the importance of the university as a Contact Zone (Pratt, 1992). Several of the survey questions explored how campus internationalization manifests itself on campus. For example, in response to the queries about increasing the number of international students, faculty, and staff on campus (Table 4.18), 50% of respondents strongly agreed or agreed with having more international students and 49% strongly agreed or agreed with having more international faculty and staff. The survey findings and the Photovoice results support the value of

international awareness, and emphasize the importance of an appropriate environment for intercultural opportunities. Therefore, these results demonstrate that increased resources for intercultural understanding could be utilized by the campus community to foster a more welcoming environment for international students.

The co-researchers emphasized the final pillar of postcolonial theory through their discussion of the essence of being an international student. They embraced hybridity (Bhabha, 1994) as an ideal lens to consider their acclimation experiences. The co-researchers felt that their successful integration into the campus community required that they maintain their original cultural identity and simultaneously develop an Americanized version of themselves as demonstrated in Figure 4.10. The international students illustrated how they felt like the Solo cup amongst the cans – able to serve the same purpose but concurrently cognizant of their differences in comparison with the rest of the students. They described the tension inherent in this duality and how it left them feeling conflicted between their life back home and their new life in the U.S. An international student who successfully navigates this challenge demonstrates her effective ability to code switch (Shay, 2015). This term originated from linguistics to describe the ability to change from one language or dialect to another; applied to this context, the co-researchers described a student acclimated to the U.S. as one who can engage with both his home culture and American culture. Therefore an international student who adopts a hybrid identity obtains the ability to engage with multiple realities without ever feeling settled within just one – she adopts a third space where she can interact with other hybrid individuals in addition to members of the original groups.

Campus Dialogue about Internationalization

After the study was completed and the joint display (Plano Clark & Sanders, 2015) was placed in a prominent gallery on the second floor of the university student center, feedback from members of the campus community was solicited. The joint display had been presented for three

Figure 5.1

Internationalization and Social Isolation

Source: Humienny, 2016

Reprinted by permission from the author
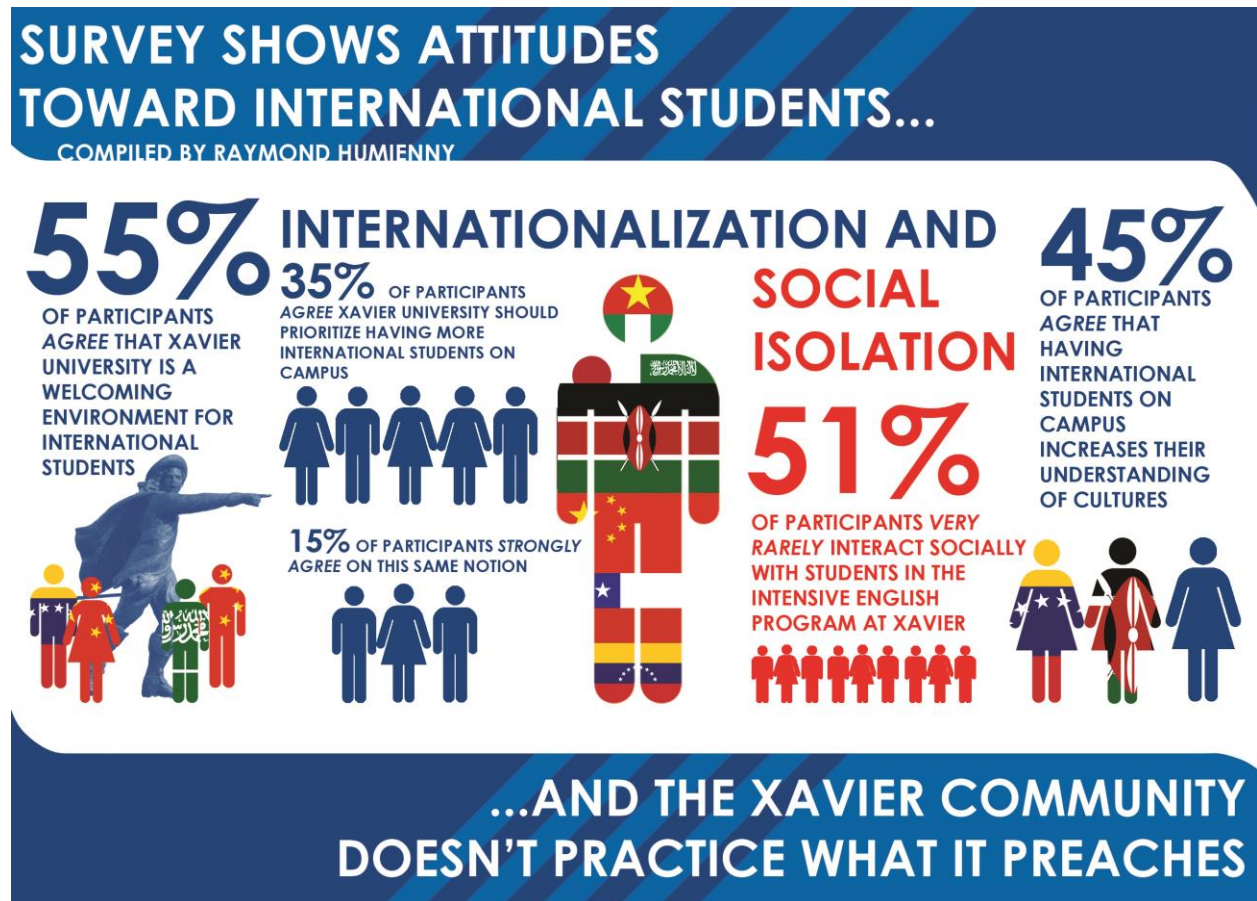
weeks when a reporter from the campus newspaper created a front-page article about the installation

(Humienny, 2016). The reporter created the graphic in Figure 5.1 to emphasize specific findings

within the survey results. In particular, he chose to highlight questions regarding how welcoming

the environment is for international students; the extent to which the campus community supports

having additional international students on campus; the amount of interaction that the campus

community has experienced with students in the Intensive English Program; and the importance

that the campus community places on understanding other cultures. He also used the national flags

of the co-researchers to create some of the figures within his graphic. The accompanying article emphasized the campus' understanding of the Intensive English Program on campus, the intercultural events that occur at the university, and the role of the co-researchers within the investigation. The provocative nature of the article's headline was designed to spur dialogue about international students on campus. As a result of this article, the Center for International Education and other campus groups that work with international students had an additional opportunity to advocate for their students' best interests.

Recommendations

Suggestions for Xavier University that emerge from this study can be split into the categories of international student recruitment, support services for international students, and opportunities for international students to become more empowered with the campus community. First, the university has substantial potential for increased international student enrollment. Its Jesuit identity allows for enhanced global recognition of the university, and the booming demand for a U.S. education around the world (Institute of International Education, 2015) indicate that Xavier could attract an increased number of international students. More international students could create a virtuous cycle, whereby the increased revenue generated by new international students could be invested into enhanced support services. These enhanced support services would then lead to a better acclimation process for international students, which would then attract more students to the university when they shared their experiences with friends and family in their home countries. These new international students could foster international connections with the university, and positively impact the financial health of the institution assuming that a welcoming environment for international students is evident.

In order to successfully increase the international student population on campus, Xavier should capitalize on the international alumni it currently has if those former students have an

affirmative impression of the institution. For example, the co-researchers indicated that they felt positively about their experiences on campus, and as future alumni would recommend that others consider attending the university:

> My experience here was, like priceless, like I cannot, like how much money I spent here it was worth it because, like, I have learned so much like my experience, independence, like I have made a lot of friends abroad, like people who have came (sic) here as an exchange student I have made pretty good friendships that will carry to the rest of my life too. So like I have got a lot more than I expected.

Therefore the co-researchers in this study expressed their appreciation for the interactions between international students and domestic faculty, staff and students on campus and supported the findings in Table 4.18 to prioritize additional international faculty, staff, and students at Xavier. More international students would increase net revenue for the university, and additional international faculty and staff would expand opportunities to connect with other HEIs around the globe, especially fellow Jesuit institutions.

Next, once Xavier attracts more international faculty, staff, and students to the campus, the institution should determine ways to better support international students so that they acclimate more easily into the campus environment. Enhanced acclimation for international students could combat the sense of limited social interaction that the survey demonstrated (Table 4.16) and the co-researchers also expressed in their responses to those questions, especially with regard to the Intensive English Program students on campus. This goal could be reached by increasing the programmatic resources available to international students through the Center for International Education; enhancing intercultural sensitivity amongst the students, faculty and staff through developing more positive contact zones on campus; and providing more intercultural activities throughout the year. An enhanced effort to recruit nationally diverse faculty and staff would also

address international students' concerns with limited social interaction. With additional international faculty and staff, international students could engage with additional hybrid individuals who can navigate their home culture and American culture.

Third, Xavier should dedicate more opportunities for international students to share their voice and perspective with the campus community. One such step could be to reserve a place in the student government for an international student representative; another could be increased resources for cultural groups on campus so that they can provide additional intercultural experiences. The rest of the campus community should make a more consistent effort to integrate students in the Intensive English Program into the rest of the campus, such as partnering them with students learning modern languages. Such a partnership would augment Xavier's resources for learning languages other than English, which the survey responders indicated was valuable to them (Table 4.20), as well as enhance the learning outcomes of students in the IEP. Additional enrollment in the IEP could create another virtuous cycle whereby students could pursue undergraduate and graduate enrollment within the institution after completing the IEP. IEP students who obtain successful outcomes within the undergraduate and graduate programs after completing the IEP coursework would share their stories with friends and family in home countries, thus increasing awareness about the program and encouraging additional enrollment. The common factor to the suggestions from this section is increased financial resources; if internationalizing the campus is truly a priority, then a long-term fiscal commitment to these efforts is essential for their success. These additional resources could provide enhanced support for international student acclimation, catalyze additional opportunities for international students to share their perspective, and strengthen classroom assets to better prepare students for globalized careers. After considering these recommendations, the next section considers the restrictions on this particular study and the opportunities to enhance and expand upon this investigation.

Limitations and Suggestions for Future Research

The limitations for this study were mainly due to finite monetary, temporal, and physical resources available during the course of its completion. First, as this study did not receive external funding, the scope of the project was limited. With additional financial resources, the survey could have been enhanced with additional incentives for survey respondents to complete it and/or the international student co-researchers could have been compensated for their time. The co-researchers could also have enhanced the joint display (Plano Clark & Sanders, 2015) to incorporate more audio-visual elements that would have been more engaging with the target audience. Additionally, the co-researchers could have incorporated a social media campaign to create more awareness about the joint display and enhance its impact. Additional financial resources would also allow data to be collected in other HEIs so that the experiences of international students could be compared across contexts.

Second, the temporal limitations of this study meant that the results were a cross-section of the university. One opportunity for future research could follow international students over the course of their studies in the university to demonstrate how their attitudes evolve over time. Another potential research study could explore the students' attitudes regarding their educational experience in the U.S. over a more extended period, such as 10 years after leaving the institution, ideally having received their degree. This study could therefore test the longer-term impact of the presence of international students on campus. Another potential study could consider how the presence of international students impacts American students over the long term, and measure the longitudinal impact of campus internationalization on career development and personal growth. An additional chronological factor to consider for this study is the impact that the data collection period had upon the results. Since data was collected from October 2015 through January 2016, the attitudes and experiences that international students and domestic faculty, staff and students have

regarding opportunities for summer employment, seeking professional experiences after graduation, or returning back to one's home country are not documented. For these reasons, a follow up study could provide additional insight into the experiences of international students over a more extended period.

Third, the limitations of the physical location also impacted the study, and could lead to further research. As Xavier University has a relatively small international student population, if this study was done in a location with a relatively larger international student population the attitudes towards and experiences with international students could change substantially. The location of the university in the Midwest of the U.S. also impacts the results because a similar study held in California, Massachusetts or New York could also have dramatically different results due to the larger numbers of international students in those states.

Conclusion

The action research component of this study was particularly valuable to consider campus internationalization. The co-researchers added a perspective to the development, execution and dissemination of the study that added to its relevance and trustworthiness. Throughout the study the co-researchers indicated that they had not previously been engaged in this manner, and they felt compelled to share their perspective to help improve the experiences of international students on campus. The co-researchers provided positive feedback about their time on campus, yet felt that the institution had the potential to be much more welcoming to international students. As examples of feeling unwelcome, the co-researchers cited the relatively small number of international students, faculty and staff on campus; the expectation that they would adapt to new academic norms that conflicted with their previous learning experiences; and the sense that domestic faculty, staff and students rarely attended intercultural events. The co-researchers' feedback resonated with Said's critique of Orientalism in that they experienced a perception of inferiority merely because they were

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not American. However, the co-researchers did appreciate the opportunity to share their viewpoints with the campus community through the Photovoice exhibit and expressed optimism that the installation could foster a more informed dialogue about campus internationalization. As a researcher, I was most proud of this accomplishment of the study, and my hope is that this empowerment inspires the co-researchers to reach out to domestic students, faculty and staff on campus and actively promote international awareness. I also hope that domestic students, faculty and staff are more inspired to pursue international experiences due to the findings in this study. I am confident that a more global educational environment, in spite of its challenges, would lead to an enhanced learning experience for the students and allow Xavier to fulfill its erstwhile slogan: "A better education for a better world."

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Appendix A: Recruitment Scripts and Flyers

To participate in the survey, up to three emails were sent directly to the students, faculty and staff at Xavier University. An electronic announcement was also submitted twice to the campus community. Copies of each recruitment script and flyer are below:

Email #1

Share your opinion about international students at Xavier for a research study and enter a drawing for one of five (5) $50 gift cards to the Xavier Bookstore. Please click on the links below for more details:

Follow this link to the Survey:
Take the Survey

Or copy and paste the URL below into your internet browser:
https://xavier.co1.qualtrics.com/SE?SID=SV_cZtQY2vocasPXDv&Q_CHL=email&Preview=Survey

Follow the link to opt out of future emails:$
Click here to unsubscribe

If you have any questions, please contact Dan Marschner at marschnerdp@xavier.edu.

Email #2

Here's a second opportunity to share your opinion about international students at Xavier for a research study and enter a drawing for one of five (5) $50 gift cards to the Xavier Bookstore. Please click on the links below for more details:

Follow this link to the Survey:

Take the Survey

Or copy and paste the URL below into your internet browser:
https://xavier.co1.qualtrics.com/SE?SID=SV_cZtQY2vocasPXDv&Q_CHL=email&Preview=Survey

Follow the link to opt out of future emails:
Click here to unsubscribe

Please contact Dan Marschner at marschnerdp@xavier.edu with any questions, and if you have already completed the survey thank you very much!

Email #3

Here's a final opportunity to share your opinion about international students at Xavier for a research study and enter a drawing for one of five (5) $50 gift cards to the Xavier Bookstore. The survey will be available through this Friday, November 13th. Please click on the links below for more details:

Follow this link to the Survey:

Take the Survey

Or copy and paste the URL below into your internet browser:
https://xavier.co1.qualtrics.com/SE?SID=SV_cZtQY2vocasPXDv&Q_CHL=email&Preview=Survey

Follow the link to opt out of future emails:
Click here to unsubscribe

Please contact Dan Marschner at marschnerdp@xavier.edu with any questions, and if you have already completed the survey thank you very much!

Announcement:

Dan Marschner and the Center for International Education invite Xavier students, faculty and staff to participate in a research study regarding international students at Xavier. If you would like to participate, please click on the survey link and the survey will be available through this Friday, November 13th. Participants in the survey can enter a drawing for one of five $50 gift cards for the Xavier Bookstore. Thank you to those who have already completed the survey! If you have any questions, please contact Dan Marschner at marschnerdp@xavier.edu.

Appendix B: Informed Consent Documents

Informed Consent – Campus Climate Survey

You are being given the opportunity to participate in a research project conducted through Xavier University and the University of Cincinnati. The nature and purpose of this study is to better understand how international students at Xavier University are perceived. You are being asked to complete the following survey regarding your attitudes towards international students at Xavier, as well as your experiences interacting with international students. The survey is being administered to students, faculty and staff at Xavier University, regardless of nationality. You will be asked demographic questions such as gender and country of origin at the beginning of the survey. If you would like to be considered for a $50 Xavier bookstore gift card which will be randomly awarded to 5 participants in the survey, please provide your Xavier email address. Your email address will be collected separately from your responses at the end of the survey. You will also have the opportunity to indicate at the end of the survey if you would consent to additional followup questions.

The survey should take approximately 10 minutes to complete and survey participants should not expect to be subjected to any significant risks or discomfort. There will be no significant benefits to your participation in this project other than sharing your perspective about the wider campus community. You will be free to remove your responses from the survey at any time once you have completed it. Refusal to participate in this study will have NO EFFECT ON ANY FUTURE SERVICES you may be entitled from the university. You are FREE TO WITHDRAW FROM THE STUDY AT ANY TIME WITHOUT PENALTY.

If you have any questions about your rights as a research subject at any time regarding the study, or if you would like a copy of this informed consent form, you may contact Daniel Marschner at 513-745-1911 or marschnerdp@xavier.edu and/or Dr. Mary Brydon-Miller at mary.brydon-miller@uc.edu. By selecting Yes, you are providing your informed consent to participate in this study. By selecting No, you are choosing not to participate in this study.

- o Yes

- o No

Informed Consent Form: Photovoice

My name is Daniel Marschner and you are being given the opportunity to volunteer to participate in a project conducted through Xavier University and the University of Cincinnati.

The nature and purpose of this study is to better understand the perspective of international students at Xavier University. You were selected to participate in this study because you consider yourself an international student at Xavier. As a participant, you will be asked to take photographs that describe your experiences as an international student as well as captions for the photographs. You will be part of a group that helps determine the most important themes that develop from several photographs. The photographs will ultimately be displayed in a public setting so that faculty, staff and students at Xavier can better understand how international students see the university.

Students who take photographs are expected to ask permission of anyone who will be in the picture. Students are not anticipated to be subjected to any significant risks or discomfort. There will be no significant benefits to your participation in this project other than sharing your voice with the wider campus community and participants will not be compensated monetarily for their time. No names will be used in the data collection process, however demographic data such as gender and country of origin will be collected. The data will be collectively "owned" by the student participants and you will be free to remove your images and captions at any time. Any data that participants agree to share with me will be kept in a password protected computer file.

Refusal to participate in this study will have NO EFFECT ON ANY FUTURE SERVICES you may be entitled from the university. You are FREE TO WITHDRAW FROM THE STUDY AT ANY TIME WITHOUT PENALTY.

If you decide to participate in the project, please sign this form. You will be given a copy of this form to keep. If you have any questions at any time during the study, including your rights as a research subject, you may contact Daniel Marschner at 513-745-1911 or marschnerdp@xavier.edu and/or Dr. Mary Brydon-Miller at 513-556-5108 or at brydonml@ucmail.uc.edu.

I have been given information about this research study and its risks and benefits and have had the opportunity to ask questions and to have my questions answered to my satisfaction. I freely give my consent to participate in this research project.

_____   _____

Signature   Date

Appendix C: Campus Survey Instrument

Q1 You are being given the opportunity to participate in a research project conducted through Xavier University and the University of Cincinnati. The nature and purpose of this study is to better understand how international students at Xavier University are perceived. You are being asked to complete the following survey regarding your attitudes towards international students at Xavier, as well as your experiences interacting with international students. The survey is being administered to students, faculty and staff at Xavier University, regardless of nationality. You will be asked demographic questions such as gender and country of origin at the beginning of the survey. If you would like to be considered for a $50 Xavier bookstore gift card which will be randomly awarded to 5 participants in the survey, please provide your Xavier email address. Your email address will be collected separately from your responses at the end of the survey. You will also have the opportunity to indicate at the end of the survey if you would consent to additional followup questions.

The survey should take approximately 10 minutes to complete and survey participants should not expect to be subjected to any significant risks or discomfort. There will be no significant benefits to your participation in this project other than sharing your perspective about the wider campus community. You will be free to remove your responses from the survey at any time once you have completed it. Refusal to participate in this study will have NO EFFECT ON ANY FUTURE SERVICES you may be entitled from the university. You are FREE TO WITHDRAW FROM THE STUDY AT ANY TIME WITHOUT PENALTY.

If you have any questions about your rights as a research subject at any time regarding the study, or if you would like a copy of this informed consent form, you may contact Daniel Marschner at 513-745-1911 or marschnerdp@xavier.edu and/or Dr. Mary Brydon-Miller at mary.brydon-miller@uc.edu. By selecting Yes, you are providing your informed consent to participate in this study. By selecting No, you are choosing not to participate in this study.

❍ Yes (1)
❍ No (2)

If No Is Selected, Then Skip To End of SurveyIf Yes Is Selected, Then Skip To What is your main role at Xavier Univ...

Q2 This first set of questions asks you for demographic information. What is your main role at Xavier University?

- ❍ Faculty Member (1)
- ❍ Staff / Administration (2)
- ❍ Undergraduate Student (3)
- ❍ Graduate Student (4)
- ❍ Intensive English Student (5)

Answer If This first set of questions asks you for demographic information. What is your main role at Xavier University? Undergraduate Student Is Selected Or This first set of questions asks you for demographic information. What is your main role at Xavier University? Graduate Student Is Selected

Q3 In what college of the university is your major / program of study located?

- ❍ College of Arts and Sciences (1)
- ❍ College of Professional Studies (previously College of Social Sciences, Health and Education) (2)
- ❍ Williams College of Business (3)

Answer If What is your main role at Xavier University? Undergraduate Student Is Selected Or What is your main role at Xavier University? Graduate Student Is Selected Or What is your main role at Xavier University? Intensive English Student Is Selected

Q4 Did any of your parents or grandparents graduate from a four year college or university?

- ❍ Yes (1)
- ❍ No (2)

Answer If What is your main role at Xavier University? Undergraduate Student Is Selected Or What is your main role at Xavier University? Graduate Student Is Selected Or What is your main role at Xavier University? Intensive English Student Is Selected

Q5 How long have you been enrolled at Xavier?

- ❍ Less than 1 year (1)
- ❍ 1-2 years (2)
- ❍ 2-3 years (3)
- ❍ 3 years or more (4)

Q6 What is your country of citizenship? Please select any that apply.

- ❑ United States (1)
- ❑ China (2)
- ❑ India (3)
- ❑ South Korea (4)
- ❑ Saudi Arabia (5)
- ❑ Canada (6)
- ❑ Taiwan (7)
- ❑ Japan (8)
- ❑ Vietnam (9)
- ❑ Brazil (10)
- ❑ Other (11) _____

Q7 What is your gender?

- ○ Male (1)
- ○ Female (2)
- ○ Other (3)
- ○ Prefer not to Respond (4)

Q8 What is your ethnicity? Please select any that apply.

- ❑ American Indian or Alaska Native (1)
- ❑ Asian American (2)
- ❑ Black or African American (3)
- ❑ Hispanic / Latino (4)
- ❑ Native Hawaiian or Pacific Islander (5)
- ❑ White / Caucasian (6)
- ❑ Other (7)
- ❑ Prefer not to Respond (8)

Answer If What is your main role at Xavier University? Faculty Member Is Selected Or What is your main role at Xavier University? Staff / Administration Is Selected
Q9 How long have you been employed at Xavier?

- ○ 0 - 4 years (1)
- ○ 5 - 9 years (2)
- ○ 10 years or more (3)

Q10 These next questions ask your perspective about and experiences with international students. I believe that Xavier University is a welcoming environment for international students.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q11 At Xavier, I interact academically with international students:

○ Very Frequently (1)
○ Frequently (2)
○ Sometimes (3)
○ Infrequently (4)
○ Very Rarely (5)
○ N/A (6)

Q12 At Xavier, I interact socially with international students:

○ Very Frequently (1)
○ Frequently (2)
○ Sometimes (3)
○ Infrequently (4)
○ Very Rarely (5)
○ N/A (6)

Q13 Having international students on campus increases my understanding of cultures outside the U.S.

○ Srongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)
○ N/A (6)

Q14 My understanding of cultures outside the U.S. is important to my present or future career.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)
○ N/A (6)

Q15 Overall, I think that the faculty, staff and administrators at Xavier have diverse national backgrounds.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)
○ N/A (6)

Q16 Overall, I think that the student body at Xavier has diverse national backgrounds.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)
○ N/A (6)

Q17 What are some benefits that you perceive about having international students at Xavier?

Q18 What are some challenges that you perceive about having international students at Xavier?

Q19 Xavier University should prioritize having more international students on campus.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q20 Xavier University should prioritize having more international faculty and staff on campus.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q21 I enjoy working with an international student in an academic setting.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)
○ N/A (6)

Q22 International students at Xavier acclimate themselves academically into the campus community.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)
○ N/A (6)

Q23 International students at Xavier acclimate themselves socially into the campus community.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)
○ N/A (6)

Q24 I am familiar with the Center for International Education (CIE) and the programs and services it provides

❍ Yes (1)
❍ No (2)

If Yes Is Selected, Then Skip To I have participated in the following ...If No Is Selected, Then Skip To I value learning a language other tha...

Q25 I have participated in the following programs with the Center for International Education (CIE). Please select any that apply and if none, please leave blank.

❑ International Education Week (1)
❑ International Coffee Hour (2)
❑ Study Abroad Advising (3)
❑ Cross Cultural Retreat (4)
❑ World Quest (5)
❑ International Fashion Show (6)
❑ Other (7) _____

Q26 I value learning a language other than English at Xavier because it will help me advance my professional career.

❍ Strongly Agree (1)
❍ Agree (2)
❍ Neither Agree nor Disagree (3)
❍ Disagree (4)
❍ Strongly Disagree (5)
❍ N/A (6)

Q27 I interact socially with students in the Intensive English Program at Xavier:

❍ Very Frequently (1)
❍ Frequently (2)
❍ Sometimes (3)
❍ Infrequently (4)
❍ Very Rarely (5)

Q28 Students must be proficient in English to benefit from the educational experiences at Xavier.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q29 I am comfortable expressing my opinions at Xavier.

○ Strongly Agree (1)
○ Agree (2)
○ Neither Agree nor Disagree (3)
○ Disagree (4)
○ Strongly Disagree (5)

Q30 At Xavier, I discuss my national identity:

○ Very Frequently (1)
○ Frequently (2)
○ Sometimes (3)
○ Infrequently (4)
○ Very Rarely (5)

Q31 By clicking "Ok" you have completed this part of the survey and will be directed to another survey where you may choose to enter a drawing for a $50 Xavier Bookstore gift card and indicate if you would be willing to be contacted further.

○ Ok (1)
If Ok Is Selected, Then Skip To End of Survey

Separate Gift Card Survey

Q1 If you would like to be considered for one of the $50 Xavier Bookstore gift cards, please enter your email address here.

Q2 Would you be willing to be contacted for additional followup questions?

○ Yes (1)
○ No (2)