

Preface

AN OVERVIEW OF THE BOOK

Exploring the Social and Academic Experiences of International Students in Higher Education Institutions offers social and cultural perspectives of international students to understand the interplay of academic success and cross-cultural integration in higher education settings. Because of the socio-cultural differences that they bring with them into the classrooms, international students often experience difficulties taking advantage of the available campus resources provided for learning and personal development. For instance, many international students report homesickness and loneliness in their initial transition; express low self-esteem and feel isolated from peers; struggle in balancing the multiple contexts of home (country of origin) and school (host); struggle with racial and cultural differences; experience lack of understanding of the academic culture and cultural knowledge of the host country. In the face of the multiple challenges faced by international students and the institutions hosting those students, many important questions are being discussed and considered such as; Do the social and academic issues of international students differ from institution to institution, country to country? How do these students adopt and adjust to the norms and expectations of the host institutions? How do faculty and staff address the social and cultural experiences/differences faced in colleges and universities? Do we have enough resources to address the needs of diverse international students? In the face of a growing population of international students, it is important to understand how international students face and overcome the challenges and become academically successful in institutions of higher education.

As a collective response to these key questions, this book provides insight and resources to benefit faculty, policymakers, and staff who work closely with the international student population in higher education. Each contributor in this edition brings a rich description and shares how we can address the needs of international students, spouses and partners of these students, both the social and academic concerns in the classroom and outside, academic motivations and inspirations, student engagement, and academic success. This book includes research-based findings and perspectives into campus support services, socio-cultural and educational issues and challenges that international students face in higher education from a wide range of colleges and locations across the globe.

In the context of internationalization, student mobility and socio-cultural challenges are the central phenomena of research in higher education. Today, over four million students crisscross geographic, cultural, and educational borders to pursue higher education. In this overseas academic journey, educators and university policymakers will need to strengthen the strategies to enrich the cultural experiences of this student population for both academic success and social integration.

OUR TARGET AUDIENCE

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

CHAPTER ORGANIZATION

This book includes 15 chapters on a number of social and academic issues related to international students in the classroom and outside. Written by experienced scholars in the field, most of the chapters are based on the socio-cultural experiences of international students studying in the United States and Canada, which may be different other academic and social contexts.

In chapter 1, Takahiro Sato and Samuel R. Hodge identify and discuss current issues and concerns, related to academic and social experiences, among Asian international graduate students in America. In chapter 2, Anita Gopal explores how international students are positioned between issues of citizenship, nationalism, and the classroom culture from a Canadian standpoint.

In chapter 3, Mingsheng Li investigates important issues that affect Asian international students' academic and social acculturation at New Zealand universities. Li presents that English language proficiency would often mask other fundamental deeper-level issues which affects educational performance and denies legitimate academic identity and full acculturation into the academic community. In chapter 4, Ashlee Lewis provides insight into international students' experiences with an understanding of race in both their home countries and in the United States within the broader context of student mobility. She explores how meanings attached to terms such as "Black" and "White" shift, but do not collapse, when making sense of students' experiences with race and racial classification. In chapter 5, Angellar Manguvo explores African students' negotiation of Black racial solidarity with a reference for collective Black identity.

In chapter 6, Jon Woodend, Sarah Nutter, Danni Lei, and Sharon Cairns examine the challenges that partners/spouses of international students face in Canadian institutions of higher education. They present a series of challenges of students' partners, including lack of English proficiency, social disconnection, and loss of identity. In chapter 7, Samit Dipon Bordoloi analyzes the impact of current university regulations and policies on the everyday lives of wives of international students in US institutions of higher education. In chapter 8, Zachary S. Ritter examines international students' racial stereotypes and presents how this affects campus climate, and recommendations to encourage cross-cultural understanding in US colleges.

In chapter 9, Gwendolyn M. Williams and Rod E. Case focus on the issues of socialization and mentorship for international graduate teaching assistants in US colleges. They present explicit mentoring approaches for international teaching assistants to make them familiar with methods and norms in American higher education. In chapter 10, Juanjuan Zhao and Dana Ng examine how international English as a second language students construct their experiences of learning and use English in the

classrooms. In chapter 11, Chrystal A. George Mwangi, Alicia M. Peralta, Sharon Fries-Britt and Nina Daoud examine the academic experiences of international students of color in science, technology, engineering, and mathematics (STEM) as they engage in U.S. college classrooms. They discuss how these students describe their academic motivation to achieve and perceive their own academic preparedness in relation to U.S. academic expectations.

In chapter 12, Xi Yu, Elizabeth Isensee and Barbara Kappler use data collected from the International Student Barometer (ISB) to explain international student satisfaction and college experience. They also discuss how multiple available sources of data are sought to compliment ISB data, and how ISB data have been used collaboratively to inform institutional practice and drive campus internationalization for all students. In chapter 13, Dulce Amor L. Dorado and Barry Fass-Holmes compare academic preparedness between transfer international students from community colleges and ones who come to four-year universities as freshmen or exchange students. In chapter 14, Yukari Takimoto Amos, investigates the level of academic expectations Japanese undergraduate international students received from faculty members in an American teacher education program. Amos addresses the expectation of good grades versus the failure to address academic weaknesses. In chapter 15, Krista M. Soria and Shane M. Lueck investigate whether international students' participation in high-impact educational practices was associated with students' development of academic skills and academic engagement.

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