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MULTILINGUAL IDENTITY DEVELOPMENT OF INTERNATIONAL STUDENTS

AND THE

CULTURALLY ENGAGING NATURE OF THEIR LEARNING ENVIRONMENT:

AN EMPIRICAL AND CONCEPTUAL ANALYSIS

Dissertation

By

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Multilingual Identity Development of International Students and the Culturally Engaging Nature of their Learning Environment: An Empirical and Conceptual Analysis

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Abstract

Those who choose to pursue international education can be viewed as cultural ambassadors, ones who can play meaningful roles in bridging the gaps that divide us if they are afforded supportive, inclusive, and identity affirming learning experiences during their formative college years. However, the cultural and linguistic knowledge and global perspectives that many of these students bring to their campuses seem to be undervalued, overlooked, or misunderstood by domestic students, instructors, and community members. Research has also indicated that many international students who study in the U.S. higher education system struggle to adjust to the academic, social, cultural, and linguistic norms upheld by their host institutions. This thematically-linked three-paper dissertation aims to address these issues by critically examining international student experiences and institutional barriers that this population faces within a specific U.S. university context from individual, classroom, and institutional levels.

The first study is a longitudinal case study focusing on the multilingual identity development of three Korean international graduate students. The second study is a multiple case study analysis of faculty and administrative leaders' beliefs and attitudes concerning support for international students and the culturally engaging nature of their campus. The final study utilizes a survey to explore the racial, linguistic, social, and

cultural dynamics of a higher education institution from international student perspectives.

The studies revealed that Korean graduate students experienced numerous instances of marginalization in academic and social settings because of social status and language characteristics. Critical views of faculty members and student affairs professionals showed that, for decades, international students in the study's context have been *othered* academically and socially, and their linguistic and cultural identities are often ignored or underappreciated. The survey results indicated that self-reported language experiences are a predictor of marginalization, overall satisfaction, and satisfaction with interacting with domestic students, and that previous education is a predictor of perceptions of mainstream racial and immigration related ideologies.

These findings from this research indicate a need to internationalize closeminded curricula and pedagogical approaches, to create structured opportunities for positive intercultural exchange and understanding, and to foster a commitment among all campus stakeholders to embrace their roles in realizing a more identity-affirming culturally engaging learning environment.

DEDICATION

For my family

Para mi familia

나의 가족을 위해

Acknowledgement

Thank you Dr. Albert for picking me up, dusting me off, and giving me the confidence, support, and expert guidance to make it through this journey. Thank you Dr. Proctor and Dr. Glass for helping me think more critically about multilingualism and international higher education. Your knowledge and encouragement strengthened my passions for language, education, and building cross-cultural connections transnationally.

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Anything is possible!

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Overview of Studies

When viewed relative to their national peers, the international students we encounter around the world are outliers and are uniquely situated in pivotal cross-cultural positions. If those who choose to pursue international education are provided with opportunities that are identity-affirming, empowering, and culturally engaging during their formative college years, they can be viewed as cultural ambassadors who can contribute meaningfully to bridging the gaps that separate us. Nonetheless, the cultural and linguistic funds of knowledge and global perspectives that many of these students bring to their campuses are too often undervalued, overlooked, or misunderstood (Hegarty, 2014) by domestic students and instructors alike. If recognized and valued, these assets could potentially be the key to internationalizing close-minded curricula, creating spaces for positive intercultural exchange and understanding, and creating an overall more culturally engaging community for all university stakeholders (Alvarez, 2016; Martirosyan et al., 2019). The ultimate purpose of the findings from the three studies included in this dissertation is to inform how US higher education institutions may create such an environment and better prepare all students to enter an increasingly globally interconnected society and workforce.

International students currently make up 4.7% of the total US higher education population (IIE, 2022), and their presence contributes over $30 billion to the U.S. economy (NAFSA, 2022). These numbers are only expected to rise (IIE, 2022). Thus, it imperative that institutions uphold their "ethical obligation to understand the specific needs of these learners and to help them to succeed in their academic pursuits" (Hartshorn et al., 2017, p. 52) if they are to continue to benefit from their skills and

tuition dollars. However, research from various US universities has provided both qualitative and quantitative evidence that many institutions' international student populations still struggle to adjust to the academic and social norms upheld by their host institution because of cultural and linguistic differences and misunderstandings in the classroom (Bastien et al., 2018; Gebhard, 2012; Safipour et al., 2017), during work-study and assistantships (Ashavskaya, 2015; Kuo, 2011), and in social situations (Jackson et al., 2019). Such difficulties often result in stress or tension, a loss of confidence, or heightened anxiety (Lyken-Segosebe, 2017; Ra, 2016; Smiljanic, 2017). Each of these issues can result in isolation, low academic performance, or discrimination (Yeo et al., 2019). On the positive side, most higher education institutions have responded by creating specialized support systems to accommodate the needs of this culturally and linguistically diverse population, particularly in the forms of tutoring services and first-year academic writing and intensive English courses. Yet, many of the institutional and classroom-level support systems currently in place to address the unique needs of this diverse population are inadequate or underutilized, highlighting the need for significant institutional improvement (Andrade, 2010; Lee, 2013; Sloan & Porter, 2010) and targeted research that focuses on the efficacy of such support (Martirosyan et al., 2019).

Empirical research that critically examines the support systems available to international students was steadily gaining attention when COVID-19, anti-Asian sentiments catalyzed by COVID-19, the peak of the Black Lives Matter movement after George Floyd's murder, and ICE's attempts to revoke the visas of some international students began to shape international student experiences. As universities respond to these manifestations of underlying inequities in U.S. society, it is essential that they

understand how such phenomena can impact diverse student populations' social and academic experiences. Therefore, it will be imperative that future research regarding this demographic group recognize that these historic realities have become inextricable from the experiences of international and that researchers investigate how the experiences of contemporary international students compare and contrast to those of their predecessors.

To shed light on the reality of international students' lived experiences and the adequacy and accessibility of support available to them, each paper in this thematically linked three-paper dissertation will critically examine the cultural, linguistic, and institutional barriers this population faces within a specific university context, both in and out of the classroom, from institutional, classroom, and individual levels. Given the heterogeneity of the international student population, this dissertation is designed to take into account multiple perspectives, including those of international graduate students, international undergraduate students, faculty, and administrators.

The first study is a longitudinal case study focusing on the multilingual identity development of three Korean international graduate students. This study asks the question: *How do Korean graduate students' perceptions of their experiences at a U.S. university inform the formation of their multilingual identity development?* The second study is a multiple case study of three faculty leaders' and three administrative leaders' beliefs and attitudes concerning support for international students and the culturally engaging nature of their campus. The two research questions are: (1) *How do university employees working with international students perceive the institutional support systems for international students?* and (2) *how can their insights be used to create a more culturally engaging campus environment?* The final study utilizes a survey to explore the

racial, linguistic, and cultural dynamics of the study's context from international student perspectives. The overarching research question is: *what is the relationship between international students' self-reported language experiences, previous schooling, and degree level and their experiences of marginalization, perceptions of mainstream racial/immigration ideologies, satisfaction with academic/social experiences, satisfaction with interactions with U.S. students, and perceptions of the cultural engagement on their campus?*

Background

Reports of international students, faculty members, and researchers indicate that some international students have particular difficulties with various aspects of the reading, writing, listening, and speaking demands of their English-medium academic contexts (Huong et al., 2017; Neumann et al., 2019; Sheppard et al., 2015). A number of studies also report that the difference between international students' previous educational experiences and typical Western classroom practices, dynamics, and expectations can be sources of confusion and anxiety, which was found to be especially true for international students from traditionally Confucian heritage cultures (Ai, 2017; Huong et al., 2017; Simpson, 2017). Additionally, linguistic and cultural-related difficulties may persist throughout the entire time international students are at their institutions, not only during the transition period (Lyken-Segosebe, 2017; Zhu & Flaitz, 2005). Additionally, some professors do not see as their responsibility to support international students' linguistic needs (Haan et al., 2017; Neumann et al., 2019). Instead they tend to defer language-related teaching opportunities to other sources of English instruction resources, such as university tutoring services (Andrade, 2010). However,

some scholars in this area have questioned the adequacy of such tutoring services and English for Academic Purposes programs (Lyken-Segosebe, 2017; Sloan & Porter, 2010). Also, it has been found that some instructors hold deficit views of international students and their academic abilities (Heringer, 2019; Jin & Schneider, 2019); that interactions between international students and domestic students are limited or negative (O'Reilly et al., 2013; Yakaboski et al., 2018), and that instructors are crucial in facilitating interactions between each group (Yakaboski et al., 2018; Yefanova et al., 2017). Overall, higher education researchers and host institutions need to seriously take into consideration these widespread issues at the institutional, departmental, and classroom levels.

The methodological range of studies on international students ranges broadly, from large-scale quantitative studies that exclusively rely on statistical analysis of survey data (i.e., Haan et al., 2017; Robertson et al., 2000) to case studies that attempt to gain a more in-depth perspective on a small number of participants through interviews, focus groups, and observations (Ai, 2017; Kung, 2017). However, despite the wide range of methodologies, theoretical frameworks, and organizational frameworks utilized for investigating international students' perceptions of their experiences, there is no consensus on which approaches, or combinations of approaches, are most useful for understanding their social and academic experiences and evaluating their support networks.

Furthermore, essentializing international students as one homogeneous group seems to be a pitfall of a number of studies in this field, whether it be in terms of cultural, racial, linguistic, and educational background or degree being pursued. To address this

problem, some researchers have chosen to focus on, or differentiate between, particular culture-sharing groups of international students (i.e., Ai, 2017; Huong et al., 2017; Lyken-Segosebe, 2017; Simpson, 2017; Yakaboski et al., 2018), as this has the potential to yield a more accurate, nuanced, or generalizable picture of how students with diverse identities, backgrounds, and motivations navigate their educational context.

In light of this brief review, there are some promising research designs worth replicating. Ultimately, research that focuses on culturally similar international students or that differentiates students based on their previous educational experience, linguistic characteristics, or level of study (i.e., undergraduate or graduate) will provide a clearer picture of the experiences of international students and avoid the pitfalls of essentialization. Additionally, research agendas need to take on a comprehensive approach in order to understand the experiences of international students by drawing upon observational data in conjunction with both faculty and student reports (i.e., Andrade, 2010; O'Reilly et al., 2013; Zhu & Flaitz, 2005). Depending on the scope of a given study, drawing upon just one or two of these sources may be acceptable; however, using all three, although more difficult, can give researchers and practitioners a better way of understanding of this population's lived experiences, which can inform the creation of more effective or robust support networks.

Context

The research for each of three studies in this dissertation was conducted at the same private, predominantly white institution on the Atlantic coast of the Northeast U.S. This university is selective with an acceptance rate for undergraduate applicants being roughly 19 percent (University News, 2021), and the majority of the students come from

northeastern states (University News, 2020). The school is also among the most economically segregated in the country, with around 70 percent of students coming from families with incomes in the top 20 percent and about 3 percent coming from the lowest 20 percent (New York Times, 2017).

Currently, 7 percent of the undergraduate student body and 18 percent of the graduate student body are international students, with around 900 undergraduate and 900 graduate international students who represent 96 different countries. The graduation rate for undergraduate international students is 85%, as compared to 92% of all students (National Center for Education Statistics). In order of enrollment, China, South Korea, India, and Spain have the largest student representation. The majority of these students are in the schools of arts and sciences and management, with being economics and management the most popular majors for undergraduates and finance, economics, theology, and accounting the most popular majors for graduates (University Statistical Report, 2021-22).

Criteria for being a participant in this research included being an international student or a faculty member or administrator who works closely with international students. All participants were stakeholders in the study's university context. Three Korean international graduate students participated in the first study; three faculty members and three administrators participated in the second study; and the third study included 112 international undergraduate and graduate students responded.

Methods

With these data sources in mind, each study in this dissertation uses a different methodological approach in an effort to gain a more nuanced, contextualized, and holistic

perspective of the lived experiences of international students in this context. Each study also critically investigates the effectiveness of the institutional support provided to these students in an effort to determine potential areas that can benefit from informed change.

The first study is focused on the multilingual identity development of three Korean international students over the course of their first three years in their program. It utilizes a longitudinal case study methodology (Stake, 1995) to explore "real-life, contemporary bound" (Creswell & Poth, 2016, p. 96) culture-sharing cases within a specific site over a prolonged period of time. The second study examines faculty and administrators' experiences and perceptions of support for international students and the culturally engaging nature of their shared campus community. Accordingly, a multiple case study (Stake, 2013) approach was chosen to examine the connections and discrepancies between these linked cases and to understand how these cases contribute to shared phenomena. Finally, the third paper builds on the first two studies by providing a more macro view of international students' experiences and support within context of the dissertation. This was accomplished by designing and implementing a survey, which was distributed to a wider sample of international students within the context of the dissertation.

Positionality

I approach this research from a *cross-cultural perspective*, acting as both an *outsider* and an *insider* (Banks, 1998), and I am aware that my position as an insider and an outsider has evolved throughout time, both before and during this research and will continue to evolve long after. In the first paper in this dissertation, I consider myself to be an "external-insider" in relation to my participants, in that I am racially, culturally, and

linguistically an outsider in many respects, but have spent nearly a decade being socialized into Korean culture though living and teaching in Korea, having a Korean family, and learning to speak the language. In each of the three papers, I am also an insider at the institutional level, as my participants and I are all stakeholders in the same university, and we share many similar experiences navigating the social and academic dynamics of our campus community. In the third paper, I view myself as an external-outsider. However, given the diversity of backgrounds and experiences of the participants, I hold a racially, culturally, and linguistically more external position than in the first paper. However, I still view myself as an insider to an extent, primarily due to my language learning history, my time spent immersed in a culture I was not raised in, and my navigating institutions that were not designed with people like me in mind. We are all affiliated with the same institution, and although our positions within the university are fundamentally different, I regularly interact with members of this population and continually catch first-hand glimpses into their lived experiences as an instructor and a colleague. All in all, besides the intricacies and discrepancies of being an insider and outsider to varying extents in this research, I am definitively a racially dissimilar "ally" to the student participants in these studies. I will continue to critically and intentionally interrogate our difference as I strive to find ways to improve their educational and personal experiences (Albert, 2005).

STUDY I

MULTILINGUAL IDENTITY DEVELOPMENT AND THE LIVED EXPERIENCES OF KOREAN INTERNATIONAL GRADUATE STUDENTS

Introduction

Researchers from various English-medium universities have provided both qualitative and quantitative evidence that many members of their institutions' international student population have difficulty acclimating to the culturally-situated academic and social English norms of Western, English-medium higher education institutions (Bastien et al., 2018; Smith & Khawaja, 2011). Such difficulties often lead to the loss of confidence, stress, or heightened social and academic anxiety (Lyken-Segosebe, 2017; Ra, 2016; Smilianic, 2017). Alternatively, it is possible that academic and cultural differences may play an even more important role in learning outcomes than language issues (Safipour et al., 2017). Additionally, international students may experience difficulties during graduate assistantships due to language barriers and culturally bound workplace norms of the host culture (Ashavskaya, 2015; Kuo, 2011). This myriad of challenges can result in isolation, low academic performance, or discrimination (Yeo et al., 2019).

On the positive side, as international student numbers have steadily increased, higher education institutions have responded by creating specialized support systems to accommodate the needs of these populations, particularly in the form of tutoring services and first-year academic writing and intensive English courses. Because this population now makes up about 5.5% of the total U.S. higher education population (Institute of International Education, 2020), it is imperative that such support systems are effective. Many of the existing institutional and classroom-level support systems geared toward helping this population are inadequate, and that there is still a substantial amount of room for improvement (Andrade, 2010; Sloan & Porter, 2010).

Empirical research that critically examines the support systems available to international students may be more crucial than ever, especially when considering the effects of COVID-19, anti-Asian sentiments catalyzed by COVID-19, the peak of the Black Lives Matter movement after George Floyd's murder, and ICE's attempts to strip certain international students of their visas. This makes it essential that the challenges they have traditionally faced are not pushed to the side as universities modify their services in response to these manifestations of underlying inequities in US society. This exploratory longitudinal multi-case study follows three Korean international graduate students during their first three years of study to describe and understand the relationship between their perceptions of their experiences during their transition to a U.S. university and the development of their multilingual identity. The goal of this study is to shed light on the reality of the adequacy and accessibility of institutional support available for international students. The overarching research question for this study is: *How do Korean graduate students' perceptions of their experiences in a U.S. university inform the formation of their multilingual identity development?*

Related Literature and Conceptual Framework

Linguistic and cultural differences are central to many the academic and social challenges international students experience at Western universities (Heringer, 2019; Lyken-Segosebe, 2017). Reports of international students, faculty members, and researchers indicate that some international students have particular difficulties with various aspects of the reading, writing, listening, and speaking demands of their English-mediated academic contexts (Neumann et al., 2019; Sheppard et al., 2015). A number of studies also reported that the difference between international students' previous

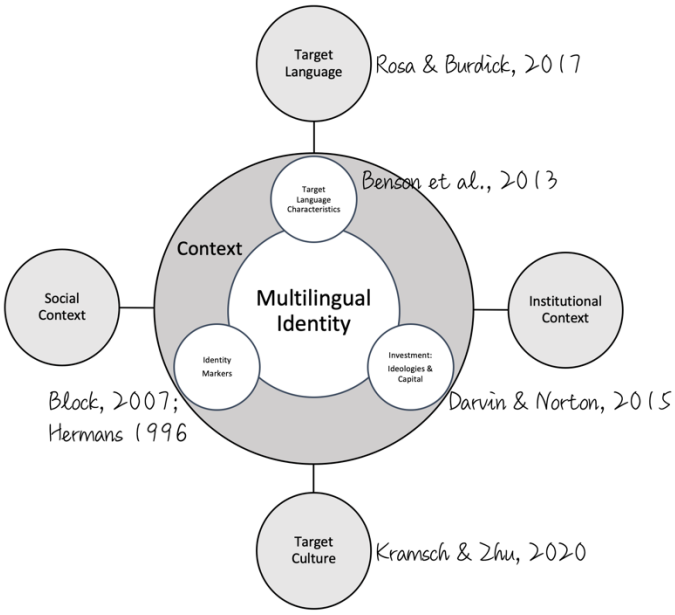
educational experiences and typical Western classroom practices, dynamics, and expectations can be sources of confusion and anxiety, which was found to be especially true for international students from traditionally Confucian heritage cultures. (Ai, 2017; Choi, 2015; Huong et al., 2017; Simpson, 2017). Additionally, linguistic and cultural-related difficulties may persist throughout the entire time international students are at their institutions, not just during the transition period (Lyken-Segosebe, 2017; Zhu & Flaitz , 2005) Multiple reports also indicate that professors did not see supporting international students' linguistic needs as their responsibility (Haan et al., 2017; Neumann et al., 2019), and instead tended to defer language-related teaching opportunities to other sources of English instruction, such as university tutoring services (Andrade, 2010). However, the adequacy of such tutoring services and English for Academic Purposes programs has been called into question by some researchers (Lyken-Segosebe, 2017; Sloan & Porter, 2010). It has also been found that some instructors hold deficit views of international students and their academic abilities (Heringer, 2019; Jin & Schneider, 2019); that international students and domestic students have limited or negative interactions (Yakaboski et al., 2018); and that instructors play a crucial role in facilitating interactions between each group (Yefanova et al., 2017). Overall, each of these fundamental and widespread issues needs to be taken into serious consideration by researchers and by host-institutions at the institutional, departmental, and instructor levels.

In this study, a *multilingual identity conceptual framework* is used to understand why the participants perceive their experiences the way they do and also to interpret how they may have renegotiated their identity as a product of their experiences in their host

context. This framework is comprised of overlapping foundational theory and research related to the relationship between language learning, identity, and foreign contexts (Benson et al. 2013; Block, 2009; Darvin & Norton, 2015; Hermans, 1996). In accordance with Darvin and Norton's (2015) notion of extending language acquisition research beyond classroom and community-based language practices, this framework serves to identify and analyze authentic and contextualized data related to how participants renegotiate their multilingual identity according to their language characteristics, context, identity markers, ideologies, and capital, as well as in relation to the ideologies of members of their host context. In other words, it is meant to provide a holistic view of the relationship between dynamic multilingual identity, static identity markers, language, and culture as a product of being immersed in a foreign context. The subsections that follow are organized into constructs of *multilingual identity*, which encompass *target language* ability (Benson et al., 2013) characteristics, *identity* markers (Block, 2007; Darvin & Norton, 2015; Hermans, 1996), and *investment* as related to ideologies and social, cultural, and economic capital (Darvin & Norton, 2015), as well as the constructs of *context*, which include target language, target culture, social context, and institutional context (See Figure 1.1).

Figure 1.1

Conceptual Framework: Multilingual Identity in a Different Context

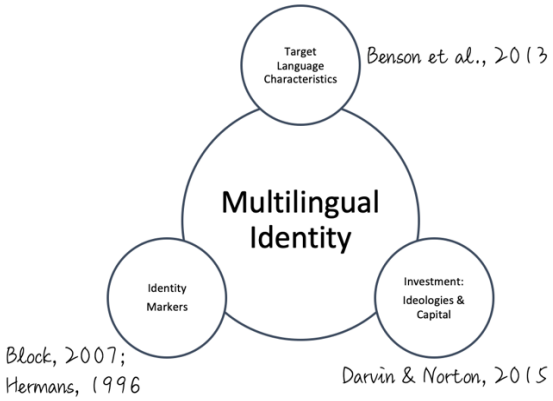


Multilingual Identity

Fisher et al. (2018) assert that *multilingual identity* encompasses psychological development in relation to relational/social and historical/contextual influences. This concept can also be more easily understood in terms of the provisional definition of *second language identity* provided by Benson et al. (2013), which refers to "any aspect of a person's identity that is connected to their knowledge or use of a second language" (p. 174). Within this framework, *investment, identity,* and *language characteristics* make up the core components of multilingual identity (Figure 1.2). These interrelated components are continually being renegotiated as a result of contextual influences.

Figure 1.2

Multilingual Identity Core Components



Darvin and Norton's (2015) notion of *investment* is a suitable foundation on which to build the concept of multilingual identity because of its ability to incorporate the diverse interconnected aspects of English language-related phenomena within the learner and because of its usefulness for interpreting, organizing, and analyzing data collected from modern language learners who are constantly immersed in both online and offline identity development. *Investment* broadly refers to the "socially and historically constructed relationship of learners to the target language," and speakers of the target language "and their…desire to learn and practice it" (Norton-Pierce, 1995, p.10). *Investment* is multi-dimensional and encompasses learner perceptions of the target language, their power relationship with the target language, and their motivation to use and learn the target language (Norton-Pierce, 1995). More specifically, within this framework, investment is understood as relative to both macro and micro level *ideologies* held by the individual in relation to the target language and culture, and vice versa, and it is important to note that this component encompasses language ideologies held by the individual regarding others', as well as their own, linguistic resources and practices (Rosa & Burdick, 2017). *Investment* is also fundamentally related to the social, cultural,

economic, and linguistic *capital* the individual has, or is perceived to have (Darvin & Norton, 2015).

The *identity markers* construct of this framework is meant to denote and encompass a participant's static identity markers, or "'core identity' that holds more uniformly, for ourselves and others, across contexts." (Gee, 1990, p. 99). It is important to note that this view of identity is intentionally static, in the sense that it rejects purely postmodern definitions of identity as fluid and constantly shifting and, instead, adopts a dialogical view of identity. Akkerman & Meijer (2011) describe their interpretation of Hermans' (1996) view of identity as follows:

> Dialogical views provide a theoretical viewpoint that assumes a multiple, discontinuous and social nature of identity, while simultaneously explaining identity as being unitary, continuous and individual. In doing so, dialogical views combine a postmodern and a modern stance.

Therefore, within the framework, *Identity Markers* and *Multilingual Identity* are presented as separate but interconnected entities in order to better visualize their components and isolate the manners in which they can relate to one another. According to Block (2007), *Identity markers* include *Ethnic identity*, *Racial identity*, *National identity*, *Language identity*, *Gender identity*, *Social Class identity*, and *Migrant identity*. These categories are meant to be viewed as socially constructed aspects of an individual's identity as ascribed by others and embodied by the individual. This interpretation of identity is especially appropriate because of its incorporation of what is termed *Migrant identity*, as this study is concerned with the multilingual identity of a specific migrant group–international graduate students.

In addition to *investment* and *identity*, the remaining component of *multilingual identity* consists simply of *language characteristics.* This construct consists of all the characteristics that make up an individual's linguistic repertoire, including the languages they may speak, their language proficiency, and phonological, syntactical, semantic, and pragmatic features of their linguistic practices. It also includes language ideologies that an individual personifies.

Context

This component of the framework is meant to encompass all of the target language-mediated environments, situations, and interlocutors that an individual is exposed to while in a foreign context. Each of the four constellations outside of the "Context" ring in *Figure 1* are used to conceptualize fundamental components of the individual's context, but it should also be acknowledged that they can each be overlapping or intertwined. The *institutional context* and *social context* constructs are self-explanatory and, within the scope of this study, consist of the university the participants attend and the social dynamics of their institution and community. The *target culture* consists of characteristics of members of the host context, which include *perceptions*, *beliefs*, and *practices,* and can broadly be understood as Kramsch's (1998) notion that culture is "the membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and acting" (p. 127). Accordingly, the term *culture* will also be used throughout this study to encompass Kramsch and Zhu's (2020) contemporary notion that culture entails "…meaning making practices mediated by symbolic systems of various kinds across various social and historical contexts and through various communication

technologies." (p. 1). As a disclaimer, it should be noted that when culture is viewed through this framework, the characteristics of populations described are not meant to be definitive representations of every member of the target culture, but rather from a critical standpoint, continually considering the individualistic nature of human beings and recognizing that "… as individuals, we belong simultaneously to multiple cultures and sub-cultures" (Nunan & Choi, 2010, p.3). Alternatively, the *Target Language* construct consists of characteristics of the dominant language of the host context, in this case English, which includes the *phonology*, *syntax*, *semantics*, and *pragmatics* of the language. This component also encompasses the language practices and language ideologies of members of the host context, which allows one to view how linguistic structures are practiced in a given social context and how they may either (re)produce or (trans)form linguistic features (Rosa & Burdick, 2017).

To summarize, the study at hand uses the overarching *Multilingual Identity* framework to examine and interpret qualitative data regarding the participants' experiences at their university in order to better understand how they perceive their academic and social experiences and evaluate how their multilingual identity may have been renegotiated.

Methods

A longitudinal multi-case study methodology was chosen for this study due to its propensity to explore "real-life, contemporary bounded" (Creswell & Poth, 2016, p. 96) culture-sharing cases within a specific site over a period of time. Data collection included interviews, observations, and field notes and the procedures for conducting this case study were informed by Stake (1995) in order to generate reliable findings and valid

interpretations. A proposal to conduct this study was submitted and approved by the university's Institutional Review Board during the summer of 2020.

A private university in the northeastern United States served as this study's setting. The university is moderately selective, and the majority of its students are white, middle or upper middle-class, with 60% from the northeast region. Approximately 900 international undergraduate and 900 international graduate students from 96 different countries are enrolled at the university. Of the graduate population, around 100 are enrolled in the school of education (University Statistical Report, 2021-2022).

Criteria for being a participant in this study included being a multilingual international graduate student within the research context from a country where English is not the primary language spoken. A convenience sampling approach (Miles et al., 2018) was first used to find one participant that fit these criteria, then, a snowball sampling method (Baimyrzaeva, 2018) was used to find five volunteer participants from three different countries; however, only the data from the three participants from South Korea, as illustrated in Table 1.1, are utilized in this study because of their shared cultural, linguistic, and national backgrounds. Each of the participants is a graduate student in education who began their studies in the U.S. after serving as educators in their native country. Their experience in curriculum and instruction as well as their background in teaching likely enabled them to reflect on their own learning in a more nuanced, informed, and critical way.

Table 1.1

Participant Information

Pseudonym (Gender)	**Region, Country**	**Languages**	**Degree**	**Years as a student in the US**
Eunbi (Female)	Seoul, South Korea	Korean & English	3rd Year PhD	5
Min (Male)	Gangwondo, South Korea	Korean & English	3rd Year PhD	3
Gunwoo (Male)	Jeollado, South Korea	Korean & English	3rd Year PhD	3

Semi-structured interviews (see Appendix A for example protocol) administered after each semester, after the participants first year in their program, were employed in order to, first, understand the context of the participant's experience and, second, allow the participants to reconstruct and reflect on their experiences and their meanings (Seidman, 2006). Min and Gunwoo, two of the participants, participated in four rounds of interviews and the other participant, Eunbi, participated in three rounds of interviews. The rationale for using these types of interviews is that the researcher can ask participants to elaborate on their responses, provide more detail, or give specific examples to support their comments (Baimyrzaeva, 2018). As a result, the researcher is able to gain a more accurate and nuanced understanding of the participants' experiences over time. Additionally, the researcher was given consent to collect qualitative observational data from informal conversations with the participants and from course observations, which varied depending on the participants—Eunbi: 1 course (~32hrs), Gunwoo: 2 courses (~64hrs), Min: 3 courses (~96hrs). These observation-field notes provide more varied and naturalistic data, allowing for a richer and more holistic interpretation (Denzin & Lincoln, 2011).

Data Analysis

The interview transcripts were coded using NVivo, and they were organized into both emerging and pre-determined themes. Codes, or Pattern Codes, included *perceptions of social and academic experiences,* the constructs of the study's conceptual framework for multilingual identity, as well as themes that spontaneously emerged from the data (Miles et al., 2014). Using an inductive thematic analysis approach, field notes and observational data were organized into emergent themes and categories (Fereday & Muir-Cochrane, 2006), which mainly included, but were not limited to, the Pattern Codes.

Findings

The following sections present the salient findings regarding how participants' academic and social experiences over their first three years in their program in the US may be connected to their re-negotiation of multilingual identity. These sections offer multiple perspectives on how context may influence the development of a multilingual identity by including representative reports of classroom, campus, and community interactions. The findings are organized in accordance with the constructs of the *multilingual identity* conceptual framework, which include features of *target language characteristics*, *identity markers*, and *investment* in relation to *ideologies* and *capital*.

Target Language Characteristics

At the time of the second interview, each of the participants expressed that they felt they had made substantial progress in terms of confidence in their English abilities during their first year. For example, Min noted that he was able to view language difficulties as learning opportunities rather than barriers. He described, "I do participate in classes more compared to last year and try to speak up and try to contribute and try not

to think too much about my language barriers…but to learn something by speaking, by participating." All the participants mentioned English ability as an initial barrier to engaging with course materials and building relationships. As one participant put it, "English proficiency was the worst barrier for me. And because of that, I could not easily build up relationships here." The participants also mentioned that the first semester was their first time writing English consistently in any meaningful way.

There were several reports of language barriers as a result of this dynamic, particularly during the first year of study. Eunbi expressed a sense of urgency about improving her academic English writing skills for their coursework and research. Gunwoo added that improving his language skills was a constant challenge, stating:

> Even though everybody knows English is not my first language, and everybody tried to care about this…There were so many moments where I felt like I'm stupid…these kinds of things made me feel like my brain stops and is overloaded. So, I feel like that kind of thing made me look stupid to somebody.

In a subsequent conversation, he elaborated, "I knew that the English part of going to school would be hard. But I never thought it would lower my self-esteem like this." Later, due to the pandemic, Gunwoo relocated to South Korea, where he had a stronger support network. However, while he claimed to be more comfortable than previously, he also expressed various concerns about leaving the U.S., stating, "I'm really worried about [my] English ability every day. Korean is so much more prevalent now. Even though I take the class every day, I feel like I'm in a whole different world, left behind, like [something is] pushing [me] back."

Additionally, switching to online learning as a result of COVID-19 may have enhanced certain language barriers for some international students. Gunwoo described how difficult it was to adjust to the transition to online classes by saying:

> For the international students, I assume (online class) is very demanding because it is harder to understand what other people are saying, and it's harder to express speaking English…Last semester I was frequently under stress whenever I [said] something, because I couldn't deliver my intention properly. So anyway, online format is even worse.

When Min was questioned about his overall experience with online courses during their second and third semesters, he responded, “It’s very unilateral. I barely understand anything, so I can’t participate.” Overall, these participants found it difficult to communicate their knowledge and understanding in English, a problem that became progressively worse as they used online learning environments.

Eunbi described how, while pursuing her master’s degree at the same university before enrolling in a PhD program, she felt that her language ability and her status as an international master’s student were sources of marginalization. She explained, “[Domestic students] were ignoring my existence sometimes. Like they talk to each other and they assume that I don't understand what they're saying, but…international students understand more than what they [think].” She also described how, initially, domestic students seemed to consistently exclude her from groupwork or to disregard her whenever she attempted to use examples from Korea in class. However, this changed overtime, and she explained this transformation stating,

> My English grew…so people knew that I can understand what they're saying… then my social position changed. My PhD student status made things different. Yeah. So, my growth of English and my status change makes me different, like protecting from the discrimination, relatively. Not totally, you know, so rather my identity is really changed.

In sum, she noticed that when her productive English skills advanced and her status changed from a master's student to a PhD student, her interactions with her classmates improved. Min and Gunwoo recounted comparable linguistic and social transformations when they began teaching in their third year. Each of them believed it was necessary to discuss how these positions influenced their language ability because this was their first teaching appointment in the US. Gunwoo, for instance, discovered that over time, teaching improved his receptive language skills, saying,

> … the first part of my semester… there are so many moments where I pretended to understand what they were saying… but… it felt kind of [like] listen(ing) practice. So, I realized that my listen(ing) skill has improved because I could understand what they are saying.

Gunwoo noticed an improvement in listening comprehension, but Min described how teaching for the first time in a few years in English gave him great confidence in his speaking. One day after teaching a class, he excitedly reflected,

> …suddenly I am so confident and fluent in my English. I don't even think about it anymore, I can just speak really well now… You know what it's from? From teaching! This semester I have taught three classes for [a professor], and I just realized it made me so confident in my English. You know, preparing and

> delivering the lesson was just so great for my confidence…it makes me think that all international students need to have this chance to teach.

Despite their changes in status within the university and their positive linguistic developments, each of them described situations where they felt marginalized by students due to how they perceived their linguistic repertoire and cultural differences. For instance, Gunwoo recounted how many of the types of othering he experienced as a student prior to starting his teaching appointment lingered in his own classroom, noting how, "the mild ignorance, mild racism, something like that, laughing and ignoring it. Not responding…not responding is the most salient racism that I experienced."

Identity Markers

Korean and Immigrant Identities

The first round of data collection for this study coincided with the first months of the spread of the COVID-19 pandemic, and both Min and Gunwoo noted how the rise of anti-Asian sentiments brought on by the pandemic had some negative consequences. For example, Min described how watching widespread viral videos depicting racism against Asians in the U.S. made him feel "scared of going outside because everyone is looking at me like I brought COVID to the U.S." He remarked that it was difficult to avoid them because his friends and family in Korea continually sent him these videos because they were worried about his well-being, although he was aware that such incidents were probably less prevalent in reality than they appeared on the internet. Min also mentioned that he was interested in using the university's free counseling service to help him deal with these feelings and improve his mental health, but he finally decided against it since it would be too challenging to express his feelings in English. Alternatively, Gunwoo

explained how he was told to “get out!” by a worker of a local restaurant after attempting to place a takeout order. Although it is impossible to know why the worker acted in this manner, Gunwoo believed these actions were attributed to him being Asian and probably related to prevailing negative views against Chinese people’s perceived role in the spread of COVID-19. This proved to be the first of many accounts Gunwoo shared where he felt discriminated against by campus and community members because of his race.

Of the three participants, only Gunwoo returned to Korea during the onset of the pandemic, and he went on to stay there for the entirety of his second year. While all of the participants reported experiencing significant changes in how they perceived their national, ethnic, and racial identities the longer they attended their university, Gunwoo believed that his extended stay in his home country had a substantial influence on his ethnic and racial identity. He compared his first and second years in his program by saying,

> after just coming to [this US city] to start my PhD program…I was not much conscious about my Korean identities…but after coming back to South Korea again for the pandemic and getting so much social network with my parents… I have had more feeling at the time, “Oh, I'm Korean.”

Interactions with other Korean international students and alumni who had relatively more experience studying in the US, according to Gunwoo, were particularly influential factors in his racial identity development. He reported how many of them, “said that they lived as the…second class citizen” and reflected, “that is how I feel these days…maybe just from the language, how people treat me.” Towards the end of his third year this became more of a concern, as seen by his statement that “I'm really serious about these issues because I

feel I I'm losing myself here these days…I am still struggling with English… So, I feel like I am not welcomed by US society." In the end, the development of his Korean identities over time seemed to be inextricably intertwined with language and race, which was also the case for Min. Min, for instance, talked about how his disposition towards living in the US evolved over time, and when he first arrived, he was "full of hope" and enthusiastic about the "American Dream." A month later, he became frustrated with the need to keep repeating himself to be understood. The next year, he found that "people acknowledge me after I get more fluent in English," and after 1.5 years into the program, he began to experience "more racism-related things," as previously mentioned. He explained how he began to experience discouragement at that point, stating,

> I realized that, okay, I am a foreigner for my entire life. No matter how I mingle with people, with a good job, good background from well off family, no matter how many white guys around myself, no matter how professors and how many people… said that they support me. It doesn't change. I am forever a foreigner. I am and will be, so day after day, after day, I think I just admit it "I'm a foreigner."

Alternatively, Eunbi explained how the university – particularly the curriculum and the local students – had a significant impact on her Korean identity development. She believed that "regardless of their personality," international students were "silenced" in most classroom since they were "very US-centric." She described how "American students did not notice they (international students) kept silent" and how this widespread unawareness was "oppressive to international students." Eunbi also observed that local peers were "not interested at all" when international students discuss their experiences in other countries. Similar classroom dynamics were noticed by Gunwoo on several

occasions. He noted that anytime he attempted to use examples from Korea or from Asian Americans in class discussions, local students started to become "distracted," which felt "terrible." He continued by saying that he believed the "only way I [could attract] their attention" during these recurring experiences was to focus his comments on the US context, "…which is sad."

Investment: Ideologies and Capital

The research findings in this section show how societal ideologies might influence the formation of multilingual identity development. In the first instance, Eunbi mentioned how she became less outspoken during her second year in her program. She believed that the contentious immigration policies in place at the time had made her feel less comfortable expressing her opinions freely around Americans. To put this in perspective, many international students were left confused, scared, and searching for information when the Trump administration announced it would suspend all foreign worker visas in the summer (Venkartraman, 2020). Eunbi explained how she felt that this political shift exposed harmful mainstream ideologies about international students, which tilted her power relationship with the target culture. She continued by saying that this shift in context left her feeling "emotionally intimidated" and that "socio-emotionally the surroundings and environment…are not conducive, not favorable." Eunbi added that she had generally lost confidence as a result of the political climate. She also noted that while her situation did not directly affect how active a participant she was in class, it did make her more cautious about being outspoken in any context in the US, which led her to "take a much more conservative stance in school life." She was detained at a nearby airport and questioned about her intentions to return to the US during this period, which only made

matters worse. Although it is impossible to say whether the political climate at the time and this experience were directly related, for her, this experience increased her sense of marginalization.

Eunbi expounded how this event affected how she perceived her university's support systems for international students in a different but related case. She explained how being held in the airport detention office made her feel as though her university did not care about her well-being. She said, "[my university] doesn't do anything about it, like protecting international students when crossing the border, but [my husband's university] does. [His university] gives like some guidelines, or like documents, or emergency contact." She eventually gave up attempting to get assistance from her university and had to rely on her husband's institutional support system, which also happened to be a university. She described her frustration by saying, "Why doesn't my school do anything? So, I should rely on [my husband's school] for protection? not [my school's] protection? …it was a bit shocking for me. Like, that was so scary." She continued by saying that a combination of these experiences and the pandemic made her deeply miss living in Korea for the first time since arriving in the U.S. three and a half years earlier.

In another instance, Min described how two professors repeatedly cut him off during a group discussion about promoting equity before finally signaling to him to stop talking and exit the conversation. Min claimed that he was introducing himself to the group members because it was his first time meeting them when, "…someone cut me off and questioned me in the moment. It kept happening because of my language. It was embarrassing." He went on to describe the situation in detail,

> You know, I am a(n)… adult, I can read a room even though my language… I can read faces and expressions and situations. They cut in three times and made weird faces, they cut me off three times like this, and then they made me stop.

Since arriving at the university, Min expressed that this was the first and only occasion he had felt deliberately marginalized in an academic situation. He attributed his interlocutors' aggravated behavior to his English ability and believed that his perspective was dismissed because the other members of the group were teachers in the U.S, but his teaching experience was in South Korea. Afterwards, Min reflected that it was ironic that a group of educators effectively marginalized a member of their group in a discussion about educational and social equity; he recalled how just moments earlier, everyone in his group had declared, "'Wow! We all need to be more equitable in our teaching.' But then they treat me like that!" In a similar spirit, Min expressed his frustrations that relocating to the U.S. drastically changed his social position. He stated, "I was so successful in South Korea…but not here… I won a national award as a young leader. I was an influencer, but last year I struggled. I have struggled from every single perspective." Min went on to explain how he changed from enjoying reading, writing, and giving presentations in Korea to finding it challenging to converse with others in the hallway and complete reading and writing assignments for his courses.

In this last example, Gunwoo shared how his prior educational experience in Korea made interacting and communicating with professors at his school challenging. He stated,

> There's big difference…I have the Korean version, or traditional relationship between all the professors and students. So even though I tried to change my

> mind, it's really hard to change myself. So, whenever I see my advisor, I feel tense. I feel nervous.

In other words, the contrast of the traditionally hierarchical relationship between professors and students in Korea and the more horizontal relationships characteristic of U.S. universities served as a major cultural barrier for him throughout his first three semesters.

Overall, although some of these findings are consistent with existing research on the experiences of international students, particularly in terms of the cultural and linguistic challenges they encountered, the participants' experiences during their second and third year semesters were distinct because they were shaped by COVID-19, ICE's attempts to revoke visas of some international students, and the increased anti-immigrant sentiments that came with these phenomena. In light of this, the discussion that follows will provide fresh ideas about how the participants have navigated their unique host context while also making connections between the participants experiences and existing research.

Discussion

This discussion serves as nuanced and contextualized investigation of how the participants' perceptions of their experiences can be used to investigate multilingual identity development according to their language characteristics, context, identity markers, ideologies and capital, and the dominant ideologies of the target culture. It is in in accordance with Darvin and Norton's (2015) notion that language acquisition research should go beyond addressing the question, "To what extent are learners invested in the language and literacy practices of their classroom and communities?"

English proficiency and characteristics, such as accent and register, are crucial for how international students develop their identities and perceive their environments (Benson et al., 2013). This construct is inherently intertwined with multilingual identity and investment, and it underlies each of the examples described in the findings section. Despite the fact that linguistic challenges faced by international students are well documented in the literature (Smith & Khawaja, 2011; Wu et al., 2015), it is still necessary to have a brief discussion about how important target language proficiency is to navigating a new context and developing a multilingual identity is necessary.

The responses from Gunwoo and Min demonstrated sentiments of inadequacy in their English proficiency and its crucial significance in forming their transition to their university, according to the findings grouped under Target Language Characteristics .These results were particularly worrying because Gunwoo and Min commented that they had significant language-related self-esteem issues that persisted into their third year, and comparable research has shown that these types of issues can last all the way through graduation (Lyken-Segosebe, 2017). In a similar vein, research that shows that the lack of, or fewer, social and verbal cues in the online setting is a source of difficulty for all students (Tichavsky et al., 2015), but particularly for international students who heavily rely on these cues to process instructions and engage in discussions can be used to support the participants' comments related to English comprehension difficulties in synchronous online class sessions (Zhang & Kenny, 2010). Many of these reports also serve as illustrations of how language proficiency, self-esteem, and identity are inherently intertwined. As Peregoy and Boyle (2008) note, "the mother tongue is deeply connected to personal identity and self-esteem, and the new language involves forging new

identities" (p. 54). Although the participants in this study may all be fluent English speakers, their English language characteristics and development were central to "forging" a multilingual identity during the study.

The findings also demonstrated how crucial context is to the formation of multilingual identity development. For instance, Gunwoo's sentiments concerning his feelings of isolation after returning to his home country can be an example of how identity development and context are intertwined with language learning and how these two concepts cannot be separated (Block, 2007; Norton &Toohey, 2011). Gunwoo effectively lost opportunities to converse in English or *invest* in the target language by leaving an English-dominant context and immersing himself in a context dominated by his first language (Darvin & Norton, 2015). Gunwoo felt "left behind" as a result of his attention to developing his English, which may indicate a re-negotiation of his multilingual identity in terms of *investment* in the *target language*. Many international students found themselves in similar situations as Gunwoo during the 2020-2021 academic school year, enrolling in foreign universities and taking online courses from their homes. Universities were tasked with the unusual of ensuring that these students felt included in the campus community. When they returned for the 2021-2022 school year, the participants' accounts revealed that when they were eventually allowed to return to in-person classes, the crucial disruption in language development they encountered during the pandemic went unnoticed and unattended to.

While many of the participants' experiences showed a change in multilingual identity as a result of their language proficiency and context, most of the salient data represented relatively more multifaceted developments of multilingual identity. The first

representative case revolves around Eunbi's reflections on how her growth as an English speaker and her transition from an MA to a PhD student fundamentally changed how she understood her context and, in particular, her interactions with domestic students. These statements can be viewed as a complex development of multilingual identity in terms of proficiency in the target language, social capital, and dominant ideologies of the target culture. These notions about how capital and ideologies can influence identity might be viewed as Block's (2007) "Power and Recognition" which denotes that,

> …identity is neither contained solely inside the individual nor does it depend exclusively on how others define the individual. Rather, one needs to consider both self-generated subject positionings as well as subject positionings that are imposed on individuals by others. (p.31)

In other words, Eunbi believed that she had achieved a subject position where she felt less susceptible to being marginalized by her classmates, and her classmates seemed to recognize this positioning as she developed English proficiency and rose in social status within the target culture and host institution. Similarly, both Gunwoo and Min reported that their initial teaching appointments contributed greatly to their language skills and, to a degree, their confidence. These accounts illustrate how increasing more social capital within the host context shifted the power dynamics between the participants and the local students, allowing for more structured opportunities for interaction. These interactions frequently resulted in learning more about the host context and the social, cultural, and linguistic capital that tended to be valued, in addition to strengthening both productive and receptive listening skills. These turned out to be critical learning experiences that shaped how the participants perceived their Korean, immigrant, and language identities.

Another illustrative example of how English-speaking characteristics and social status within the target culture may be perceived as sources of marginalization is Min's negative experience of being silenced by professors and peers at a meeting. Members of the target culture perceived linguistic and social identity markers during this conversation as having less social capital. According to Blommaert (2010) different linguistic registers are measured based on the social and cultural norms of the context. Min believed that the ideologies held by his interlocutors diminished his linguistic and social capital. These professors refused to let him join into on the remainder of their conversation because they interpreted his linguistic characteristics and social status as being irrelevant, though there is no way to know for sure. Darvin and Norton (2015) describe such instances of marginalization by using "identities inscribed by race, ethnicity, gender, and social class, learners navigate through spaces where they are not only granted or refused the right to speak, but also the right of entry" (p. 43). The actions of the interlocutors can be seen as a manifestation of a combination of intercultural incompetence and pervasive deficit ideologies derived from perceptions of social and linguistic capital. It is likely that they would not have acted in this way if they were aware of how this student perceived their actions. This emphasizes the necessity for faculty members and domestic students to have more linguistic and intercultural competence.

For each of the participants, the most notable experiences that indicated a renegotiation of multilingual identity involved being racialized and linguicized (Flores & Rosa, 2015) by local students. Instances where a combination of their racial and linguistic identities were perceived to be the sources of othering can be seen, for example, in Gunwoo's experiences of marginalization during a meeting with faculty and colleagues,

Min's feelings of being disrespected by his students, and Eunbi's experiences of being silenced by classmates. The data also indicated numerous analogous encounters with professors and community members. In these representative situations, racial identity and linguistic characteristics were perceived to be the sources of marginalization and discrimination during interactions with local students. The more time individuals spent navigating their academic and community contexts, the more frequently such comments were found in the data. It was evident that each participant renegotiated their relationship to their host context and their multilingual identity as they continued to become more exposed to the racial and cultural dynamics of their environment. According to Norton (2013), identity is "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p. 45). Linguistic racialization of Asians in the US has been found to be an issue in certain communities, and that discursive patterns of some Americans send the message that "living among whites is not the same as being accepted by them" (Lo, 2016, p.110). US universities, which now enroll over half a million international students from Asian countries (IIE, 2021), remain predominantly white, and, as a predominantly-white serving institution, the campus community the participants navigated was no exception. Considering that Asian students have been reported to be racialized and lingualized across US campuses, their experiences were most likely not atypical (Kutlu, 2020; Rubin, 1992). Overall, these findings show that students' multilingual identity trajectories are influence by their time at the university, their status within the university, and their level of English proficiency. They also give universities

reason to consider how these dynamics may affect students' experience at their institution.

The pandemic undoubtedly exacerbated the racialization and linguicization of those who held Asian and migrant identity markers (Hoang et al., 2021). Each of the participants shared reflections on how prevalent dominant ideologies regarding how these identity markers rendered them as having less cultural capital than during the beginning stages of their studies. To illustrate, Eunbi believed that her school did not respect the social capital students who had the identity marker of being international students, as seen by the inadequate support provided when the school returned to in-person learning. As she explained when she talked about adopting a more "conservative" stance while interacting with people of the target culture, this experience, together with the broader political climate at the time, had multifaceted implications on multilingual development. This serves as an example of how broad power dynamics and ideologies can manifest themselves in the classroom and in many facets of one's lived experiences. Such accounts detailing perceived anti-immigrant and anti-Asian sentiments also demonstrate how Korean international graduate students can identify the rise of widespread anti-Asian ideologies and stereotype-based biases, or "neo-racism" (Lee, 2020), in the U.S. as a result of the pandemic. Along with Eunbi's accounts, those by Min and Gunwoo exemplify how these ideologies are ubiquitous in campus communities through the media, from Korean peers with more experience studying in the US, and from personal experience. Other students may reconstruct their multilingual identities concerning their perceptions of their cultural and social capital within the target culture as a result of prevailing ideologies held by members of the target culture towards racial and immigrant

identities. Examples like these provide evidence that international students today have particular social challenges and their institutions need to be aware of these issues and address them by providing active, accessible, and sufficient support. These findings suggest that this university is not doing enough to encourage this group to use and appreciate their existing services. They must explicitly inform international students about the reality of their predecessors' negative experiences and the importance of such services in navigating the same context. They must also be more transparent about the support they provide. It is important to note that the university in this study provides services for each of the aforementioned scenarios, but Gunwoo was unaware of them, Eunbi was unable to find them, and the Min ultimately decided that counseling would not be worthwhile because it was English-mediated. Students should not be left in the dark about where and how to seek support and guidance.

Conclusions and Implications

Overall, this study provides a highly contextualized account of the experiences and maneuvers made by three Korean international graduate students over their first three years at their university. The candid accounts and nuanced discussions about multilingual development in this study can be used to inform the work of scholars and practitioners who are concerned with the success and general wellbeing of multilingual international students, in addition to contributing to the growing body of literature regarding language learners' multilingual identity development in a variety of contexts. Noteworthy findings indicated that the participants' perceptions of mainstream ideologies about individuals with Asian identities can influence how invested they are in interacting with members of the host context. Additionally, there were various reports of marginalization and

discrimination due to social status and English language characteristics. These findings ultimately imply that the participants' university missed opportunities to modify support systems following the return to in-person learning to include strategies to help these students in navigating the challenges they face in contemporary society.

Higher education institutions may be able to use this study to inform current institutional and classroom-level support systems, and, as a result, build a more inclusive campus community and learning environment, despite the limitations that come along with being a case study with only three participants. For instance, implementing more explicit, evidence-based orientations on how to manage both the social and academic sides of their host context would be a good place to start. These orientations for PhD students must include procedures for intercultural communication and pragmatic English for academic purposes in addition to IRB protocols and academic integrity (Kim et al., 2014). According to the findings, some international students might imagine that by only remaining present for a significant amount of time, they will automatically adapt to the social, cultural, and academic norms of their institution and the surrounding community. However, this is obviously not true. In contrast, it seems that some local students and instructors are still unaware of how their interactions with international students are perceived and internalized by their international colleagues and students as instances of racial and linguistic discrimination. Host institutions have an ethical obligation to increase awareness of these realities and to provide faculty, students, and staff from both international and local environments structured opportunities to interact in meaningful and productive ways. This would foster a more identity affirming, interculturally engaging, and understanding campus climate in addition to assisting certain multilingual

international students in navigating the linguistic conventions upheld by their host institution.

STUDY II

TOWARDS A MORE CULTURALLY ENGAGGING CAMPUS ENVIRONMENT FOR INTERNATIONAL STUDENTS

A MULTIPLE CASE STUDY ANALYSIS OF AREAS IN NEED OF CHANGE

Introduction

Academic, social, and socioemotional support for international students has been found to be generally inadequate or underutilized on many campuses (Andrade, 2010; Yao et al., 2020; Young, 2017), which can have detrimental repercussions for those who find themselves in linguistically or culturally inhospitable campus environments (Cho & Yu, 2015). As intercultural interaction with local peers and faculty members can be crucial to some international students' psychological well-being (Katsumoto & Bowman, 2021) and potentially their academic success (Glass & Westmont, 2014), an essential function of university support systems is to create opportunities for positive interactions between students from different cultural and national backgrounds. If higher education institutions can develop more culturally and linguistically relevant and responsive practices for inclusion, it will have the effect of fostering intercultural understanding and creating an overall more culturally engaging campus environment, which will lead to more favorable socioemotional and academic student outcomes (Museus, 2014). However, it has been found that limited or negative interactions between international and domestic students remain prevalent at a number of universities, making it difficult to achieve such results (Amigan & Jones, 2018; Yakaboski et al., 2018; Yefanova et al., 2017; Yu et al., 2016).

Accordingly, some researchers (e.g., Tran & Vu, 2018) have highlighted the need for higher education institutions to put a more concerted effort into addressing this lack of interaction by facilitating more opportunities for international students to engage with members of the host society. They have also argued that institutional policies that function to instill an asset view of international students' culturally-situated knowledge

amongst the wider campus community play an integral role in creating a richer learning environment for all university stakeholders. The positive effects of such efforts to promote cultural engagement on campus have even been purported to extend to the surrounding community (Lee & Rice, 2007). However, given the wide range of responsibilities of different offices and departments on campus, it can be easy for instructors and administrators to overlook their roles in promoting intercultural communication and fall into the habit of working in isolation, cut off from colleagues who are committed to the inclusion of international students.

Consequently, this multiple case study analysis (Stake, 2013) aims to highlight the insights and expertise of six university stakeholders, including two English language professors and four administrative leaders, with significant experience working in functional areas directly related to teaching and supporting international students on a particular university campus. Broadly, this investigation seeks to describe and understand university-wide approaches to supporting international students and, more specifically, it will evaluate how the participants contribute to and perceive the interculturally engaging nature of their campus environment. This work contributes to an understudied area, as the majority of research regarding international students tends to focus on student experiences and international mobility instead of the faculty and staff who teach and support them (Proctor, 2015). It also serves to examine academic and social support from the perspectives of diverse stakeholders who work with these students in various capacities across classroom and campus contexts. Additionally, assuming that pervasive deficit views and de-professionalization of English language professionals (de Kleine & Lawton, 2015) and the student affairs profession (Schreiber & Lewis, 2020) in tertiary

education may contribute to the lack of adequate support systems for international students, research about the lived experiences of professors who are language specialists and student affairs leaders who have demonstrated a commitment to supporting international students and promoting intercultural engagement will shed light on how to dispel these problematic ideologies. Accordingly, this study is designed with both higher education researcher and practitioner audiences in mind, and it seeks to answer the research questions: (1) how do university employees working with international students perceive the institutional support systems for international students? and (2) how can their insights be used to create a more culturally engaging campus environment?

Background

Given the siloed nature of many university-led internationalization initiatives, it can be challenging to create a culturally engaging campus environment (Leask & Green, 2020), but it is encouraging that universities employ faculty and staff who are already committed to creating an international and inclusive campus. These individuals have a variety of responsibilities in various departments and offices, and they are most successful at strengthening inclusivity and intercultural competence across campus when they collaborate with their colleagues, (Amigan & Schreiber, 2020).

However, most of this important work generally falls to those who work in English language programs or in offices for international students and scholars. Despite these professionals' expertise and commitment to ensuring the success of international students, the English language teaching sector in English-speaking Western countries typically operates on the margins of the educational landscape, and the legitimacy of English language teaching as a content area is often questioned (TESOL, 2008). To an

extent, English language professionals in higher education settings may, to an extent, fall victims to dominant ideologies that portray deficit views of their profession and expertise (Ortega & Kang, 2020; Porter-Scuzs, 2017) and they may end up working in institutionally marginalized programs based on deficit-laden policies (de Kleine & Lawton, 2015; Shapiro, 2012). Similarly, although student affairs professionals are essential for holistically meeting the needs of international students and promoting inclusion (American Council on Education, n. d.), administrators who work to support international students in many institutional contexts work in underfunded offices (Schultz et al., 2007), and the legitimacy of their skills can be overlooked by their institutional peers due to the relative newness and developing nature of the student affairs field (Schreiber & Lewis, 2020).

Admittedly, despite these damaging ideologies, there has been significant progress in adopting more culturally considerate curricula and educational policies across many higher education settings (Schreiber, 2016). Nevertheless, such internationally and interculturally sensitive practices are often restricted to particular domains of an institution and are not as prevalent as they ought to be (Jones & de Wit, 2020). To compound these issues, many higher education institutions remain underequipped and underdeveloped to handle the diverse needs of newcomer international students (Madden-Dent & Roskina, 2019), which can leave both English language instructors and student affairs professionals in international student offices scrambling to make up for the institution's lack of respect and support with their meager resources.

Increased student mobility has enhanced many universities' commitments to diversity and social justice (Schreiber, 2014), but it has also led many of them to place a

significant financial reliance on the admission of international student (Choudaha, 2017). From this perspective, it can be argued that drawing upon underappreciated faculty and administrators professional experiences and intercultural knowledge will not only lead to the creation of more equitable, robust, and holistic support systems for international students, but could also have great financial ramifications for universities that are currently participating in or want participate in, in the highly competitive international recruitment landscape (Amigan & Schreiber, 2020). As a result, they will be better able to support and draw future generations of international students and scholars. To put it another way, higher education institutions that are successful in developing outstanding support systems and inclusive campus environments will be able to establish a more solid reputation in the international community.

Furthermore, if professionals in these positions and the expertise and potential they bring were to be more widely acknowledged and viewed through an asset lens by university stakeholders, they would be able to assume more influential leadership roles within the campus community. This would allow them to contribute more meaningfully and systematically to the support of international students, which would in turn lead to the development of approaches that are more integrated and effective in achieving broader diversity and internationalization goals (Koseva, 2017). Jones et al. (2021) urged institutions to identify university stakeholders who are already involved in social justice-focused internationalization efforts and to "encourage, celebrate, and reward them to encourage others' proactive engagement in the development of new initiatives" (p. 431). The study at hand illustrates how examining the attitudes and beliefs of faculty and staff members who engage in such important work can shed light on the adequacy and

accessibility of support for the constantly growing and shifting international student population at a particular institution.

Conceptual Framework

In a response to Museus' (2014) call for more empirical research that examines the college experience of diverse student subpopulations, the findings of this study were analyzed through the Culturally Engaging Campus Environment (CECE) model (Museus, 2014). This theoretical model was built on Tinto's (1993) theoretical understandings of student persistence and graduation by placing a more critical emphasis on students' cultural backgrounds and psychological dispositions. The resulting theory deemphasizes students' agency in shaping their college experience by shifting focus to the influence and responsibility a university has in terms of influencing student experiences and, ultimately, ensuring college success.

When adopted to evaluate a given campus community, the CECE model can help researchers and practitioners gain a more holistic understanding of the four foundational constructs that are purported to lead to *college student success*, which include *culturally engaging campus environments*, a *sense of belonging, academic dispositions,* and *academic performance*. Museus (2014) posits that students who participate in more culturally engaging campus communities are more likely to develop an affirming sense of belonging, to have a positive academic disposition, to excel academically, and, ultimately, to graduate and have an overall more fulfilling university experience.

When further broken down, the components of a *culturally engaging campus environment* can be assessed by examining the "nine indicators" of a culturally engaging campus environment. These "indicators" of culturally engaging campuses include (1)

cultural familiarity, (2) *culturally relevant knowledge, (3) cultural community service, (4) opportunities for meaningful cross-cultural engagement, (5) collectivist cultural orientations, (6) culturally validating environments, (7) humanized educational environments, (8) proactive philosophies,* and *(9) availability of holistic support*. These nine indicators constitute the conceptual framework used in this study, and, although they inherently overlap with each other in some respects, they are useful for identifying areas in need of innovation within campus communities.

Although the CECE model focuses on “diverse" communities and "cultures," a noteworthy omission in its construction is the lack of attention and application to international student populations and linguistic variations on university campuses. This model, among others (e.g., Hurtado et al., 1998; Rankin & Reason, 2008), has been developed to evaluate and promote the cultural engagement of *all* students on college campuses. Despite the fact that its application to domestic students from diverse backgrounds has been severely constrained, it is well suited for use with international student populations (Yakaboski et al., 2018). To date, the few studies that have used the CECE model to better understand this population’s experiences have primarily drawn upon international students’ perceptions and experiences (Hailu et al., 2018; Montgomery, 2019; Glass et al., 2022). This presents an ideal opportunity to determine the functionality of this model when evaluating the cultural engagement of international students from an institutional perspective.

Methods

A multiple case study (Stake, 2013) approach was chosen because of its propensity to examine the connections and discrepancies between cases that are linked

together. A multicase study enables a researcher to observe and interpret diverse areas of a specific context, and although the observations and interpretations of each of these respective cases are intriguing in and of themselves, the all-encompassing aim of this method is to understand how these cases contribute to a shared phenomenon. Such phenomena may take a variety of forms, but, essentially, each one is the primary research focus of an inquiry. Stake (2013) prescriptively names such a phenomenon a "quintain" and describes it as an "entity having cases or examples" (p.iv). To interrogate a "quintain," one must first become immersed in the cases that comprise it and, in turn, continually problematize and reconcile how each of them is related or unrelated to what we hope to understand. That is to say, in essence, we are viewing the "quintain" from multiple perspectives to identify cross-cutting themes, establish generalizations, and draw conclusions.

Within the scope of this study, the "quintain" or phenomenon, I hoped to better understand is how faculty and administrative leaders believe their higher education institution functions to support its international students. Each case, or the part of the whole, is represented by faculty and student affairs professionals who share this same institutional context and who each hold leadership roles in their respective functional areas, each of which places emphasis on supporting international students. A multiple case study that focuses on six cases is appropriate since fewer cases would probably have less generalizable implications and more could potentially result in shallow interpretations or become unmanageable due to the sheer volume of factors that would need to be considered. Furthermore, from the perspective of sampling, the use of a multi-case approach strengthens the trustworthiness of the study's findings and transferability

of its theoretical framework and contributions to other comparable contexts (Miles & Huberman, 2018).

Context and Participants

This study was conducted at a selective private university in the northeastern United States. The majority of the student body is comprised of middle and upper middle-class white students and hosts around 900 international undergraduate and 900 international graduate students who represent 96 different countries. In order of population, China, South Korea, India, and Nigeria are the top countries sending international students (University Statistical Report, 2021-22).

The six participants in this study included two faculty members and four administrators who all hold leadership positions related to teaching or supporting international students. Each of the faculty members is involved in English language education at the university, and the administrators work in the offices of international students, student affairs, career services, and the school of education, respectively. Their experiences working with international students range from three years to more than 40 years. Each of the participants was recruited for this study based on their positions as well as their well-known dedication to supporting international students at the university. Both faculty and administrative leaders were purposefully chosen to gain multiple perspectives regarding the support for, and intercultural engagement of international students across different university departments and office settings. The participant characteristics are presented in Table 2.1.

The selection of the participants and the structure of the interview protocols also adopted a “think tank” model, in that the voices of university stakeholders who are not

traditionally included in larger institutional decision making processes were brought to the forefront to interrogate how international student needs have changed and to share "approaches to serving students better in both curricular and co-curricular activities" (Ludeman et al., 2020, p. 238).

Table 2.1

Participant Information

	Leadership Position (*pseudonym*)	**Relation to Supporting International Students**	**Experience Working in Study's Context (years)**
Case A	Director of International Student Services *(the ISS Leader)*	-	34
Case B	Professor & Dean of Graduate Students *(the Dean)*	Funder of international student support program	29
Case C	Professor *(the Professor)*	Language acquisition researcher & outspoken advocate for international students	23
Case D	Director of English Language Programs *(the English Director)*	-	15
Case E	Vice President of Student Affairs (*the Student Affairs Leader*)	Manages health and wellness concerns of international students	5
Case F	Asst. Director of Career Education (*the Career Services Leader*)	International student liaison	2.5

Data Collection

The primary sources of data were one-hour-long recorded, semi-structured interviews with each participant which were conducted to learn about and understand their experiences with and perceptions of support for international students at their institution (see Appendix B). Secondary sources of data included field notes and recordings from three separate presentations that each shared a theme of support for

international students. The first presentation was a workshop that two participants jointly ran for university faculty members. The ISS leader led the first half of the workshop, outlining the various academic and social services on campus that are available to international students. The English Director ran second half and described some common academic challenges international students face on their campus and offered suggestions and resources to help instructors identify and address these challenges. The second presentation was a panel moderated by the English Director. The five panelists were graduate students who held instructor positions at the university, and they drew on their experiences as international scholars and teachers to make recommendations concerning how attendees could enhance their teaching to better serve international students. The third presentation was a panel moderated by the ISS leader. The six panelists were undergraduate and graduate students who shared their perspectives on COVID-19, race and racism, climate change, and immigration. Although there were other presenters involved in these two panels, only the reports from the ISS leader and English Director were used as qualitative data for this study. These presentations supplemented the interview data by providing more varied and naturalistic data that allowed for richer and more holistic interpretations of the participants' experiences (Denzin & Lincoln, 2011).

Data Analysis

After transcribing the data, a multiple case study method of analysis was used to first elucidate the participants' experiences with international student support at the classroom and programmatic levels and how they perceive the interculturally engaging nature of their campus. This served to explicate how they have experienced this support and engagement from their respective spheres of influence within their shared context.

This analysis was carried out using a dialectic cross-case procedure for greater precision. The "quintain" was initially applied to each unique instance in this process. After potential themes within each case had been identified, a cross-case analysis was carried out to determine the overall findings. The research questions served as the basis for this analysis. At this step, the experiences and viewpoints of each participant were used to better comprehend the "quintain.

Finally, the qualitative data analysis software NVivo was used to code the findings that emerged from this procedure in light of the Culturally Engaging Campus Environment model (Museus, 2014), which constitutes the conceptual framework for this study. Viewing the data through this model's *indicators* of a *culturally engaging campus environment* served as a lens through which to determine the quality of support for and cultural engagement of international students on this campus, based on the perceptions and experiences of the participants. Ultimately, using this lens to interpret the cross-case analysis's resulting themes had the effect of identifying aspects of international student support that are either adequate or require improvement.

Findings

The CECE model provides nine indicators that can be used to understand how culturally engaging a campus environment is for students with diverse cultural identities, for instance, international students. According to Museus (2014), if the host institution satisfies these indicators students are more likely to be both socially and academically successful. While there are nine indicators in total, the data analysis revealed four indicators that each represent key areas that the participants believed needed the most improvement. Each one of these indicators reflects a unifying theme across the various

perspectives expressed about how this institution supports international students. Accordingly, the following four subsections focus on the indicators of *#4 Opportunities for Meaningful Cross-cultural Engagement, #8 Proactive Philosophies, #7 Humanized Educational Environment,* and *#9 Availability of Holistic Support.*

Indicator #4: Opportunities for Meaningful Cross-cultural Engagement.

This indicator is based on the premise that students immersed in campus environments that provide ample opportunities for cross-cultural interaction are more likely to achieve greater levels of academic and social success than those who are not. Five participants argued that efforts to promote intercultural communication initiatives were not nearly as comprehensive as they ought to be and that international students and domestic students generally have limited meaningful interactions with one another in both social and academic situations on campus.

The English Director and the ISS leader described how it was difficult to facilitate cross-cultural dialogue because both international and domestic students tended to quickly form social groups with others who shared their cultural and linguistic backgrounds. The ISS leader explained, “Americans aren't going to come up to a group of five Chinese students speaking Mandarin and say, ‘Hey, you wanna be my friend.?’” She continued by attributing this behavior to a combination of “human nature” and the robust “clique” culture embedded in the campus community. The Dean was aware of this pattern as well but instead attributed these divides to the general privilege of the white domestic students that the institution tended to attract. She described,

> I just feel as though white American students in general who are at a private elite university are privileged and they never have to do or have had to do anything

> that makes them uncomfortable…And so getting to know someone who is from a different culture and who speaks a different language as a native language is challenging, and you have to want that challenge. And if you don't want that challenge, you have nothing to do with them because you don't have to…and *that's* the privilege**.**

Similarly, the Career Services leader noticed this privilege, saying, "…there is so much privilege here, and so many students who come in with a robust network… (international students) maybe need help accessing that social capital." Alternatively, the participants described that they did notice that some domestic students with language learning or travel experiences were more inclined to form friendships with international students, and that international students with extroverted personalities or relatively strong English language skills became part of multi-cultural social groups or took advantage of cross-cultural opportunists, but they believed that those individuals were outliers. The Professor explained how the reality was that most domestic students "don't bother to make connections, so the international students…become very close because they have sort of a common enemy." Although these leaders had different explanations for the lack of communication between these student groups on campus, they were highly aware that it has remained a prevalent issue on campus for years.

Similar to this, the Dean and the Student Affairs Leader believed that student clubs and organizations were contributing to perpetuating divides between international and domestic students. Particularly, they believed that the establishment of these student organizations encouraged self-segregation (Rose-Redwood & Rose-Redwood, 2013)

among students, which eliminated opportunities for meaningful cross-cultural interaction. For example, the Dean shared her views by saying,

> I look at these college programs that they [student affairs] initiate, organize, and run…They'll let it be all people of color. They'll let it be all people, white people…students have a choice, so if you give 'em a choice, they're going to segregate.

The Student Affairs leader noted that segregation was an inherent outcome of these clubs,

> I think there are some barriers sometimes in some of the clubs and organizations, like even if you look at sort of culture clubs around, like Asian students, for example,…some groups have Asian American students and then the other group you have international Asian students…That's very helpful for the students, but…is that creating …more tension or more of a divide between those groups than needs to be?

As represented in these comments by the Student Affairs leader, the Dean was convinced that student affairs leaders and other institutional leaders were cognizant of this issue but were hesitant to take serious actions to implement change due to possible consequences. She explained how "[the university] is aware of this…the student affairs team is not unconscious about all this…but they don't regulate it." She continued by saying that, in her opinion, the only way to bring about meaningful change was to "have a policy that it (a club) didn't run unless it had some integration, some diversity." She elaborated on these ideas by outlining the reasons behind leaders' reluctance,

> You have got to have structured activities that force diversity, and universities are very reluctant to structure those types of activities because you'd have to

> acknowledge that you have this kind of racial stratification on your university campus, and they want to deny it…Unless you structure behavior to change, it won't change.

She continued by mentioning that 29 years at the university, she had never seen any serious strategic plan to promote this type of diversity and inclusion practice.

#7 Humanized Educational Environments

A humanized educational environment is "characterized by institutional agents who care about, are committed to, and develop meaningful relationships with their students" (Museus, 2014, p. 213), and the "extent to which students [feel] like faculty and staff [care] about them and [are] committed to their success" (Museus et al., 2016, p. 199). Such characteristics are indicators of a higher likelihood of positive experiences and overall success among students of different racial background (Museus, 2014; Museus and Neville, 2012).

The cross-case analysis revealed that professors who have themselves experienced similar human activities embedded in comparable social contexts to those of the international students they work with are conducive to understanding the racial, linguistic, and epistemological transitions and experiences of these students. Specifically, the Dean and the Professor were the only participants who made a connection between their own lived experiences as students to their commitment and approach to supporting international students.

The Dean discussed her perspective on the racial experiences and epistemological shifts of international students at her present Western-centric, predominately white serving university by drawing on her experiences as a black student attending a largely

white serving institution. She commented about her initial days at her undergraduate institution and how she went through culture shock when it came to her professors' expectations for writing assignments, comparing it to challenges that many international students face, stating,

> …it just bugs me…being a black undergraduate going to an all-white institution…the expectation was that I had…the same educational experiences as my white female colleagues who had gone to private schools or who had gone to very well-funded schools…and I tell it to students, especially the international students…There's lots of assumptions that are made about bright international students who have done well in their own educational systems that they're going to be able to transfer that automatically to their system. And it doesn't happen all the time. And we don't give any help…I thought that's just unnecessary.

She was particularly frustrated with the ethnocentrism of her institution's approach to education and the expectation that international students would adapt to the "American way." She acknowledged the institution's lack of a humanized approach for respecting different styles of education, elaborating,

> …for our international students to have to deal with that attitude all the time, with the faculty being invisible to it? I mean, they're just unconscious of it, unless they have done some work to become more consciously aware of cultural differences and styles of learning and instruction…They don't realize that it's a particular approach; they think it's good teaching.

She went on to describe how she felt that this was not necessarily an institutional issue, but a larger societal issue attributed to educational and wider cultural norms upheld by

white America, saying, “what else can you say about white America? You know, what we do is right, and that's the best way to do it. So, if you do something different…well, you guys are just wrong and you need to change it.”

Furthermore, she elaborated on these observations of the pervasiveness and overwhelming prevalence of these issues by describing how domestic students, both in the contexts of her own undergraduate program and current “private elite university,” acted as barriers to creating a humanized educational experience because of their privilege. She further explained that depending on the race of an international student, this type of context can be difficult to navigate, saying,

> I've talked to some of the international students about this. I think they don't feel discriminated against; they feel invisible…Black people aren't invisible, Latino people aren't invisible... [International students] are expected to work hard. They're expected to do well. They're expected to make their country proud or make their parents proud because they invested all this money in them, but they're invisible…They're here and they do what they need to do, but we don't have to acknowledge them. We don't have to interact with them. They don't cause any trouble…I'm not afraid of them. You know, that's the stigma that goes with being Black in America: ‘I'm kind of afraid of you, so I keep my distance.’ But with the international students, they don't have that feeling because international students don't carry that stigma. They just carry the stigma of differentness…What's worse? I'd say it's lesser of two evils, you know, what's the difference? It's still stigma. It's still oppression. It's still aggressive, even if it's subtle.

These sentiments demonstrate, from the participant's view, how this university is failing to establish a humanized learning environment when evaluated in the context of the CECE model. In other parts of the interview, she emphasized how acknowledging the experiences and backgrounds of students is essential to realizing a humanized environment. However, each time she shared these convictions, she was quick to highlight anecdotes from classes or from her faculty colleagues that illustrated how this sense of "invisibility" and act of being ignored was pervasive throughout the campus community.

Alternatively, the Professor's personal experiences as an international student herself in different contexts made her acutely aware of how cultural and linguistic differences in the classroom and across society shape the identities and academic development of international student. She also highlighted how a constant source of frustration was the lack of compassion and understanding other faculty members displayed when teaching, grading, advising, and supporting international students. Particularly, believed that most instructors' approaches to language differences and culturally-situated classroom norms were ignorant, uninformed, and unacceptable. She accounted how she got into "almost fights at meetings when faculty accuse international students" of different language and cultural faux pas, describing it as "complete ignorance of what the students are going through or why they do certain things."

While all of the participants showed a commitment to creating a humanized environment for international students in different ways, these two participants had a significantly more nuanced understanding of how these identity markers and characteristics shape experiences of international students than their counterparts. Other

participants shared sentiments that showed their awareness of how racial, cultural, and linguistic differences may influence members of this population, but, generally speaking, their remarks on these topics were less critical of the impact that these differences had on international students' experience. Notably, one of the semi-structured interview questions for this study asked participants about their perceptions of racism towards international students on campus. Three of the other participants either believed it was not a significant issue or did not feel informed enough to comment. The Dean and the Professor, along with the English Director, maintained that this was an issue and provided anecdotes of how students had encountered various forms of racialization and othering on this particular campus. Compared to the other participants, the Professor and the Dean responded to this topic with noticeably more emotion. Their approach to international student support fits Museus' (2014) description of a humanized approach, but it also had an urgent and authentic tone, partially because it was based on their own lived experiences in higher education.

Professor and the Dean also invested significant time and energy in supporting international students, as illustrated by their powerful anecdotes, which the other participants could not share. For instance, the Professor gave an example, saying, "I support them as students and also as humans…I've signed leases for their apartments because the landlords wouldn't accept theirs…my guest room has always had students…There are some that are almost like my children…They send me greetings on Mother's Day." The Dean spoke about her own humanized approach to supporting international students, saying,

> I was an ally for the international students, and often they felt like the professors were nice to them and everything, but didn't really take the time to get to know who they were or to really understand their desires and what they were hoping from these degrees…Students knew that I was a safe person to just drop in on and talk about things…So I learned a lot about the students and their motivations, and their hopes and dreams…I was interested in talking with them and they were interested in being listened to…I just adopted them and they adopted me, you know, even though I wasn't their instructor or their advisor.

By going above and beyond to support these students, in both situations, they epitomized a humanistic approach and perhaps underscored a lack of institutional commitment.

Indicator #8: Proactive Philosophies

This indicator posits that faculty and staff go beyond cursorily introducing and referring students to institutional support systems by taking the initiative to provide active, consistent, and informed support, they can effectively contribute to creating a more culturally engaging campus environment. Given the selection criteria of the participants in this study, it was only natural that, each of the leaders shared instances where they had displayed proactive philosophies by improving or creating support systems and contributing to the culturally engaging nature of their community. However, the data also revealed limitations to their inclinations to proactively support international students. Namely, it appeared that the positive influences of these leaders were not as far reaching as they could have been. A variety of societal, organizational, and individual factors contributed to the development of an institutional culture that frequently reacted negatively, and ineffectively approached the support of international students.

Two years ago, the career center at the university decided to designate a member in their office as the "liaison to the office of international students and scholars." This decision alone demonstrates the career center's proactive disposition toward fostering a more culturally engaging campus for international students. The Career Services leader is the first person to hold this title and described her responsibility as,

> …making sure everyone on our team is educated and knowing what's going on with international students, if they're knowledgeable about work authorization. I also meet with OISS regularly just to connect with them, hear what's going on from their perspective and to make sure that we're on the (same) page.

However, after further inquiry, the informal nature of the "liaison" responsibilities became evident. The Career Services leader clarified that she assumed her title and begin collaborating with the office of international students mainly mostly on her own initiative, saying

> … [The collaborations are] certainly not part of my [official] job description. I don't think the 'liaison' piece is part of it. It's…more general like 'you'll serve on committees and that sort of thing.' And it's more like what people are interested in…. So that's how I got involved.

Undoubtedly, the initiative this leader took to use this position and consistently reach out to the office of international students exhibits a proactive philosophy at the individual level. However, when viewed from an institutional level, the informal nature of the title and its duties highlight the place where the institution needs to embrace more proactive philosophies. If the university, or this office, were to truly have a proactive philosophy,

they would need to implement a policy that officially designates this role and defines its responsibilities. Until that happens, there will continue to be a need for change.

Similar to the previous example, other reports showed that institutional constraints place limits on the participants' proactive philosophies, each of which might be overcome by implementing a formal policy. For instance, the Dean noted that her efforts to promote cross-cultural engagement were largely limited to the classes she taught and amongst her graduate student workers. Although she was able to facilitate cross-cultural interaction through groupwork and by allocating a graduate assistantship for an international student each semester, she believed that administrative leaders were not taking structured steps to diversify their own functional areas. She maintained that while many student affairs leaders sought to provide opportunities for students from different backgrounds to interact, they lacked the motivation to make meaningful change. She explained,

> They know this stuff, and there are some efforts to try to make it more diverse in all of the activities that are offered, but they don't regulate it…They would have to have a policy that it didn't run unless [the activity] didn't run unless it had some…diversity.

The Dean elucidated her frustration at what she perceived to be an apparent absence of proactive philosophies, saying,

> …you'd have to acknowledge that you have this kind of racial stratification on your university campus, and they want to deny it…And that's what I fault them for. It's not that they don't try. They do try. But they don't interfere if it's not happening.

In sum, she acknowledged that student affairs leaders were working hard to contribute to creating a more culturally engaging university, but were constrained by the social and institutional repercussions of implementing a policy that required racial integration.

The ISS leader and the Career Services Leader each felt that one of the most urgent institutional areas that required attention was providing more opportunities for international students to learn about employment opportunities after graduation. Particularly, the Career Services leader noticed that certain undergraduates would benefit immensely from learning about visa requirements and work authorizations prior to becoming upperclassmen. Because international students need to work in a field related to their major in order to receive an Optional Practical Training (OPT) authorization, she mentioned that she has found herself having "challenging conversations" with juniors and seniors majoring in non-STEM fields. She shared an anecdote about a recent graduate, describing how during their last meeting he said, "I wish I knew that sooner. I don't care how much I don't like science. I would have done a STEM major just to have the time here and be potentially more desirable to employers."

She also mentioned how she has noticed that a number of underclassmen choose to switch to STEM majors once they "see the whole picture." Overall, she thought that it was imperative that when students declare their major, they are made explicitly aware of the finer intricacies of obtaining OPT authorization, saying, "[They need to be aware of these dynamics] early on. I know we obviously don't want to overwhelm them, but we also don't want them in a situation where they're regretting their major." Although she was aware that OPT and visa requirements were covered during OISS orientations, she

felt that for many freshmen this information was overwhelming and seemed trivial, given that graduation was still a few years away.

Overall, these reports point to another area where intentional student support could be improved by the application of policies. While the ISS office and career services office displayed proactive philosophies in supporting students who take the initiative to use their services, it is still true that many students are left in difficult situations when they access these services for the first time later in their academic careers. A first step towards a more proactive philosophy in supporting this population should be to require all undergraduates to meet with a member of the Career Services leadership team to learn about the future implications of their choice of major.

The final example, also related to work authorizations, illustrates how faculty are willing to help international students, but when they run into institutional barriers, they can effectively disengage from efforts to implement more lasting and significant change. Like the ISS and Career Services leaders, the Dean observed how OPT posed unique challenges in her functional area. It made it difficult for her colleagues to advocate for international students and discouraged them from taking a proactive approach. She provided a recent anecdote to represent a recurring issue she has observed over the past three decades, where she believed that international student needs were not being met because they were "invisible" in the eyes of the faculty.

She recounted how last year a group of Chinese international students from a certain social science department approached the faculty and administration with a formal, "beautifully written" proposal to add a license offering to their program in order to categorize it as a STEM field according to the federal government's regulations. These

students learned that a different university's program had recently been recognized, and their students now had the chance to graduate as US-licensed practitioners and be eligible for three years of OPT as STEM professionals. When this proposal was presented to the faculty, she described what happened as follows: “No one on that faculty was willing to pick that up and take it. Now, this is what I'm saying about invisible.” She explicated how she felt the university was happy because the students paid their tuition, how the students were usually happy because they got their degree, but when students wanted the institution to “do something extra”, the faculty “[didn’t] have time for that.” She clarified these remarks by adding,

> [Faculty] wouldn't do anything overtly to harm a student, but these are inadvertent. It's inadvertent harm. The fact that (they) won't go through the procedure to find out what is even necessary for us to be able to do this…like ‘your request is not meaningful enough for me to take that time, take your degree, go home, and do what you can do, but we can't deal with that.’ And that's the problem. And that problem has been there since we started having international students.

Although this issue has persisted throughout the Dean’s tenure, she also noticed that over time international students have continued to show more and more agency when it came to improving their situations. She described it as, “I think it's more evident now that the students are more sophisticated and they also have some requests.” But she concluded that such changes cannot be carried out unless the faculty adopts more proactive philosophies, adding, “I've encountered the challenge through the years; I know what it would take to move that battleship and turn it around; it's quite a project. It's one

that faculty have to make a commitment to." She was, however, convinced that when faculty members offer justifications or push this work to the side, even though they may already be overburdened and overworked, "It's still oppression."

Indicator #9: Availability of Holistic Support

Museus (2014) describes *availability of holistic support* as the accessibility and contact students have with faculty and staff who are knowledgeable about the institutions' support systems and actively work to connect students to resources that might be beneficial to them. This indicator is fundamentally connected to all of the other indicators, since they all affect the availability of holistic support across diverse student populations. It is important to note that this indicator is central to an institution's identity and culture, and in the context of this study, the data indicated disparities in holistic support for international student across departments and among faculty members.

The participants recalled that certain functional areas within the university seemed to be more proactive and committed than others when it came to addressing the issues international students face. The ISS leader noticed that several offices actively sought to collaborate with or consult with her office to inform their own practices. The most salient evidence for this report was found in the Student Affairs and Career Services leaders' descriptions of their involvement in the "integrated services team" that the ISS leader created and led. The Career Services leader described the team as "…a group of people from across campus that get together once or twice a semester, just to talk about international students, get updates, and see what's going on in our different offices." The Student Affairs leader provided further details about the members and meetings,

> …Someone from residential life is part of that group; grad student life is represented, someone from the counseling center…[We] just talk about if there are certain concerns coming up…that it would be helpful for the whole group to know.

Each of these leaders continued by expressing how they thought these meetings were beneficial for understanding how more widespread issues influence their offices. The Career Services leader expressed her satisfaction with this support network by saying, "I found that's like really helpful, and I always report back to the rest of our team of what's going on and what I hear from those meetings." Similarly, the Student Affairs Leader credited the effectiveness of these meetings to the effort and expertise of the ISS leader and mentioned how she was constantly reaching out to leaders in other offices "to remind us of international students… don't forget that these international students are going to need this."

Yet, according to the participants' reports, it appears that this professional network of leaders committed to providing holistic support to international students was mostly restricted to the student affairs realm. The ISS leader, for instance, was careful to highlight that such collaborative efforts were often initiated and carried out by individuals in administrative roles, and, seldom by full-time faculty members. She made this point clear by recounting that faculty members rarely attend her workshops on supporting international students. She described how, "[faculty] don't necessarily prioritize or find the true value of these workshops," and how when she has launched collaborative efforts like this in the past, she consistently "knew everybody in the room." Relatedly, the

English Director shared her experiences and perspectives on the lack of engagement in programs geared towards supporting international students,

> I've done these [workshops] for years, and faculty don't show up. I think they feel like it's not their problem, and they think [international students] should be completely fluent in English…The ones who need to hear this are never [at the workshops] and are very resistant to talking about this.

Interestingly, the Professor described similar frustrations about her faculty colleagues' lack of compassion and understanding regarding the academic needs of international students. However, she also described how she had previously attempted to address this issue by organizing a teaching and assessment workshop for faculty members in her department that was specifically geared toward supporting international students. She outlined how there were positive outcomes to this professional development, as many faculty members realized how their inattention and their use of language made assignment requirements ambiguous to some multilingual international students. She also noted that this effort alone was not as far-reaching as it could have been.

These reports, along with comments from the Dean, allude to problems with collaboration and communication across the university. For instance, the ISS leader was unsure about how the university publicized her workshops, saying, "I don't think they email it out to all faculty… it's more hidden somewhere on their website as a resource." Correspondingly, even though the Professor ran a workshop on support for international students for all faculty members in her department, the Dean, who was in a different department within the same school, was disappointed with the faculty's lack of knowledge and efforts concerning teaching international students. She explained,

> I have never really quite understood why our system, our faculty support system, doesn't recognize this [the need for specialized knowledge for teaching international students] and offer some resources…I used to think if I wanted to even go out and find some literature that would help me understand…I wouldn't know where to start.

These reports indicate that university stakeholders who are interested in learning about support for international students may not be aware of campus initiatives to disseminate such specialized knowledge. These findings show a lack of comprehensive support, regardless of whether the general faculty absence from these seminars might be ascribed to misunderstandings or disinterest. It also appears that these problems have continued for many decades based on the length of service of the Dean, the Professor, the English Director, and ISS leader.

Discussion

Although the majority of the participants provided examples of international students who have become part of multi-cultural social groups or taken advantage of cross-cultural opportunities, they all believed that those individuals were outliers. Despite improvements in programming and coursework designed to facilitate *meaningful cross-cultural engagement* and understanding, the ISS leader highlighted that the divided nature of the campus environment was "definitely still a problem," and the English Director expressed, "I wish it were better…" Similar reports of limited interaction between international and domestic students have been reported in other campus environments (O'Reilly et al., 2013; Yakaboski et al., 2018; Yefanova et al., 2017). The findings of this study suggest that there is a need for more holistic conscious efforts to provide more

structured opportunities for meaningful cross-cultural engagement. These comments also point to the need for more extensive initiatives to promote cross-cultural communication skills, particularly among domestic students. If the university focuses its efforts on creating a campus culture that "encourages and rewards intercultural interaction both outside and inside the classroom" (Leask, 2015), then it could break the silence between these groups, change the segregated social tendencies at play on campus, and produce a more respectful, empathetic, and culturally engaging environment (Deardorff & Jones, 2012).

The apparent general lack of faculty commitment to supporting international students under the *proactive philosophies* indicator is a key area in need of change to achieve a more culturally engaging campus environment. As the ISS leader stated, "…everyone can't just expect everything to come out of [the international student office]" and the entire university needs to accept the responsibility of being knowledgeable about the best ways to support international students. The English Director expressed similar sentiments when she said, "People lose…focus around [support for international students], and they see it as not their responsibility." She also stated that in the past, she has had to "shove [these issues in the university's] face" in order to make any meaningful changes related to adopting more proactive approaches that support international students.

These findings are alarming because they can contribute to the ultimate failure to fulfill institutional diversity and inclusion missions since support systems that are not designed collaboratively by many stakeholders on a given campus are unlikely to meet the needs of any diverse population (Amigan & Schreiber, 2020). Compounding these

issues is the fact that the need for more proactive philosophies amongst university stakeholders has remained a common concern for four of the participants for over a decade. These findings have direct implications regarding how cross-cultural communication is encouraged on campus. Research shows that instructors play a central role in facilitating meaningful interactions between international students and domestic students (Gopal, 2011; Katsumoto & Bowman, 2021; Mak, 2013; Yakaboski et al., 2018; Yefanova et al., 2017). It is possible that many faculty members who have not participated in international student teacher education or consulted with experts would become better educators if they did.

Furthermore, the analysis of data indicated that there are aspects of this university's context that contribute to the development of a *dehumanizing educational environment***,** which manifests in the shape of faculty and students who blatantly disregard the presence and contributions of international students to their campus community. The literature on international students' experiences in Western universities describes this phenomenon of referring to international student as "invisible," outlining the ways that this form of *othering* causes this population's social and academic experiences and trajectories to remain invisible to privileged university members (Laufer & Gorup, 2019). Nguyet Nguyen and Robertson (2022) postulate that, often times, this perception of invisibility is actually a Western misinterpretation of a type of agency and resistance that some Asian international students practice in the face of social struggle, where Western university stakeholders often misattribute this behavior as a stereotypical "passive" Asian personality. Others go into greater details about how Asian international students' racial experiences are often "invisible" when university stakeholders discuss

matters of diversity, equity, and inclusion (Yeo et al., 2019). This is concerning, considering that many international students in fact face racialization and racism on US campuses, a phenomenon that has been exacerbated by the rise of racism towards Asians as a result of the COVID-19 pandemic (Koo et al., 2021).

Relatedly, as the CECE Model is "a theory of success among racially diverse college student populations" (Museus, 2014, p. 189), it is important to note that one of the semi-structured interview questions in the current study focused on racism towards international students on this specific campus. As mentioned, three of the participants maintained that this was an issue and provided anecdotes of how students have encountered racism on this particular campus, while the other three participants either believed this was not a significant issue or did not feel knowledgeable enough to comment. These findings indicate that some university stakeholders are not aware that racism towards international students occurs on this particular campus and beyond. Failing to acknowledge the racialization experiences of international students and its effects on their sense of belonging within the larger campus community poses a serious issue for cultural engagement and diversity efforts. Interrogating the data in light of the humanized learning environments indicator was a useful way to uncover these findings and formulate these discussions, and the analysis suggests that there may be a relationship between university stakeholders who display exceptionally humanistic approaches and awareness of how international students experience the racial dynamics of their host institution. Glass et al. (2021) argued that a human-centered approach is vital to creating a truly inclusive environment, specifically for international students. They also claimed that any institution that is invested in the holistic success of their

international population can create a humanized environment by honoring "multidimensional identities and experiences" and by acknowledging "multifaceted value and contributions." To varying degrees, each of the participants made conscious efforts to create such an environment. However, by comparing the comments of the Dean and the Professor to those of the other participants, it seems that sharing comparable lived educational and social experiences with international students may be an indicator of being more acutely aware of their positioning within their campus and more emotionally invested in fostering a humanized environment for these students. According to research on diverse students in US higher education generally, a more ethnically and racially diverse faculty can effectively mitigate academic inequalities between white students and students of color (Fairlie et al., 2017; U.S. Department of Education, 2017), and may produce positive educational outcomes for students, institutions, and society (Gurin et al., 2004). The findings from this study may serve as further evidence that instructors who have experienced or have been exposed to comparable linguistic, cultural, and epistemological transition are more uniquely positioned to serve international students specifically.

The findings revealed that communication issues, unawareness of resources for international student, and a tendency for university stakeholders to dissociate themselves from their responsibilities in supporting international students all contributed to the lack of *availability of holistic support* from the university. This was evident in discrepancies in the communication, attendance, and frequency of professional development opportunities focused on supporting the unique needs of international students. Regardless of the reason for the nonparticipation, the fact that faculty members have

consistently abstained from these events over the duration of each of the English Director's and ISS leader's tenures cannot be changed. Researchers have argued that it is imperative for instructors to participate in workshops that emphasize linguistic awareness and address its role in curricular and assessment development as well as how it is integral to student identity negotiation (de Klein & Lawton, 2015; Mallinson et al., 2011; NCTE, 2006). However, the unawareness or unwillingness to take advantage of professional development opportunities and learn about the resources available for international students on this campus, highlights a problem that has to be changed in order to create a more holistic support system for international students.

The findings also reveal that some faculty members have struggled accepting their responsibility to help international students. As aforementioned, research indicates that some professors do not view supporting international students' linguistic needs as their responsibility (Andrade, 2010; Haan et al., 2017; Knoch et al., 2015). The participants' accounts implied that this seemed to be the case with some professors when performing their teaching and advising responsibilities at this university. Faculty and the university as a whole have an obligation to help their international students with their English language skills, especially considering that research suggests that language difficulties can continue to be a significant source of stress through graduation (Lyken-Segosebe, 2017).

Zhang-Wu's (2022) qualitative inquiry into the experiences of Chinese international students in the very same university context where this study was conducted uncovered that these students were not receiving appropriate support and that many academic services were inaccessible or unhelpful. She argued that the reality is that this

university and many others portray the effectiveness of their support for international students superficially, and that a closer examination of the lived experiences of students who navigate this institution or others like it reveals significant gaps in linguistic and academic support networks. Consequently, it is imperative for university stakeholders to realize the shortcomings of their institution's support system and understand that some international students may have fundamentally different skills, experiences, and aspirations than their domestic counterparts. For some international students, it is also their first time living in their host country, and/or they are hoping to work in the US after graduation. As a number of the participants indicated, additional specialized language support tailored for international students could ease the process of acculturation. Without this assistance, these students are more likely to be unprepared to face certain linguistic and cultural challenges they may encounter in social settings or during assistantships and teaching appointment (Ashavskaya, 2015; Jia & Bergerson, 2008). Additionally, these services, along with tailored career services, will help students when they enter the job market. All students can benefit greatly from career services designed for their specific needs, but international students hoping to work in the US after graduation may benefit the most. These services can increase their chances of finding a job by exposing them to local work environments (Hegarty, 2014), through tailored guidance on "bridging the gap between education and work life" (Nilsson & Ripmeester, 2016), and through guidance on navigating confusing employment-related immigration regulations for themselves and their families (Bordoloi, 2015). In other words, if language development is not accounted for by faculty members and career services are ill-prepared to meet the specific needs of international students, it indicates a lack of

availability of holistic support and leaves students vulnerable to graduating without the sociolinguistic skills, academic skills, and work experience necessary to succeed.

Implications

Four of the participants made recommendations for steps the university could take to better promote cross-cultural communication more effectively and ensure that international students have more socially and academically fulfilling college experiences. The most salient recommendations entailed offering more courses built around promoting cross-cultural understanding and engagement. For instance, the ISS leader believed that campus-wide, cross-cultural engagement and intercultural competence could be enhanced by offering more first-year courses and programs for all students that were geared toward learning how to navigate the host context. The Dean shared this vision, describing that this type of class, "didn't have to be credit-bearing and it wasn't required to do but we did need to offer that support because [it] sends the message: 'You're not expected to figure this out on your own. We understand that there's a different way of learning a different expectation of writing and we are here to help you.'" The English Director similarly argued that offering more frequent scheduled courses with intercultural exchange as a core component of the curriculum or enrolling comparable numbers of international and domestic students will have the effect of promoting interactions between international and domestic students. During such courses, both domestic and international students would benefit from having more structured opportunities to interact, learn about the social dynamics of their context, and consider how to be interculturally inclusive. Each of these suggestions can be described as grassroots initiatives to *internationalize the curriculum* across the university (OECD, 1995). Such a process of embedding

international and intercultural perspectives, knowledge, and resources into courses could significantly increase the number of opportunities for meaningful cross-cultural engagement on campus and lead to a more inclusive environment for all university stakeholders (Schaidle, 2017). International students would be empowered in to recognize that their transnational, cultural, and linguistic experiences are assets to their community thanks to an informed internationalized curriculum and pedagogy that will eliminate detrimental deficit views of international students.

In a related vein, the Professor expressed that faculty members need to be cognizant of the demographics of their student research teams and ensure that there is a balance of international and domestic students. She believed this would be a valuable opportunity for meaningful cross-cultural interaction and it would strengthen the research by bringing in global perspectives. Similarly, the Dean emphasized that any attempt to promote intercultural engagement on campus needed to be structured and illustrated how deconstructing the self-segregating nature of their campus can be restructured by making rules that certain student clubs may not function without the participation of international students. Participants acknowledged that institutional obstacles including finance and the narrow-mindedness of university administrators made it challenging to implement these ideals, but stakeholders must nonetheless work to reform their campus community. Institutions run the risk of perpetuating and promoting social stratification and racial segregation without such courageous efforts (Stein, 2017).

Meaningful interaction between international and domestic students was not the only communication issue that emerged from the data, the participants' comments indicated that communication across departments and between administrators and faculty

members was lacking. Although each of the participants displayed a commitment to supporting international students in different meaningful ways, there was a notable lack of sharing of expertise and knowledge regarding support for international students. For instance, the Career Service leader possessed knowledge about work authorizations and employability that could inform how faculty members structure their courses, the Professor had specialized language development knowledge that could help improve the English Department's writing programs, and the ISS leader was trained to provide intercultural competence education to university stakeholders, but her expertise is still not utilized by most of the sectors of the university. The lack of collaboration also prevented professional development initiatives from having a far-reaching impact, which, in turn, left inequitable and segregating pedagogical and curricular practices to continue unabated throughout the university.

Spencer-Oatey (2014) described how this communication issue has detrimental effects for the overall inclusiveness of the campus community and is further exacerbated because it appears that many institutions, student organizations, academic departments, and administrative offices "are all pursuing separate strategies for integrating the same body of students" (p. 6), with little to no coordination between each group of stakeholders. Within the context of this study, concerted collaborative efforts were made to improve support for international students, but they tended to be restricted to a single sector of the university (i.e. exclusively between administrators or faculty members). This lack of communication also seemed to be partially responsible for some concerning comments, where administrators accused faculty of not showing any commitment to international students because they do not participate in their workshops, and, on the other hand,

faculty accused administrators of not doing enough to promote intercultural engagement on campus. When considering the importance of interconnected support networks for international students and how they can lead to either inclusive or exclusionary contexts depending on their structure (Glass et al., 2021), it is imperative that communication lines are forged between faculty, administrators, and students. This can be accomplished through a top-down emphasis on cultivating a campus that is globally aware (Spencer-Oatey, 2014), as well as by stressing the importance of the international and cultural perspectives and knowledge that come from other cultures and countries that international students can bring to a university environment (Glass et al., 2021). Table 2.2 presents a summary of support strategies for international students.

Table 2.2

Support Strategies for International Students

CECE Indicator	Shortcoming	Change
#4 Opportunities for meaningful cross-cultural engagement	A lack of cross-cultural communication in class, clubs, and research projects	• Structured opportunities to interact • Demographic registration and approval requirements
#7 Humanized Educational Environments	Deficit views of international students and a general lack of empathy and cultural competence	• Emphasizing the importance of international student contributions to creating a global institution • Accountability strategies for internationalizing curriculum and pedagogy • Empowering international students to view their experience and knowledge as assets to their community
#8 Proactive Philosophies	Faculty/Staff not participating in PD related to supporting international students	• Spreading awareness of these events and incentivizing participation
#9 Availability of Holistic Support	Faculty/Staff not embracing their role in support and relegating all student concerns to other departments or services	• Communication across the campus community and accountability • PD opportunities that focus on language support, employment nuances, and intercultural competence

Accountability to adopt this mindset can be assured through policies that require internationalized curricula with intercultural understanding-based learning outcomes (Spencer-Oatey, 2014), which may happen by incentivizing research or professional education that develops intercultural understanding, and by identifying university stakeholders who are already committed to building a more interculturally engaging community, and rewarding them for their proactiveness by supporting their ideas for new initiatives (Jones et al., 2021).

Conclusion

The analysis of the data revealed a general university-wide trend to relegate all support for international students to the English Department, the ISS Office, and to faculty members who were either language specialists or demonstrated a commitment to becoming "allies" to international students. As the English Leader clarified, in order to effectively support the needs of this population, the burden cannot fall exclusively on their shoulders. She questioned, "What does it mean to let in all these students from around the world, in good faith, that they are going to go through [this university] successfully, and we are going to support them, but when they get here, this is not the case?" Research has shown that some faculty do not see supporting the linguistic needs of international students as their responsibility (Andrade, 2010; Haan et al., 2017). The lack of participation of faculty members in professional development related to international student support in this study, along with reports concerning linguistic support from the interviews, all point to the same phenomenon. When considered collectively in the context of the CECE model, these findings show a dubious commitment on the part of university stakeholders to not only producing a culturally *engaging* environment but also

a culturally *validating* environment for international students. Museus (2014) believes that *cultural validation* is central to a student's adjustment and sense of belonging. The fact that many instructors may not view supporting international students' unique needs as their responsibility and as a consequent avoid opportunities to understand and support these students can be considered an act of *cultural invalidation* toward international students. The marginalization of international students appears to be caused, in part, by a lack of understanding of what is necessary to foster a culturally engaging campus environment. Additionally, those who are most qualified to assist this population frequently go unnoticed, underappreciated, and unsupported.

Despite these challenges, each participant made strides towards realizing a more culturally engaging campus environment, primarily though curriculum, instruction, and programming. Four of the participants are working to implement internationalized curricula that aims to promote meaningful cross-cultural communication and create a culturally validating environment for international students. Five of the participants illustrated their proactive philosophies towards supporting international students by spearheading small and large-scale efforts to make their campus more welcoming. For instance, these initiatives included linguistic support services, specialized courses designed to assist students in adjusting to their new context, and building the university's overall intercultural competency by utilizing the Intercultural Development Inventory Assessment (Hammer, 2013). Although each participant acknowledged that there is still much work to be done, these accomplishments are meaningful steps towards enhancing the availability of holistic support to improve international students' experiences.

Although these are significant advances in the direction of creating a campus that is culturally engaged, considerable barriers remain and continue to slow progress. Such barriers can be divided into institutional, personal, and cultural barriers that prevent meaningful change in the campus culture (Leask & Gayardon, 2021). As illustrated in this study, the participants demonstrated how a lack of institutional support, personal resistance from faculty, and cultural divides between domestic and international students acted as barriers to establishing an ideal campus community. From a holistic perspective, in addition to the university delegating adequate resources to those who support international students, if a truly culturally engaging campus environment is to be realized, widespread and persistent effort and commitment to supporting international students' must be viewed as a matter of ethical obligation and embraced by all stakeholders of the university.

Given that many higher education institutions employ faculty and staff who have extensive experience and expertise in providing academic and social support for international students, the methodology used this study's design may be applied to similar contexts. As student affairs professionals have been found to be underappreciated (Schulz et al., 2007) and language instructors' expertise can be overlooked in certain settings (Ortega & Kang, 2020), illuminating their attitudes and beliefs sheds light on the sufficiency and accessibility of support for the constantly expanding and shifting international student population. If other faculty and staff members adopt a more proactive philosophy and acknowledge these individuals as leaders, they will be able to draw upon their valuable funds of knowledge. This would help higher education institutions move beyond superficial discourse and atomistic approaches towards the

execution of informed, actionable internationalization initiatives (Leask et al., 2020). Overall, a contextualized replication of this study could be a pivotal step towards creating a more culturally engaging campus environment for international students on different campuses.

Furthermore, the CECE model employed in this study was an effective conceptual framework for better understanding the cross-cultural engagement of international students from faculty and staff perspectives because of its propensity to identify strengths and weaknesses in support. Museus (2014) maintains that this model's application has the propensity to yield more holistic findings and understandings when supported by theoretical perspectives and empirical research that is based on the study of specified diverse populations. The CECE model and its indicators, however, must be understood in light of the fact that they are grounded in the US context and take into account the history and research literature of diverse domestic students. However, any discussion about diversity or minoritized students on US campuses that ignores international students cannot produce holistic results and further perpetuates the "invisibility" of international students on US campuses, especially when considering that this population account for a significant portion of the cultural and racial diversity on US campuses. So, adopting the CECE model in conjunction with research on international students makes sense for future investigations that aim to develop a better understanding of how international students engage with cultures on different campuses (Montgomery, 2019).

Relatedly, a crucial limitation of this study is its essentialization of international students into one homogeneous group. Of course, the international student population in this study context, and beyond, is extremely diverse and must to be considered beyond

general subcategories such as national identity, racial identity, cultural identity, and language identity. Each of the participants made such a distinction, however international students were discussed in a broader context for the purposes of this study in order to justify its inclusion in discussions about diverse populations on college campuses in the U.S. Yet, applying the CECE model to specified diverse populations within the broad international student population will be crucial for future research in this field.

Finally, COVID-19 was a major influencing factor for each of the participants over the study period, despite the fact that it was not the main focus of this research. For instance, some of the participants talked about how there was a pressing need to make sure that the Asian international student population felt protected since incidents of anti-Asian sentiments appeared to surge sharply on campus during the early stages of the pandemic. Overall, it seems that the pandemic put additional strain on the capacities of those who are most committed to serving them in addition to making the environment more hostile for some international students (Yao & Mwangi, 2022), which directly affects how culturally engaging a campus environment is. Today, more than ever, institutions seem to be at a crossroads in terms of how they will proceed with supporting their international student. Will these social phenomena cause faculty and staff to be more cognizant of the critical role they play in ensuring the success and safety of international students and prompt them to treat them with respect, encouragement, and empowerment? Although the solution is still unknown, it is crucial that future research on international student support take into consideration the needs and experiences of faculty, staff, and international students.

STUDY III

INTRNATIONAL STUDENT PERCEPTIONS OF A U.S. HIGHER EDUCATION INSTITUTION: AN INVESTIGATION OF LANGUAGE, IDEOLOGIES, SATISFACTION, AND CULTURAL ENGAGEMENT

Introduction

The recent political climate and COVID-19 have sparked a "chronic crisis" where anti-immigrant sentiments held by many Americans will evidently persist indefinitely without action (Ramia, 2021). One population that has been directly and indirectly affected by these widespread negative beliefs over the past two years is that of international students. Prior to the pandemic, it was well documented that many international students faced various academic, social, cultural, and linguistic challenges when they attended Western universities (Wu et al., 2015). Such obstacles have been reported to result in isolation, low academic performance, or even discrimination (Yeo et al., 2019). Currently, the racialization of COVID-19 and the perpetuation of racist ideologies by certain public officials have intensified xenophobia (Gover et al., 2020). The impact of mainstream and social media on immigrant populations have amplified and raised awareness of these phenomena. Additionally, the shift to online learning at many universities at the onset of the pandemic disrupted all students' academic development and socialization trajectories. As a byproduct, some international students were more susceptible to feelings of isolation and mental health issues than domestic students because of their physical separation from support networks (Chen et al., 2020).

This ever-changing social climate makes it necessary for higher education institutions to understand the contemporary lived experiences of the international students they serve and to see how their experiences compare and contrast to their predecessors. Fortunately, research on international students' experiences in Western universities has been growing steadily along with their growing numbers on many campuses. Besides shedding light on these individuals' experiences, this research is being used to identify

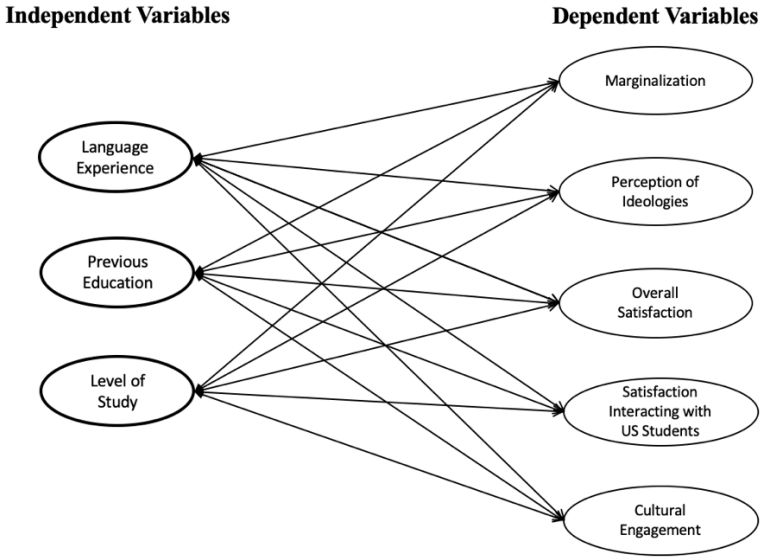
best practices to support them through their tertiary education. The majority of this literature in this field uses a wide range of methodologies to explore the linguistic (i.e., Haan et al., 2017), racial (i.e., Lee, 2020), cultural (i.e., Ra, 2016), and academic (i.e., Bastien et al., 2018) experiences of diverse groups of international students. However, a number of researchers have found it helpful to use data from large-scale surveys to answer their research questions and contribute to meaningful widespread change (Ammigan & Jones, 2018; Ammigan & Laws; Glass & Westmont, 2014, Katsumoto & Bowman, 2021).

This study utilizes a *Multilingual Identity* conceptual framework (Benson et al. 2013; Block, 2009; Darvin & Norton, 2015; Hermans, 1996) and Museus' (2014) *Culturally Engaging Campus Environment model* (CECE) to inform the design of a pilot survey for international students. The instrument was designed to investigate the relationships between specific identity markers (race, degree level, previous education, self-reported language competence) and experiences of marginalization, perceptions of mainstream immigration and race related ideologies, overall satisfaction, satisfaction with interactions, and cultural engagement. The CECE Survey created by the National Institute for Transformation and Equity, which is based on the CECE theoretical model (Museus, 2014) and measures how inclusive and equitable a campus is from student perspectives, was also used to inform the development of the cultural engagement scale. However, as this survey is primarily designed to measure the cultural engagement of diverse domestic students, these items were tailored for international students. Correspondingly, the survey adopts elements of Yakaboski's (2018) survey of international students' social and academic engagement and satisfaction. It also employs

original items derived from the multilingual identity framework that are focused on linguistic, marginalization, and racial and immigration-related experiences to gain a more comprehensive view of identity, cultural engagement, and institutional support within the research context. To better understand how the reports of international students can inform the creation of a more identity affirming and culturally engaging experience, the overarching aim of this study was to explore the correlations and relationships between *international students' identities/experiences* and their *perceptions of their campus community.* These *identities and experiences* constitute the independent of variables of this inquiry, and *perceptions of their campus community* represent the dependent variables (see Figure 1).

Figure 1.

Correlation Matrix



More precisely, the overarching research question is: *what is the relationship between international students' self-reported language experiences, previous schooling, and degree level and their experiences of marginalization, perception of mainstream*

racial/immigration ideologies, satisfaction with academic/social experiences, satisfaction with interactions with U.S. students, and perceptions of the cultural engagement on their campus?

Background

While a considerable amount of survey research on international students has focused on faculty members' perceptions of teaching international students (Andrade, 2010; Cao et al., 2014; Haan et al., 2017; Hartshorn et al., 2017; Jin and Schneider, 2019), studies that draw from international student respondents have also gained attention. These studies generally fall into two categories: those that analyze secondary data from previously existing surveys designed for all university students (i.e., Ammigan & Jones, 2018; Glass & Westmont, 2014, Glass et al., 2022; Katsumoto & Bowman, 2021), and those that use original surveys designed to account for contextual and personal factors that may be specific to international students (i.e., Ammigan & Laws, 2018; Yakaboski et al., 2018). Both types of data are useful in their own respect, and, regardless of the data set used, researchers that employ either method tend to acknowledge the strengths and weaknesses of their data collection techniques. For the former studies, a general limitation is the omission of survey items related to the unique linguistic and cultural phenomena certain international students' experience, and for the latter, limitations tend to take the form of small sample sizes and low generalizability. Correspondingly, the following section describes three recently published representative examples of survey studies that utilize secondary data sources from surveys designed for all students and two studies where researchers designed their own surveys for specific international student populations. Overall, they offer a valuable foundation for future survey researchers to

build upon in order to ensure that diverse international students have more identity-affirming and culturally engaging experiences, which lead to more positive social, emotional, psychological, and educational outcomes.

Ammigan and Jones (2018), Katsumoto and Bowman (2021), and Glass and Westmont (2014) each drew from secondary data sets designed for general university student populations to better understand international students' experiences. Specifically, Ammigan & Jones (2018) used results from the International Student Barometer Survey to understand which aspects of international students' experiences have the greatest influence on their satisfaction. Katsumoto and Bowman (2021) used survey responses from the 132 international students who participated in the Wabash National Study of Liberal Arts Education at the beginning and end of their first year to see how their interactions with faculty, student affairs staff, peers, diverse peers, and during cocurricular activities influenced their psychological well-being. Glass and Westmont (2014) used the Global Perspective Inventory to collect responses from over 400 international and 800 domestic students from eight US research universities in order to understand the effects of students' "sense of belongingness on cross-cultural interaction and academic success" (p. 107).

These investigations found that academic experience, support services, arrival experience, and living situation had significant positive influences on overall satisfaction (Ammigan & Jones, 2018). They also found that positive interactions with peers had a statistically significant relationship with overall psychological well-being and that interactions with student affairs staff and faculty did not affect psychological well-being (Katsumoto & Bowman, 2021).Finally, they found that a sense of belongingness had a

positive effect on cross-cultural interaction and overall academic success, that inclusive curricula had a positive effect on cross-cultural interaction, that experiences in co-curricular activities had a positive effect on belongingness, and that experiences of discrimination had negative effects on belongingness (Glass & Westmont, 2014).

The authors did, however, mention several limitations about their methods and results. They highlighted how the large range of institutions and student populations represented in the data presents the danger of essentializing both institutions and international students. Surveys focused on single institutions that account for students' backgrounds and identities will provide more nuanced data on how contextual and personal factors may shape student experiences. Another limitation of these studies was that language proficiency and immigration-related factors were not accounted for in the survey design, which provides opportunities for future researchers to explore how these dynamics may influence international students' experiences.

Both Ammigan and Laws (2018) and Yakaboski et al. (2018) developed their own survey instruments to investigate international students' experiences. The result of Ammigan and Laws' (2018) survey on preferred methods of communication channels revealed that a combination of emails and face-to-face interaction were preferred options for student to receive information and communicate with their institution. They also demonstrated that an integrated strategy for communication will maximize student engagement and, as a result, facilitate greater cross-cultural communication between international and domestic students on their particular campus and potentially other campuses. In their study of Saudi international students' experiences at a US university Yakaboski et al.'s (2018) found that while Saudi international students generally had

positive interactions with faculty members, they had negative or limited interactions with their American classmates. There was also a general consensus that faculty members played the most important role in facilitating interactions between Saudi and American students but they consistently failed to capitalize on this role, which perpetuated communication barriers between these two groups. Finally, the results revealed that respondents believed that all members of the host community needed to be educated about their unique culture, religion, and language skills in order to better facilitate social and academic interactions between Saudi and American students.

In the end, a fundamental limitation of these studies was the relatively small sample sizes, which made the results ungeneralizable to wider populations. Given their unique contexts and the lack of significant subgroup samples (i.e., racial and gender, respectively), other institutions would benefit from administering their own versions of these instruments to their own diverse international student populations.

While each of these studies contributes significantly to the field in different respects, they also each outline key limitations that provide intriguing opportunities for future research. Although the studies that utilized their own instruments reported generalizability and small sample sizes as limitations, the most notable limitations can be found in the studies that utilized secondary data sets. This research indicated that results could have been strengthened if the instruments has contained items specifically designed for international students, particularly those pertaining to language and immigration. The current study makes an effort to advance this body of survey research by combining elements of an existing instrument designed for diverse groups of domestic students with

original items that are intended to measure phenomena that may be specific to experiences of international students on US campuses.

In a response to Museus' (2014) call for more empirical research that examines the college experience of diverse student subpopulations, the survey utilized in this study adopts portions of the Culturally Engaging Campus Environment (CECE) survey (Museus, 2014). When used to evaluate a given campus community, the CECE model can help researchers and practitioners gain a more holistic understanding of the four foundational constructs that are purported to lead to *college student success*, which include *culturally engaging campus environments*, *sense of belonging, academic disposition,* and *academic performance*. Museus (2014) posits that students who inhabit more culturally engaging campus communities are more likely to develop an affirming sense of belonging, to have a positive academic disposition, to excel academically, and, ultimately, to graduate and have an overall more fulfilling university experience. Although the CECE model and corresponding survey are focused on "diverse" communities and "cultures," a noteworthy omission in their construction is the lack of attention and application to international student populations. Particularly, like much of the previously discussed research, this model fails to take into consideration linguistic phenomena and concerns with immigration that may be unique to international students' experiences on US campuses. As this model, among others (e.g., Hurtado et al. 1998; Rankin & Reason, 2008), has been developed to evaluate and promote the cultural engagement of *all* students on college campuses, it lends itself to being applied to international student populations it despite its application to domestic students from diverse backgrounds (Montgomery, 2019; Yakaboski et al., 2018).

To date, there have been relatively few studies that utilized the CECE model to better understand international students' experiences (i.e., Hailu et al., 2018; Montgomery, 2019; Glass et al., 2022). In the first example, Montgomery (2019) used the CECE theoretical model to evaluate Chinese students' social, academic, and linguistic transition experiences during their first year of study at a large public US university. The researcher found that a combination of students' coping strategies, institutional support and academic and linguistic preparation affected their cultural engagement. Relatedly, Hailu et al. (2018) drew on previous research on these populations to use the CECE model to organize and present the ways that both local and international Muslim students view the racial and religious dynamics of their US universities. It is clear from these representative examples of how researchers are applying the CECE model to understand international students' experiences that this model has limited applicability to this population. Specifically, the model has been solely utilized as a conceptual framework to evaluate qualitative data gathered from interviews. To an extent, this has also been the case in research on racially diverse groups of domestic students that uses the CECE model (i.e., Druery, 2019; Garcia, 2016), although there is a notably wider application of the CECE survey to collects quantitative data from diverse American students (i.e., Museus et al., 2018). These limitations in the CECE model's application to international student groups present an ideal opportunity to determine the functionality of this model when evaluating the cultural engagement of international students in different institutional contexts, as will be an aim of this study. Glass et al. (2022) asked, "What are the significant differences in international students' perceptions of a culturally engaging campus environment by intersections of identity and status?" (p. 21) in their survey study

of 1681 international students and non-citizen respondents in various campus settings. They utilized the Culturally Engaging Campus Environment instrument (Museus et al., 2016) to compare independent identity and status variables with dependent culturally engaging campus environment variables. The identity variables consisted of disability status, first generation, social class, region, race, and age, and the status variables were comprised of visa status, living situation, field of study, and degree level. A multivariate analysis of variance indicated that degree level and race affected respondents' perceptions of cultural responsiveness; Asian and African undergraduate students felt less supported than their European and North American counterparts; graduate students felt that their campuses were less culturally relevant than undergraduate students; socio-economic status influenced perceptions of cultural relevance and responsiveness; and gender and living situation affected perceptions of cultural relevance. While this study illuminated the functionality and relevance of using the CECE survey to investigate the perceptions of international students, it omitted linguistic variables that fundamentally influence how many international students perceive the cultural engagement of their university.

Finally, besides contributing to literature related to cultural engagement in higher education settings, this study will build on survey research of international student experiences and contribute to the urgent need for more research that exposes the "intersectional and heterogeneous nature of international students' experiences" (Glass et al., 2022). This study's focus on one specific campus environment and its emphasis on linguistic experiences in addition to other identity and status markers also add dynamics

that have yet to be explicitly explored in this body of research, as will be discussed in more detail in the next section.

Methods

The pilot survey instrument utilized in this study was designed using theoretical frameworks of multilingual identity development and cultural engagement, and it was also adapted from pre-existing surveys of cultural engagement and international student satisfaction. The resultant data can be used to better understand the relationship between international students' self-reported language experiences, previous schooling, and degree level and their experiences of marginalization, perceptions of mainstream racial/immigration ideologies, satisfaction with academic/social experiences, satisfaction with interactions with U.S. students, and perceptions of the cultural engagement on their campus. The instrument was administered to culturally and linguistically diverse international students at a particular U.S. university.

Context & Participants

This study was conducted at a private university in the northeastern U.S. The university is moderately selective, and the majority of the student body is comprised of middle- and upper-middle-class white students with about 60% from the northeast region. The university hosted around 900 undergraduate and 900 graduate international students representing 96 different countries during the time the survey was distributed (University Statistical Report, 2021-22). Criteria for being a participant in this study included identifying as an international student within this context.

Instrument

The pilot survey utilized in this study incorporated elements of the *Multilingual Identity* theoretical framework (Benson et al. 2013; Block, 2009; Darvin & Norton, 2015; Hermans, 1996), the *Culturally Engaging Campus Environments* (CECE) theoretical framework and survey (Museus, 2014), and a pre-existing survey instrument of international students' social and academic engagement and experiences on a US campus (Yakaboski et al., 2017).

The *Multilingual Identity* theoretical framework is comprised of overlapping foundational theory and research related to the relationship between language learning, identity, and navigating foreign contexts (Benson et al., 2013; Block, 2009; Darvin & Norton, 2015; Hermans, 1996). Specifically, the constructs that make up this framework include *target language* characteristics (Benson et al., 2013; Rosa & Burdick, 2017), *identity markers* (Block, 2007), and *investment* as related to ideologies and social, cultural, and economic capital (Darvin & Norton, 2015). Overall, this framework offers a lens to examine how marginalization, governmentality of immigration (Fassin, 2011), and perceptions of racial and linguistic ideologies (Flores & Rosa, 2015) might influence international students' experiences on campus.

The *Culturally Engaging Campus Environments* (CECE) theoretical framework assesses the culturally engaging nature of a campus environment from diverse students' perspectives by measuring Cultural Relevance (cultural familiarity, culturally relevant knowledge, cultural community service, cross-cultural engagement, and cultural validation) and Cultural Responsiveness (collectivist cultural orientation, humanized educational environments, proactive philosophies, and holistic support). Museus (2014)

maintains that students immersed in campus communities that provide ample opportunities for cultural engagement and cultural validation are more likely to achieve greater levels of academic and social success than those who are not. Within the study at hand, items were selected from the comparatively much more extensive *Culturally Engaging Campus Environment Survey* created by the National Institute for Transformation and Equity, which is based on the CECE theoretical model (Museus, 2014). The particular items used in this study were identified and chosen because of their relevance to international students' experiences and to reduce survey fatigue (Porter et al., 2004).

The survey items that measure international students' satisfaction with their experiences in the US were adapted from Yakaboski et al.'s (2017) survey study of international students' social and academic engagement and experiences on a U.S. campus. Specifically, these items measure satisfaction with academic support, social adjustment, and interactions with domestic students.

Procedure and Data Analysis

Fowler's (2014) guidelines for levels of measurement, types of questions, and wording of items were followed to ensure consistent item meaning for respondents. This process resulted in a set of items that contained nominal and ordinal levels of measurement, open- and closed-ended questions, and clear and concise written items. To avoid racial and ethnic essentialization and ambiguous categorizations when collecting demographic data, this survey drew from Eisenhower et al.'s (2014) "Which box should I check?" study, which problematizes the confining nature of nominal approaches to racial descriptions. To increase the validity of the survey, open-ended items with explicit

definitions of *race* and *ethnicity* were designed to elicit these descriptors in the respondents' own words. Furthermore, additional open-ended questions were included in the instrument to both elicit unanticipated views from the respondents and provide them with the opportunity to elaborate on their responses in their own words (Fowler, 2014). However, responses to the open-ended questions were not included in the data analysis in the study at hand, as this study's main focus was on the responses to the Likert scale items.

After developing the survey, the items and scales underwent a rigorous feedback process during a survey methods course. After making the necessary modification, the survey was pre-piloted using Qualtrics with 12 graduate international students in the school of education within the research context. A snowball sampling technique was used to, first, contact individuals who met the respondent criteria and, second, elicit contacts from those individuals who consented to participate in the study. Despite the small sample size, a pilot survey of 12 respondents can be effective for improving a survey (Moore et al., 2011). The respondents provided feedback on the design of the survey and items, which was used to improve the overall clarity and intuitiveness of the instrument.

The resultant pilot survey (see Appendix C) was distributed via email and fliers (See Appendix D). In addition, five survey participants were chosen at random to win one of five $25 gift cards offered as a reward for taking part in the study. The survey was emailed to 870 graduate and 750 undergraduate international students. A total of 112 students consented to participate in the survey, and 22 respondents were removed from the final data set during the cleaning process because they did not complete the survey, leaving 90 respondents as the final sample, which reflects a 5.5% return rate. The

demographic characteristics of these respondents included 67 females, 21 males, and two non-responses. Among the respondents' 57 identified as Asian, 19 as White European, 4 as Latinx, 5 as Black, and 5 as non-responses. Also, 48 of the respondents were undergraduate students, and 42 were graduate students. Of the respondents, 39 had previous educational experiences in North America prior to entering their current institution and 51 did not. In addition, 39 of respondents reported that they either sometimes or often experience language difficulties in academic settings, while 51 of respondents reported that they either rarely or never experienced language difficulties in academic settings. Small subgroups of gender and racial identity markers within the sample made it impractical to find any reliable statistical associations between race and the dependent variables under investigation, which presents a challenge for researchers who investigate diverse perspectives (Glass et al., 2022; Schudde, 2018). Accordingly, the independent variables of gender and race were omitted from the statistical analysis. This left three independent variables (Level of Study, Previous Education, Language-Related Difficulties) were then divided into respective dichotomous comparison groups, as displayed in Table 3.1.

Table 3.1.

Dichotomous Independent Variable Samples

Independent Variable	Comparison Groups	Total
Level of Study	Undergraduate = 48	N = 90
	Graduate = 42	
Previous Education in North America	Yes = 39	N = 90
	No = 51	
Language-Related Difficulties in Class	Never/Rarely = 51	N = 90
	Sometimes/Often = 39	

The resultant data set was then imported into IBM's SPSS statistics software from Qualtrics for quantitative analysis. The data was cleaned and then organized into independent and dependent variables (Nardi, 2018). Independent variables included dichotomous comparison groups labeled as Language Experience, Previous Education, and Level of Study. Language Experience was assessed using respondents' reported linguistic difficulties during class time and consisted of two distinct comparison groups: (1) students who rarely/never experience language difficulties in class, and (2) students who sometimes/often experience language difficulties in class. Previous Education was split into (1) students with previous educational experiences in the US and (2) students without previous educational experiences in the US. Level of Study was broken down into (1) undergraduate students and (2) graduate students.

The item responses were organized into groups that shared the same themes and Likert scales. Each of these groups constituted a scale, and each of these scales represented a dependent variable. Dependent variables included scales that measured Marginalization, Perception of Ideologies, Overall Satisfaction, Satisfaction Interacting with US Students, and Cultural Engagement. The Marginalization scale measured how frequently respondents felt marginalized on campus, by other students, by faculty, and in the surrounding community. The Perceptions of Ideologies Scale measured how frequently the respondents felt uncomfortable because of mainstream racial and immigration-related ideologies portrayed in news or social media and how frequently those ideologies affected their interactions with members of their host community. Overall, the Satisfaction Scale measured satisfaction with academic and social experiences both in and out of class. The Satisfaction Interacting Scale with the US

Students scale measured satisfaction with interactions with domestic students in-class and out-of-class. Finally, the Cultural Engagement Scale measured the cultural familiarity, relevance, community service, engagement, collectivist orientation, and validation of their campus environment, as well as how humanized, proactive, and holistic they viewed support in this environment.

For the statistical analysis, first, the internal reliability of the survey scales was measured using Cronbach's alpha. Second, descriptive statistics were used to evaluate the means and frequency distribution of the survey responses. Third, Pearson correlation coefficient tests were conducted to determine the strength of associations between the independent and dependent variables. Lastly, multiple linear regression analysis was used to measure the statistical relationships between the independent variables and each dependent variable. Pallant's (2020) *SPSS Survival Manual* served as the basis for all statistical analysis.

Findings

The results from the subsequent analyses are organized into four sections. The first section presents the internal reliability of the survey scales. The second section includes the descriptive results of the survey. The third section presents the correlations between the independent and dependent variables. The fourth section includes the statistical relationships between the independent variables and dependent variables.

For the purpose of evaluating the scales' internal reliability, Cronbach's alpha was used. As reported in Table 3.2, the internal reliabilities of each scale ranged from $\alpha = .48$ to $\alpha = .856$.

Table 3.2

Internal Reliability of Survey Scales – Cronbach's Alpha

Scale	# of Items	Internal Reliability
Marginalization	4	.797
Perception of Ideologies	5	.822
Interactions with Faculty	2	.480
Overall Satisfaction	4	.695
Satisfaction Interacting with US Students	2	.814
Cultural Engagement	9	.856

Cronbach's alpha values of 0.7 indicated acceptable internal reliabilities, and the Overall Satisfaction Scale (α = .695) was also considered acceptable due to its proximity to the reliability threshold. Because of the relatively low internal reliability of the Interactions with Faculty Scale (α = .480), these items were removed from subsequent statistical analysis (Pallant, 2020).

Table 3.3

Item Responses Organized by Scales

Survey Scales	Items	N	Mean	Deviation
Marginalization (1. Never… 4. Often)	Marginalization on campus	90	2.26	.919
	Marginalization in class by other students	90	1.92	.974
	Marginalization in class by faculty	90	1.46	.706
	Marginalization in off-campus community	90	1.97	.841
Perception of Ideologies (1. Never… 4. Often)	My family and/or friends contact me because they saw something on the news or social media that makes them concerned about my safety.	89	2.29	1.068
	I feel uncomfortable because of news or social media about immigration in the US	89	2.42	1.020
	I feel uncomfortable talking with American students because of immigration issues in the US	88	1.84	.969
	I feel uncomfortable because of news or social media that depicts racism towards minoritized people in the US	88	2.49	1.039
	I feel uncomfortable talking with American students because of news or social media that depicts racism towards	88	2.08	.962

	minoritized people in the US			
Overall Satisfaction (1. Very Dissatisfied… 5. Very Satisfied)	Academic experiences in class	89	4.08	.829
	Academic services outside of class (i.e., tutoring, writing center, etc.)	88	3.61	.940
	Overall experience on campus	88	3.90	.774
	Adjustment to US culture in general	88	3.78	.734
Interactions with US Student Satisfaction (1. Very Dissatisfied… 5. Very Satisfied)	Satisfaction with interactions with US students in class	86	3.60	.949
	Satisfaction with interactions with US students outside of class	85	3.36	1.056
Cultural Engagement (1. Strongly Disagree… Strongly Agree)	I regularly interact with people from similar backgrounds	83	3.82	1.149
	People value the experiences of people in my cultural community	84	3.35	1.070
	People value the experiences of people in my cultural community	84	3.32	1.077
	People value the knowledge from my cultural community	84	2.64	1.179
	There are opportunities to talk about important issues in my cultural community	84	2.73	1.245
	There are opportunities to interact with people from different cultural backgrounds	84	3.62	1.161
	There are opportunities to discuss important diversity-related issues with people from different cultural backgrounds	84	3.29	1.247
	People are willing to take time to understand my experiences	84	3.32	1.110
	I feel like I am part of the community on this campus	84	3.37	1.117

Experiences of Marginalization

As indicated in Table 3.3, the majority of the respondents have experienced some form of marginalization on campus, from other students, the faculty, and members of the off-campus community. Specifically, respondents reported that they rarely were marginalized on campus ($\mu = 2.26$), by domestic students ($\mu = 1.92$), by faculty ($\mu = 1.46$), and in the off-campus community ($\mu = 1.97$). The analysis comparing the dichotomous groups within each independent variable in Table 3.4 revealed that undergraduates experienced comparatively less marginalization ($\mu = 1.88$) than graduate students ($\mu = 1.92$). Also, students without previous educational experience in North America experienced less marginalization ($\mu = 1.78$) than those with this experience ($\mu = 2.05$), and that students who never or rarely experience language difficulties in class experienced less marginalization than students who sometimes or often experienced language difficulties ($\mu = 2.12$).

Perception of Mainstream Ideologies

The majority of the participants, as shown in Table 3.3, were affected by mainstream racial and immigration-related ideologies. In general, respondents reported rarely/sometimes being contacted by their friends or family because of news or social media posts that raised concerns about the participants' safety ($\mu = 2.29$). Also, they reported rarely/sometimes feeling uncomfortable because of news or social media posts about immigration ($\mu = 2.42$) and because of news or social media posts that depicts racism ($\mu = 2.49$). Respondents also reported rarely feeling uncomfortable talking with American students because of immigration issues in the U.S. ($\mu = 1.84$), and because of news or social media that depicts racism ($\mu = 2.08$). In Table 3.4, group comparisons

within each independent variable shows that undergraduates (μ = 1.88) are less effected by mainstream racial and immigrant-related ideologies than graduate students (μ = 2.49), students with previous educational experience in North America are more affected (μ = 2.02) than those who do not (μ = 2.12), and students who rarely or never experience language difficulties in class are less effected than those who sometimes or often experience such difficulties (μ = 2.36).

Overall Satisfaction

Data analysis revealed that international students were generally satisfied with their academic and overall experiences on campus and in the U.S. As presented in Table 3.3, they were generally satisfied with academic experiences in class (μ = 4.08), academic services outside of class (μ = 3.16), their overall experiences (μ = 3.90), and their adjustment to U.S. culture in general (μ = 3.78). Group comparisons within each independent variable in Table 3.4 shows that undergraduates (μ = 3.82) are less satisfied overall than graduates students (μ = 3.86), students with previous educational experience in North America are less satisfied (μ = 3.75) than those who without, (μ = 3.91), and students who rarely or never experience language difficulties in class (μ = 4.01) are more satisfied than those who sometimes or often experience language difficulties (μ = 3.62).

Satisfaction Interacting with Domestic Students

International students were also generally satisfied with their interactions with domestic students. As presented in Table 3.3, they were generally satisfied with their interactions in class (μ = 3.60) and outside of class (μ = 3.36). Group comparisons within each independent variable in Table 3.4 show that undergraduates (μ = 3.35) are less satisfied overall than graduate students (μ = 3.63), students with previous educational

experience in North America are more satisfied ($\mu = 3.65$) than those without ($\mu = 3.38$), and students who rarely or never experience language difficulties in class ($\mu = 3.71$) are more satisfied than those who sometimes or often experience language difficulties ($\mu = 3.18$).

Cultural Engagement

Generally, students agreed that their campus environment was culturally engaging. Overall, Table 3.3 showed that students tended to agree that they interacted with people from similar backgrounds ($\mu = 3.82$), that people valued the experiences of people in their cultural community ($\mu = 3.35$), that people valued the knowledge from those in their cultural community ($\mu = 3.32$), that there were opportunities to interact with people from different cultural backgrounds ($\mu = 3.62$), that there were opportunities to discuss important diversity-related issues ($\mu = 3.29$), that people were willing to understand their experiences ($\mu = 3.32$), and that they felt like they were a part of the campus community ($\mu = 3.37$). Alternatively, they tended to disagree that there were enough opportunities to learn about important issues in their cultural community ($\mu = 2.64$) and that there were enough opportunities to talk about important issues in their cultural community ($\mu = 2.73$). Group comparisons within each independent variable as shown in Table 3.4 reveal that undergraduates ($\mu = 3.32$) more strongly agreed that their campus environment was culturally engaging than graduate students ($\mu = 3.21$), students with previous educational experience in North America agreed less ($\mu = 3.26$) than those without ($\mu = 3.38$), and students who rarely or never experience language difficulties in class agreed more ($\mu = 3.36$) than those who sometimes or often experience language difficulties ($\mu = 3.15$).

Table 3.4

Independent Variables: Descriptive Comparison between Subgroups

				Dependent Variables				
Independent Variables	Subgroups			Marginal-ization	Perceptions of Ideologies	Overall Satisfaction	Interactions with US Students Satisfaction	Cultural Engagement
Level of Study	Undergrad	N	Valid	48	47	47	46	45
			Missing	0	1	1	2	3
		Mean		1.8802	2.1234	3.8245	3.3587	3.3188
	Graduate	N	Valid	42	42	42	40	39
			Missing	0	0	0	2	3
		Mean		1.9226	2.3333	3.8631	3.6375	3.2108
Previous Education	Yes	N	Valid	39	38	38	37	37
			Missing	0	1	1	2	2
		Mean		2.0513	2.4947	3.7478	3.6351	3.2583
	No	N	Valid	51	51	51	49	47
			Missing	0	0	0	2	4
		Mean		1.7843	2.0196	3.9134	3.3776	3.2769
Language Difficulties	Never/ Rarely	N	Valid	51	51	51	50	49
			Missing	0	0	0	1	2
		Mean		1.7353	2.1176	4.0082	3.7100	3.3560
	Sometimes/ Often	N	Valid	39	38	38	36	35
			Missing	0	1	1	3	4
		Mean		2.1154	2.3632	3.6206	3.1806	3.1464

Model Building

Adjusted R squared was used to measure the variation explained by each regression model. Given that a multiple regression model was utilized, adjusted R squared was chosen instead of R squared because it prevents overestimation of variability and provides a more precise view of the model fit. The explained variability is displayed in Tables 3.5, 3.6, 3.7, 3.8, and 3.9.

Table 3.5

Marginalization – Model Building

Model	Predictors	R	R^2	Adjusted R^2	S. E.
1	LoS*	.031	.001	-.010	.696
2	LoS PE.**	.187	.039	.017	.676
3	LoS PE	.335	.112	.081	.654

					L D***

Note. LoS*: Level of Study; PE**: Previous Education; LD***: Language Difficulty

The adjusted R squared of *Marginalization* was .081, which indicates that approximately 8.1% of the variability of the outcome variable is explained by the three independent variables collectively. The change of magnitude of R squared in Model 3 indicated that language difficulty contributed the most explained variance of the outcome variable. Alternatively, level of study and previous education had limited contributions to the total variance explained according to the adjusted R squared.

Table 3.6

Perceptions of Ideologies – Model Building

Model	Predictors	R	R Square	Adjusted R Square	Std. Error of Estimate
1	LoS	.137	.019	.007	.767
2	LoS PE	.310	.096	.075	.740
3	LoS PE LD	.342	.117	.086	.736

For the model of *Perception of Ideologies*, the adjusted R squared was .086, which indicated that approximately 8.6% of the variability of the outcome variable was explained by the three independent variables. The change of magnitude of R squared in Model 3 indicated that language difficulty contributed more explained variance of the outcome variable than the other predictors.

Table 3.7

Overall Satisfaction – Model Building

Model	Predictors	R	R^2	Adjusted R^2	S. E.
1	LoS	.033	.001	-.010	.591
2	LoS PE	.162	.026	.004	.587

3	LoS PE LD	.369	.136	.106	.556

For the model of *Overall Satisfaction*, the adjusted R squared was .106, which indicated that approximately 10.6% of the variability of outcome variable was explained by the three independent variables. The change of magnitude of R squared in Model 3 indicated that language difficulty contributed more explained variance of the outcome variable than the other predictors.

Table 3.8

Satisfaction with Interactions – Model Building

Model	Predictors	R	R^2	Adjusted R^2	S. E.
1	LoS	.152	.023	.011	.914
2	LoS PE	.180	.032	.009	.916
3	LoS PE LD	.356	.127	.095	.875

For the model of *Satisfaction with Interactions*, the adjusted R squared was .095, which indicated that approximately 9.5% of the variability of the outcome variable was explained by the three independent variables. The change of magnitude of R squared in Model 3 indicated that language difficulty contributed more explained variance of the outcome variable than the other predictors.

Table 3.9

Cultural Engagement – Model Building

Model	Predictors	R	R^2	Adjusted R^2	S. E.
1	Level of Study	.067	.005	-.008	.808
2	Level of Study Previous	.068	.005	-.020	.812

	Education				
3	Level of Study Previous Ed. Lang. Difficulty	.142	.020	-.017	.812

The R squared of the *Cultural Engagement* model was relatively low compared to the other models and was a negative value, which indicated that it had no association in the model. However, despite of this result, cultural engagement was included in the subsequent regression model to confirm that there is no association.

Overall, regardless of each of these explained variabilities, analysis of variance and linear regression analysis were conducted with all three independent variables because the purpose of the study is to investigate how the independent variables are associated with the dependent variables. Analyses of variances and linear regression are presented in the following sections.

Analysis of Variance

Analysis of variance (ANOVA) was utilized to evaluate whether the explained variability in each model was statistically significantly different from zero (See Table 4.0.). The results

Table 4.0

ANOVA

Dependent Variable		Sum of Squares	df	Mean Square	F	Sig.
Marginalization	Regression	4.653	3	1.551	3.623	.016*
	Residual	36.822	86	.428		
	Total	41.475	89			
Perception of Ideologies	Regression	6.095	3	2.032	3.746	.014*
	Residual	46.101	85	.542		
	Total	52.195	88			
Overall	Regression	4.148	3	1.383	4.471	.006*

Satisfaction	Residual	26.288	85	.309		
	Total	30.437	88			
Satisfaction with Interactions	Regression	9.132	3	3.044	3.971	.011*
	Residual	62.857	82	.767		
	Total	71.988	85			
Cultural Engagement	Regression	1.086	3	.362	.548	.651
	Residual	52.786	80	.660		
	Total	53.871	83			

Note. * $p < 0.05$

indicated that the explained variability, or adjusted R squared, in four models, which included *Marginalization*, *Perceptions of Ideologies*, *Overall Satisfaction,* and *Satisfaction with Interactions*, were statistically significantly different from zero. However, the explained variability of the *Cultural Engagement* model was not statistically significantly different from zero. Based on these results, multiple regression analysis was carried out to investigate the relationships between independent and dependent variables. The result of the regression analysis is presented in the following section.

Correlations

The correlations between independent variables and each dependent variable were determined using Pearson's *r* (See Table 4.1.). The results indicated that some of the independent and dependent variables had significant correlations. Specifically, there were statistically significant relationship between Language Related Difficulties in Class and Marginalization ($p = .008$), Overall Satisfaction ($p = .002$) and Satisfaction with Interactions with US Students ($p = .008$). Moreover, there was also a significant relationship between Previous Education and Perceptions of Ideologies ($p = .003$). The Variance Inflation Factor (VIF) threshold was set at five (Gareth et al., 2013), and there

was no violation of the test of collinearity between the independent variables, with all VIFs ranging from 1.009 to 1.124.

Table 4.1

Correlations between Independent and Dependent Variables

Dependent Variables		Level of Study	Previous Education in the US	Language Difficulties in Class
Marginalization	Pearson Correlation	.031	-.195	.277**
	Sig. (2-tailed)	.771	.066	.008
	N	90	90	90
Perceptions of Ideologies	Pearson Correlation	.137	-.307**	.159
	Sig. (2-tailed)	.201	.003	.138
	N	89	89	89
Overall Satisfaction	Pearson Correlation	.033	.140	-.328**
	Sig. (2-tailed)	.759	.190	.002
	N	89	89	89
Interactions with US Students Satisfaction	Pearson Correlation	.152	-.139	-.285**
	Sig. (2-tailed)	.162	.201	.008
	N	86	86	86
Cultural Engagement	Pearson Correlation	-.067	.012	-.129
	Sig. (2-tailed)	.543	.917	.242
	N	84	84	84

Note: ** Correlation is significant at the .01 level (2-tailed).

Once these statistically significant correlations were identified, multiple linear regression analysis was used to determine the relationship between independent variables and each dependent variable (See Table 4.2).

Table 4.2

Linear Regression Analysis

		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B	
Dependent Variables	Independent Variables	B	Std. Error	Beta	t	Sig.	Lower	Upper
Marginalization	(Constant)	1.891	.411		4.599	<.001	1.073	2.708
	Level of Study	-.069	.146	-.051	-.477	.635	-.359	.220
	Previous Education in the US	-.270	.146	-.197	-1.845	.068	-.560	.021
	Language Difficulties in Class	.372	.140	.272	2.665	.009*	.095	.650
Perceptions of Ideologies	(Constant)	2.547	.466		5.462	<.001	1.620	3.475
	Level of Study	.045	.166	. 029	.270	.788	-.285	.374
	Previous Education in the US	-.453	.167	-.292	-2.715	.008*	-.784	-.121
	Language Difficulties in Class	.225	.159	.145	1.420	.159	-.090	.540
Overall Satisfaction	(Constant)	3.893	.352		11.053	<.001	3.192	4.593
	Level of Study	.138	.125	.118	1.101	.274	-.111	.387
	Previous Education in the US	.196	.126	.166	1.560	.123	-.054	.447
	Language Difficulties in Class	-.394	.120	-.333	-3.288	.001*	-.632	-.156
Interactions with US Students Satisfaction	(Constant)	4.235	.567		7.473	<.001	3.108	5.362
	Level of Study	.272	.201	.148	1.358	.178	-.127	.671
	Previous Education in the US	-.211	.201	-.114	-1.048	.298	-.612	.190
	Language Difficulties in Class	-.574	.193	-.310	-.2.980	.004*	-.957	-.191
Cultural Engagement	(Constant)	3.751	.537		6.986	<.001	2.683	4.820
	Level of Study	-.101	.188	-.063	-.535	.594	-.476	.274
	Previous Education in the US	-.030	.189	-.019	-.159	.874	-.407	.346
	Language Difficulties in Class	-.203	.181	-.125	-1.125	.264	-.563	.156

Note: *. = Sig. <.01

The regression analysis indicated statistically significant relationships between the independent variables of Language Related Difficulties in Class and Previous Education in North America and a number of the dependent variables. Specifically, language Related Difficulties in Class was found to be a statistically significant predictor of Marginalization (p = .009), Overall Satisfaction (p = .001), and Satisfaction with Interacting with Domestic Students. Additionally, previous Education in the U.S. was found to be a statistically significant predictor of Perceptions of Racial and Immigration-Related Ideologies (p = 008). It was also notable that there was relatively little evidence that Previous Education in the U.S. may have an effect on Marginalization (p = .068).

There were no statistically significant relationships found between the independent variable of Level of Study and the dependent variables, nor was there a relationship between the dependent variable of Cultural Engagement and any of the independent variables.

Each statistically significant relationship was further analyzed though descriptive comparisons between groups within the independent variables of Language Related Difficulties in Class and Previous Education in North America. The significant findings from the regression analysis in conjunction with these descriptive comparisons resulted in the following four culminating findings.

Finding 1

Students with previous educational experiences in the US are statistically significantly more likely to feel the effects of mainstream ideologies/governmentality on racism/immigration than students without previous educational experiences in the US. Descriptive analysis between these groups reveals that this finding was consistent for each item within the scale. Those with previous experience studying in the US reported being contacted more frequently by their family or friends because of news or social media that made them concerned about their safety. They also felt uncomfortable more often because of immigration/racial issues and were more uncomfortable talking with American students because of these issues than students who did not have previous educational experience in the US.

Finding 2

Students who sometimes or often experience language difficulties in class experience significantly more marginalization on campus than those who never or rarely

experience language difficulties. Each item in the scale also reflected this finding, as students who sometimes or often experienced language difficulties reported comparatively higher levels of marginalization on campus, by other students, by faculty, and off campus than those who rarely or never experience language difficulties.

Finding 3

Students who never or rarely experience language difficulties in class have higher overall satisfaction than students who report higher frequencies of language difficulties. This proved to be the case for each of the items on this scale. These items included satisfaction with academic experiences in class, academic experiences outside of class (i.e., tutoring, writing centers, etc.), overall experience on campus, and adjustment to U.S. culture in general.

Finding 4

Students who experience language difficulties in class are less satisfied with their interactions with US students in and outside of class than students who rarely or never experience language difficulties. This held true for each item on this scale, with those who rarely or never experience language difficulties reporting higher levels of satisfaction with interactions with their US peers than their counterparts.

Besides these four significant findings, the other independent variable, level of study, did not have any statistically significant relationships with the dependent variables. Furthermore, only Cultural Engagement, among the dependent variables, had no statistically significant relationship with any of the independent variables. However, of these statistically insignificant relationships, it is noteworthy that the data analysis suggested that students without previous educational experiences in the US are likely to

experience comparatively less marginalization than the students with previous educational experiences in the U.S. Although this relationship was not statistically significant, as already mentioned, the fact that the p-value was .068 suggest that this relationship may necessitate further investigations in future research.

Discussion

The descriptive results of this study indicated that international students on this campus tend to experience marginalization infrequently and rarely feel uncomfortable because of prevalent racial and immigration-related ideologies. Also, they were generally satisfied with their overall experiences and with their interactions with domestic students. Finally, they tended to agree that their campus is culturally engaging, although they believed that there were not enough opportunities to talk about and learn about issues in their own cultural communities. The most notable of these findings was that international students tend to agree that people value knowledge from their cultural communities, there are not enough opportunities to learn about and talk about important issues in their cultural communities. Other research has found that international students' identities and experiences are not sufficiently recognized and appropriately acknowledged on college campuses (Glass et al., 2022; Heng, 2019). Museus (2014) believes that *cultural validation* is central to a student's adjustment and sense of belonging. Therefore, it can be argued that the fact that the respondents tended to disagree that there were enough opportunities on campus to learn about and talk about issues in their respective cultural communities constitutes a form of *cultural invalidation* towards this population. Although the majority of respondents agreed that they felt like they were "part of the campus community", 20 respondents either disagreed or strongly disagreed with this

statement, while 23 respondents felt neutral about it. Students who participate in more culturally engaging campus communities are more likely to develop an affirming sense of belonging, have a positive academic disposition, excel academically, and, ultimately graduate, and have a more favorable overall university experience (Museus, 2014). Failing to acknowledge this kind of cultural invalidation and how it may impact a sense of belonging in a school community poses a serious challenge to effort to promote cultural engagement and diversity efforts.

Further analysis of the data revealed that students with previous educational experiences in North America were statistically significantly more likely to feel the effects of mainstream racial and immigration-related ideologies than students without such previous educational experiences. It is possible that students with this previous experience were more aware of and sensitive to the racial and immigration landscape of their host context since they had more time to acclimate to the cultural and social dynamics of their context. In Zhang-wu's (2022) qualitative inquiry about the experiences of Chinese international students within the very same university context where the study was conducted, it was uncovered that previous educational experience played a significant role in the linguistic, cultural, and social acculturation experiences of her participants. Zhang-wu observed that students with experience in the U.S. tended to have relatively smoother transitions to their university context because they had already overcome different socially situated barriers during their previous schooling and adjusted to the academic and cultural norms of their host context and country, whereas their counterparts who were studying in the U.S. for the first time spent the beginning of their college learning these norms. In contrast to the findings of the current study, it seems that

although students who have previous experience studying in North America have smoother academic and social transitions, they are also more aware of and affected by negative mainstream ideologies, which may influence their interactions with domestic students on campus.

The data generated in this study was collected both before and during the COVID-19 pandemic and the social movements that resurged as a result of it. It is likely that many of the students who had familiarity with, and thus more access to, U.S. social media posts and news outlets were more perceptive of the prevalence of violence against minoritized racial groups and immigration-related issues in their host context and were more likely to be impacted by its effect. Although not a statistically significant finding, this study also revealed that students without previous educational experiences in North America experienced comparatively less marginalization than the students with previous educational experiences in the U.S., a finding that is consistent with other research in this area (Poyrazli & Lopez, 2007). Other research has demonstrated that some international students are impacted by pervasive anti-immigrant ideologies and stereotype-based racial biases, or "neo-racism" (Lee, 2020), and it seems to be the case on this campus as well. These ideologies can come into existence through a variety of sources, including the media, first-hand experiences, and government policies (Fassin, 2011). The longer international students are immersed in their host context, the more likely they are to be exposed to these sources and internalize the ways they portray and elucidate legal status and race. Research has found that legal status influences how a student perceives their environment as being culturally engaging and, as a result, how they engage socially with others on campus (Glass et al., 2022; Bjorklund, 2018). Although legal status was not the

main focus of the present study, it is probable that widespread social discourses concerning legal status, in addition to certain international students' own status as F1 visa holders, have an impact on their socialization on this campus.

Another major finding was that, compared to students who never or rarely experience language difficulties in class, students who sometimes or often experience language difficulties experience much greater levels of marginalization on and off campus. This finding is not surprising given that research has shown that greater self-assessed English proficiency is a predictor of better sociocultural adjustment (Zhang & Goodson, 2011) and that there is a positive association between language competence and overall well-being (Luo et al., 2019). In U.S. campus environments, non-white international students have been racialized and subjected to racial microaggressions; this phenomenon is partially attributed to their perceived English proficiency by university stakeholders (Yeo et al., 2019). On other U.S. college campuses, it has been found that perceived low English fluency is a source of othering discrimination (Heringer, 2019; Lee & Rice, 2007). Similarly, international students' linguistic repertoires can be delegitimized within their host context, which can effectively position them as lesser *others* in a power relationship between international students and domestic students (Kim, 2020). These forms of othering represent considerable adjustment challenges that may have an impact on college academic achievement (Andrade, 2006).

Furthermore, large-scale survey research has found that overall satisfaction is generally high among international students who choose to study in North America (Smith, 2020). However, a number of student success factors can influence students' overall satisfaction with their experiences, and "language barriers" are often cited as a

primary factor that might hinder student success and hence affect overall satisfaction. Particularly, productive linguistic skills may hinder successful participation within their campus community (Liu, 2011; Smith, 2020). Research also suggests that individuals' perceptions of their language competency are related to acculturative outcomes (Lin & Betz, 2009) and that English language skill influences international students' overall satisfaction with their university (Ammigan, 2019), although these effects have been found to be relatively small (Mak et al., 2015). These findings appeared to be reflected in this study, with all respondents tended to be generally satisfied with their college experience, but those who reported never or rarely experiencing language difficulties in class had a statistically significantly higher overall satisfaction than those who reported sometimes or often experiencing such difficulties. Lower levels of language proficiency have been associated with increased stress and lower academic performance among international students (Zhang & Goodson, 2011), which may result in higher levels of dissatisfaction. Luo et al. (2019) found that perceived language competence is positively associated with psychological well-being and attributed this relationship to the more nuanced interactions and knowledge that international students may access when their language proficiency is higher. Reported in this study is that access to this knowledge and these interactions may be attributable to the higher levels of satisfaction for students who rarely or never experience language difficulties. Conversely, other research has shown that international students who experience language discrimination may lead to lower satisfaction with life in general (Wei et al., 2012). Although it is impossible to tell if the students who reported linguistic difficulties and experiences of marginalization were actually marginalized because of their linguistic repertoires based the data set of this

study, researchers have maintained that language proficiency is a source of perceived discrimination (Poyrazli & Lopez, 2007; Wei et al., 2012). The findings of this study, albeit indirectly, may contribute to future research into the relationships between perceived language proficiency, language discrimination, and overall satisfaction.

Relatedly, respondents who reported rarely or never experiencing language difficulties in class were significantly more satisfied with their interactions with domestic students than their counterparts. Some international students and domestic students have been reported to have limited or negative interactions on U.S. campuses (Agostinelli, 2021; Yefanova et al., 2017). Also, it has been observed that students with lower language proficiency are often excluded from group discussions during class, which widens the social gap between domestic and international students (Smith, 2020). These findings serve as a rationale for improving language support for international students who have language difficulties in their classes. In this study, students who experience higher levels of language difficulties were also found to be comparatively less satisfied with their in-class and tutoring experiences, which is concerning because they require the most linguistic support. When taking into account the importance of interconnected support networks for international students and how they can result in either inclusive or exclusionary contexts depending on their structure (Glass et al., 2021), it is imperative that communication lines are established between students, regardless of perceived language proficiency.

The findings also revealed that one independent variable, level of study, had no statistically significant relationship with the dependent variables. Graduate students reported higher rates of marginalization, and were more affected by mainstream racial

and immigration ideologies, were more satisfied overall and with interactions with domestic peers, and felt the campus was less culturally engaging than undergraduates. However, none of these correlations were statistically significant. These findings were somewhat unexpected, considering that graduate students were found to be much less satisfied with the cultural relevance of their campus than undergraduates (Glass et al., 2022). These findings, however, align with previous research that posits that graduate students are more likely to be satisfied with instructional support because they have lower expectations (Hou & Jam, 2020), which may be due to their life experience and relative maturity (Glass et al., 2022). Nonetheless, it remains important to acknowledge that graduate students have different skills, experiences, and aspirations than undergraduates, and specialized support tailored for this population can lead to a more socially and academically fulling experience. Without this support, these students will not be prepared to face certain linguistic and cultural challenges they may encounter in social settings or in the university spaces they tend to navigate, particularly during assistantships and teaching appointments (Ashavskava, 2015; Jia & Bergerson, 2008).

Lastly, of the dependent variables, only Cultural Engagement had no statistically significant relationship with any of the independent variables. This finding was not surprising given the value of adjusted R squared for this dependent variable that indicated no association with the regression. However, to date, few studies have utilized the CECE model to better understand international students' experiences (Hailu et al., 2018; Montgomery, 2019; Glass et al., 2022), which presented an exciting opportunity to explore how it functions with this population. From a theoretical standpoint, it was surprising that the dataset used in this study did not reveal any predictors of cultural

engagement, but it still may be possible that other predictors that were not analyzed may have a significant association, namely race. Although the research by Montgomery (2019) and Hailu et al. (2018) were qualitative in nature, they were nevertheless able to make connections between the experiences of specific racial groups of international students and their perceptions of cultural engagement on their campus. Additionally, Glass et al. (2022) used extensive large-scale CECE survey data (Museus et al., 2016) and found that race had an impact on respondents' perceptions of cultural responsiveness and that Asian and African undergraduate students felt less supported than their European and North American counterparts. Relatedly, other research has revealed that international students face marginalization and discrimination because of their racial identities (Yeo et al., 2019; Lee & Rice, 2007). During its conception, the instrument utilized in this study was designed to draw comparisons between race and the dependent variables, but the resulting data set lacked sufficient racial subgroup samples to support any valid statistical claims. Overall, the results from this study may help to establish new connections between the independent variables of language and previous education and the dependent variables of marginalization, perceptions of mainstream racial and immigration-related ideologies, and satisfaction with experiences. Simultaneously, this research illuminates the need to further explore how race may or may not predict these variables, as well as how international students' racial identities shape their perceptions of the culturally engaging nature of their campus environment.

Implications

Notably, the respondents generally agreed that members of their community valued knowledge from their own cultural community but that there were not enough

opportunities to learn about and talk about important issues in their cultural community. This discrepancy presents an opportunity to inform initiatives that aim to create a more identity-affirming and culturally engaging environment for international students. This institution could capitalize on this finding through internationalization efforts, particularly in the internationalization of the curriculum. The term *Internationalization of the Curriculum* refers to "the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study" (Leask, 2015, p. 9). As Leask (2015) describes, "An internationalized curriculum will engage students… linguistic diversity and purposefully develop their international and intercultural perspectives as global professionals and citizens" (p. 10). More contemporary definitions of *internationalization of the curriculum* even posit that, when carefully implemented, this process can help students dispel problematic biases (Jones, 2022) and "contribute to the social, economic, and cultural development of communities" (Jones et al., 2021, p. 330).

International students with previous educational experiences in North America were found to be more affected by mainstream racial and immigration-related ideologies than those without such experiences. These are complicated conclusions to reconcile because it could be argued that since international students studying in the U.S. for the first time will gradually become more influenced by these ideologies over time, their institution should educate students about these general power dynamics so they do not have to learn them independently through difficult lived experiences. According to Zhang-wu (2022), the former group of students may potentially play a crucial role in

providing support for their peers who are adjusting to the U.S. context for the first time. Although Zhang-wu points out that these two groups tend to conflict due to divergent linguistic and cultural dispositions towards their host context, it is possible to draw on their lived experiences and resulting cultural familiarity through programming and classroom activities that offer opportunities for meaningful and transparent orientations to the linguistic, social, and cultural landscape of their host context.

The results of this study demonstrate that international students who experience linguistic difficulties are more likely to be marginalized, be impacted by mainstream racial and immigration ideologies, and be less satisfied with support and interactions than their peers who rarely or never experience such difficulties. Research suggests that some professors do not see supporting international students' linguistic needs as their responsibility (Andrade, 2010; Haan et al., 2017; Jin & Schneider, 2019; Knoch et al., 2015; Lee & Rice, 2007). All university stakeholders must embrace extensive and consistent efforts and commitments to support international students as a matter of ethical obligation if an identify-affirming and culturally engaging environment is to be achieved (Hartshorn et al., 2017). Professors in particular need to embrace their roles as language teachers to ensure that these students are developing the linguistic skills necessary to succeed and develop a sense of belonging on campus. Also, they can adopt more proactive philosophies by implementing pedagogies that are validating and culturally relevant (Lucas & Villegas, 2010; Zhang-wu, 2022).

In addition, instructors must be highly aware of the pivotal role they play in facilitating cross-cultural interactions (Yakaboski et al., 2018), particularly for students who experience language difficulties in class. Providing structured opportunities for

domestic and international students to collaborate on small group discussions or group projects will enhance communication, mutual respect, empathy, and learning (Cruickshank, 2012). They can also design curricula that are more linguistically inclusive and provide more accessible content through the employment of explicit language objectives (Jimenez & Rose, 2010). This would likely be beneficial to all students who are grappling with new discipline-specific content and skills. Each of these instructional and curricular interventions would likely result in a more culturally engaging environment overall (Deardorff & Jones, 2012). They would also afford students who experience language difficulties the opportunity to engage in authentic speech acts with their peers and improve their language skills, which will likely result in higher levels of satisfaction with interactions with domestic students and with an overall satisfaction with their college experience.

Limitations

There are a number of clear limitations to this study. Foremost, it is imperative to acknowledge that the reductionist nature of this study's implementation, which essentialized international students by failing to take into account or differentiate between their racial and ethnic identities. However, the small subgroups of samples of racial and national identity markers within the sample constrained the scope of the investigation (Glass et al., 2022; Schudde, 2018) and dictated which independent variables were included in the analysis. Other studies have made claims that international students from Western countries encounter significantly less marginalization compared to students from other countries (Lee & Rice, 2007). The small subsample sizes of nationalities in this study prevented making any statistical claims about relationships. Incomplete and

inaccurate findings and conclusions result from failing to differentiate between these identities or to acknowledge the within-group variability within each respective group. Ultimately, research that does not essentialize international students in this way will paint a clearer picture of the experiences of international students on U.S. campuses. Notwithstanding this reductionism, this study contributes to the develop of an instrument that, if a sufficient sample is used, can account for the heterogeneity of international students. Accordingly, it is recommended that funding be allocated to such research to obtain a sizable dataset for exploring relationships across subgroups and centering the voices of international students, as other researchers have recommended (Glass et al., 2022).

Second, it appears that the CECE items that comprised the Cultural Engagement scale in this study may not be a dependable scale for assessing how culturally engaging a campus environment is. Although the scale had reliable internal consistency as measured by Cronbach's alpha, it was found to have no association with the regression model and had no significant relationships with the independent variables. As a result, it is recommended that this scale be re-evaluated and further piloted with adjusted items and different independent variables, particularly race, to reassess its pertinence to measuring perceptions of the culturally engaging nature of a campus environment.

Thirdly, the term *marginalization* may not have been a precise enough construct to base the correlations on, because respondents may have interpreted the definition of the term differently, which could lead to misrepresentations in the results. The term *marginalization* can be interpreted differently depending on sociocultural and linguistic norms, and it may not be the clearest way to measure experiences of othering and/or

discrimination. This term's meaning was confusing, according to participants' feedback from the pilot survey used in this study, but it was used in the final version of the survey for lack of a suitable alternative. It is suggested that any future iterations of the items used to measure marginalization clearly define the intended definition of the variable in order to ensure consistency in interpretation across respondents.

Finally, the language independent variable was based on how frequently respondents' self-reports experiencing linguistic difficulties. While this measure provides valuable insights on how self-perception of language experiences relates to international students' experiences and perceptions, the results should not be used to make claims about different measures of language ability and communicative competence. It is suggested that future researchers who wish to explore the relationship between language proficiency and the study's dependent variables do so by adding language ability assessment measures, such as TOEFL scores.

Conclusion

This pilot survey study aimed to evaluate international students' experiences within and perceptions of their campus environment to inform the creation of a more identity-affirming and culturally engaging experience. It explored the relationships between respondents' language experiences, previous schooling, and degree level and their experiences of marginalization, perceptions of mainstream racial/immigration ideologies, satisfaction with academic/social experiences, satisfaction with interactions with U.S. students, and perceptions of the cultural engagement on their campus. It was determined that self-reported language experiences are a predictor of marginalization, overall satisfaction, and satisfaction with interacting with domestic students, and that

previous education is a predictor of perceptions of mainstream racial and immigration related ideologies.

Several studies have begun to illuminate the functionality and relevance of the CECE survey to investigate the perceptions of international students. However, this study is the first of its kind to include linguistic variables, which invariably alter students' experiences, within its design. Through the development of a scale that attempts to account for the influences of mainstream racial and immigration related ideologies on international students' experiences, this study also provides a new direction for research that aims to create identity-affirming and culturally engaging campus environments. This research was carried out during the COVID-19 pandemic, and the participants were all either returning to campus or arriving for the first time after the resurgence of the Black Lives Matter movement, the rise of the Stop Asian Hate movement, and ICE's attempts to strip certain international students of their visas at the beginning of the pandemic. These phenomena probably had a significant influence on responses, particularly on the scale that shaped perceptions of mainstream racial and immigration related ideologies. When they arrive on U.S. campuses today's international students are entering mutually exclusive environments compared to those of their predecessors, thus it important for schools that enroll international students to be aware of these constantly changing social dynamics and to respond accordingly. The findings of this study can be used to shape institutional and classroom-level support to increase student satisfaction and reduce marginalizing experiences both within the research context and potentially beyond.

CLOSING THOUGHTS

According to the survey's results, which were used in the dissertation's third paper, it appeared that international students in the research context tended to rarely or never experience marginalization, to agree that their campus was culturally engaging, and to be generally satisfied with their overall experience. But it is dangerous to draw conclusions based on these aggregated outcomes. Looking more closely, in the second study, the critical views of faculty members clearly showed that, for decades, international students in this campus community have been othered academically and socially, and their linguistic and cultural identities are often ignored or underappreciated. In the first study, Korean graduate students revealed numerous instances of marginalization in academic and social settings because of social status and language characteristics. The positive results from the survey study need to be interpreted critically, otherwise they can overshadow reports of marginalization and dissatisfaction, thus rendering the lived realities of those who have been reported to seem "invisible" on campus, effectively further invisible.

When taking a holistic view of the findings across the three papers, a majority of survey respondents reported facing some form of marginalization and were affected by racial and/or immigration related news and ideologies in the U.S. Around 8% of respondents were dissatisfied with their overall experience, 21% were dissatisfied with their interactions with domestic students, 34% disagreed with how culturally engaging their campus was, and 21% disagreed with how they felt like they were part of the community on campus. In the second paper, five of the six participants shared that they believed that many international students were not appropriately supported academically and socially by their institution, their domestic peers, and their instructors. In the first

paper, each participant identified numerous instances where they believed their institution failed to support them throughout their first three years of their program. Anecdotally, many of my personal experiences and observations, as a classmate and instructor of diverse international students, as well as a researcher collaborating with faculty and staff, confirm these reports.

Overall, these findings imply that change is necessary on the whole. This starts with instructors embracing their roles as language teachers, facilitators of intercultural interaction, and implementors of identify-affirming pedagogies. These initiatives cannot take the form of superficial add-ons; they need to be thoroughly ingrained in instructors' actions and attitudes and integrated holistically into curricula and teaching practices. Changes can be made at the institutional level in the form of mandatory teaching workshops for faculty, diversity requirements for clubs and organizations that ensure that international students are represented, orientations centered on the contemporary lived experiences of international students within the host context, and the general, continuous active problematization of exclusive social and academic practices across the university. Some international students, like many non-white students in predominantly white serving institutions, may be susceptible to feeling like a guest to their campus community despite the fact that they are just as much a part of it as their domestic peers. Outside of a small group of committed faculty members, staff members, organizations, and offices, this reality, however, often goes unrecognized.

The current organizational structure of the university context would likely be threatened by a change in traditional dispositions toward and practices of including and valuing international students across the campus environment, and making such drastic

visible changes might be perceived as damaging to the university's reputation. Admitting that you have a problem may be seen as challenging, especially when that problem is as culturally and socially damaging as maintaining institutional practices that serve to effectively to segregate and marginalize students who hold particular identity markers. But in the end, if the needs of culturally and linguistically diverse international students are not met and they are treated as invisible or as outsiders within their host institutions, the repercussions can ultimately replicate and perpetuate the racial, social, and economic barriers that separate us in society at large, both domestically and internationally. Meaningful change in this area will not come organically and needs to be structural and organized, and higher education institutions are uniquely positioned to carry out this important work. The goal of this dissertation is to contribute to such changes both within and outside the context of the study.

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Introduction

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Appendix

Appendix A

Example semi-structured interview protocol: Round 1
(international graduate students)

Name: _____

Where are you from? (Country / City / Town) _____

What is your major? _____

Do you know any other languages? _____

Have you ever been abroad (besides here)? Where? _____

1. Please introduce yourself and provide some background information (i.e. childhood, family, friends, schooling, work, interests etc.
2. Please describe you English learning experience.
3. What do you consider your strengths and weaknesses in English?
4. What motivated you to study in the US? How is your transition to life at this university?
5. How has your academic life been so far?
6. How has your social life been so far?
7. Do you have any experience with academic and social support systems offered by the school? How have your experiences with these been so far?
8. What are your goals for this semester? How about in the distant future?

Appendix B

Faculty/Staff Semi-Structured Interview Protocol

Name:
Date:

1. Please introduce yourself and provide some background information (i.e., How did you get interested in your field? How did you get to where you are now?)

2. How has the international student population changed since you came to BC?

3. How has English Support for international students evolved since you came to BC?

4. What are your thoughts on Domestic Student – International Student interaction? And on interaction between international students from different countries?
    a. What have been the most effective approaches for facilitating/promoting interaction between these populations? The least effective?

5. How prevalent do you feel racism/bias towards international students is a BC? Have you noticed any changes in this area during your time here?

6. What do you feel have been the most helpful resources and/or effective practices for international students?

7. *What areas do you feel can be improved/innovated to better support international students?*

Appendix C

Study III Survey

Consent
[**Warning**: *This survey contains emotionally sensitive content*]

You are being asked to be in a research study about international student experiences in a U.S university. If you agree to be in this study, the researcher would ask you to do the following: *complete a survey about being an international student in a US university and navigating the wider US context*. The estimated duration of the survey is less than 10 minutes.

Participation in this study is completely voluntary, and will not impact your academic standing in any way. All response data will be anonymous. Willing participants will be entered to win **$25 Amazon Gift Certificates** upon completing the survey.

We ask that you download and read the consent form below. If you have any questions, please contact the researcher at Xemail.
Consent Form *(please keep a copy for your records)*

After reading the form, please indicate whether or not you agree to participate in this study. *(note: selecting "Yes, I consent" will count as your signature of consent)*

○ Yes, I consent (1)

○ No, I do not consent (2)

Thank you so much for agreeing to participate!
You can begin the survey by answering the following background questions. And please keep in mind that your participation is totally voluntary, and you are free to skip questions or withdraw at any time, for whatever reason.

0.1 Are you a student at X College?

○ Yes (1)

○ No (2)

Q1 Level of study?

- ○ Undergraduate (1)
- ○ Masters (2)
- ○ PhD (3)
- ○ Other (please specify) (4) _____

Q2 What year are you in?

- ○ First (1)
- ○ Second (2)
- ○ Third (3)
- ○ Fourth (4)
- ○ Fifth (5)
- ○ Other (Please Specify) (6) _____

Q3 Have you attended any school in the US/Canada before entering your current program? If "Yes", please specify the level of schooling (i.e., high school, college, etc.)

- ○ Yes (1) _____
- ○ No (2)

Q4 Major area of study?

Q5 Gender?

Q6 Age?

Q7 Languages spoken?

Q8 Country of origin?

Q9 Race?
(Race is based on how you look (often skin tone or facial features) and how you think of yourself. In your own words, what race(s) or racial group(s) do you belong to?)

Q10 Ethnicity?
(Ethnicity typically emphasizes the common history, nationality, geography, language, food, or dress of groups of people. In your own words, to which ethnic group(s) do you belong?)

Q11 Language
Instructions: *Please mark how often you do/experience the following...*

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)
1. Speaking English outside of class (1)	○	○	○	○
2. Speaking English in class (2)	○	○	○	○
3. I experience language-related difficulties in class (5)	○	○	○	○
4. I experience language-related difficulties in social situations (6)	○	○	○	○

Q12 Marginalization

Instructions: *Please mark how often you experience the following...*

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)
1. I experience marginalization on campus (1)	○	○	○	○
2. I am marginalized in class by other students (2)	○	○	○	○
3.I am marginalized in class by faculty (3)	○	○	○	○
4. I experience marginalization in the off-campus community (i.e., restaurants, stores, etc.) (5)	○	○	○	○

Q13 News & social media

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)
5. My family and/or friends contact me because they saw something on the news or social media that makes them concerned about my safety. (1)	○	○	○	○
6. I feel uncomfortable because of news or social media about immigration in the US. (2)	○	○	○	○
7. I feel uncomfortable talking with American students because of immigration issues in the US. (3)	○	○	○	○
8. I feel uncomfortable because of news or social media that depicts racism towards minoritized people in the US. (4)	○	○	○	○
9. I feel uncomfortable talking with American students because of news or social media that depicts racism	○	○	○	○

towards minoritized people in the US. (5)	

Elaboration Q1
Reflecting on the questions so far, are there any answers you would like to elaborate on? If so, please use this space to share your thoughts. (*optional*)

Q14 Academic Experiences

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)
1. I talk with faculty about academic issues. (1)	○	○	○	○
2. Faculty make an effort to understand my academic difficulties. (2)	○	○	○	○

Q15 Satisfaction with Experiences
Instructions: *Please mark your satisfaction with the following experiences and interactions.*

(note- the responses change to: *Very dissatisfied, Dissatisfied, Neutral, Satisfied, Very satisfied*)

	Very dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very satisfied (5)
3. Academic experience in class (1)	○	○	○	○	○
4. Academic services outside of class (i.e., tutoring, writing center, etc.) (2)	○	○	○	○	○
5. Overall experience on campus (3)	○	○	○	○	○
6. Adjustment to US culture in general (4)	○	○	○	○	○

Elaboration Q2
Are there any services or support systems at your university that you find to be particularly helpful or unhelpful? If so, please use this space to share your experiences/thoughts. (*optional*)

Q16 Satisfaction with interactions

	Very dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very satisfied (5)
1. Interactions with US students IN class (1)	○	○	○	○	○
2. Interactions with US students OUTSIDE of class (2)	○	○	○	○	○

Q17 Interactions

Instructions: *Please mark the extent to which you agree or disagree with the following statements...* (note: the remaining responses change to: *Strongly disagree, Somewhat disagree, Neutral, Somewhat agree, Strongly agree*)

	Strongly disagree (1)	Somewhat disagree (2)	Neutral (3)	Somewhat agree (4)	Strongly agree (5)
3. I regularly interact with people from similar backgrounds as me on campus (1)	○	○	○	○	○
4. People on campus value the experiences of people in my cultural community (2)	○	○	○	○	○
5. In general, people on campus value knowledge from my cultural community (3)	○	○	○	○	○
6. On campus, there are enough opportunities to learn about important issues within my own cultural community (4)	○	○	○	○	○
7. On campus, there are enough opportunities to talk about important issues within	○	○	○	○	○

my own cultural community (5)					
8. On campus, there are enough opportunities to interact with people from different cultural backgrounds (6)	○	○	○	○	○
9. On campus, there are enough opportunities to discuss important diversity-related issues with people from different cultural backgrounds (7)	○	○	○	○	○
10. People on campus are generally willing to take time to understand my experiences (9)	○	○	○	○	○
11. I feel like I am part of the community on this campus (10)	○	○	○	○	○

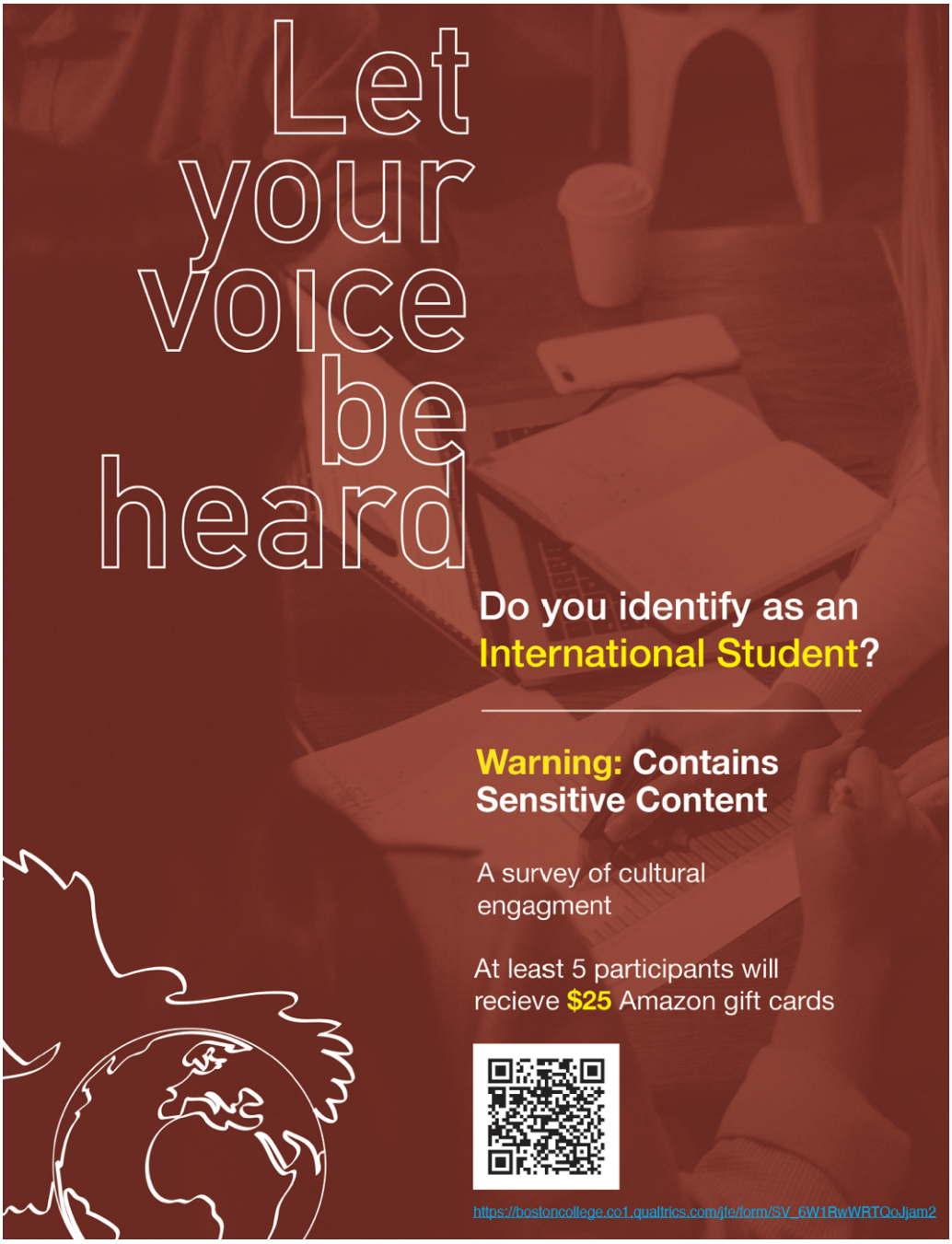
Q18
1. Reflecting on the questions in this survey, are there any answers you would like to elaborate on? If so, please use this space to share your thoughts. (*optional*)

Q19 2. What changes do you think could be made to improve international student experiences at your university?

Participation Prize Thank you so much for completing this survey! If you would like to be entered to win **$25 Amazon Gift Certificates**, please enter your email address below:

Appendix D

Study III Flier



Appendix E

Informed Consent Forms

Boston College Consent Form
Lynch School of Education and Human Development
Informed Consent for Participation as a Subject in
International Graduate Students in the U.S: A Sociolinguistic Case Study
Investigator: Adam V. Agostinelli
1/7/2020

Introduction

- You are being asked to be in a research study about being an international graduate student in a U.S university
- Participation in this study is completely voluntary, and will not impact your academic standing in any way.
- You were selected as a possible participant because you are an international graduate student in a U.S. university for the first time.
- We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study:

- The purpose of this study is to learn about your experiences in, and perceptions of, being a student at a U.S. university and living in the United States.
- Participants in this study are international graduate students at a specific northeastern U.S. university.

Description of the Study Procedures:

- If you agree to be in this study, the researcher would ask you to do the following things: allow the researcher to use your assignments, in-class comments (whether in-person or via zoom), and general comments during conversation (whether in-person or via phone conversations, texts, or emails) as data for their study.
- Participate in semi-structured interviews in-person or remotely with the researcher throughout the course of the study.
- The study will last from July 2020 to January 2023, but your role in the study may not last this entire period.

Risks/Discomforts of Being in the Study:

- There are no reasonably foreseeable (or expected) risks. There may be unforeseen risks.

Benefits of Being in the Study:

- Ideally, participants will improve their inter-cultural competence and English language skills by interacting with the researcher, who is a native of the local area, and my having their academic assignments peer-reviewed by the researcher. Also, it is anticipated that the researcher will be able to help the participants with various obstacles that many international students typically face when they are transitioning to the life of a U.S. university student (i.e., buying a car, obtaining health insurance, participating in a U.S. academic setting, and adjusting the social and cultural differences in their new context). Hopefully, this study will also help participants build their confidence and help them succeed both academically and socially in their new context.

Costs:

- There is no cost to you to participate in this research study.

Confidentiality:

- The records of this study will be kept private. In any sort of report, I may publish, I will not include any information that will make it possible to identify a participant. Research records will be kept in a locked file.
- All electronic information will be coded and secured using a password protected file.
- Access to the records will be limited to the researchers; however, please note that the Institutional Review Board and internal Boston College auditors may review the research records.
- Mainly just the researcher will have access to information; however, please note that a few other key people may also have access. These might include government agencies. Also, the Institutional Review Board at Boston College and internal Boston College auditors may review the research records. Otherwise, the researchers will not release to others any information that identifies you unless you give your permission, or unless I am legally required to do so.

Voluntary Participation/Withdrawal:

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University or the Lynch School of Education.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty, effect on grades, or loss of benefits for not taking part or for stopping your participation.

Dismissal From the Study:

- If you do not follow the instructions you are given you will be dismissed from the study.

Contacts and Questions:

- The researcher conducting this study is Adam Agostinelli. Adam Agostinelli is the primary investigator. For questions or more information concerning this research you may contact them at agostiad@bc.edu. You can also contact his advisor for this project: Dr. Lillie Albert, **lillie.albert@bc.edu**

- If you believe you may have suffered a research related injury, contact Adam Agostinelli at agostiad@bc.edu who will give you further instructions.
- If you have any questions about your rights as a research subject, you may contact: Director, Office for Human Research Participant Protection, Boston College at (617) 552-4778, or irb@bc.edu

Copy of Consent Form:

- You will be given a copy of this form to keep for your records and future reference.

Statement of Consent:

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

Signatures/Dates

Study Participant (Print Name) : _____

Participant or Legal Representative Signature : _____ Date

Boston College Consent Form
Lynch School of Education and Human Development
Informed Consent for Participation as a Participant in
International Students in the U.S: A Sociolinguistic Case Study
Investigator: Adam V. Agostinelli

Introduction

- You are being asked to be in a research study about international students in a U.S university
- Participation in this study is completely voluntary, and will not impact your standing with the institution in any way.
- You were selected as a possible participant because you work with or teach international students in a U.S. university.
- Please read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study:

- The purpose of this study is to learn about your experiences and perceptions regarding teaching or working with international students at a U.S. university.
- Participants in the overarching study are international students and their instructors at a U.S university.

Description of the Study Procedures:

- If you agree to be in this study, the researcher would ask you to do the following things: Participate in a semi-structured interview(s) with the researcher remotely and potentially complete a e-survey about your experiences working with international students.
- The study will last from July 2020 to January 2023, but your participation in the study may not last this entire period.

Risks/Discomforts of Being in the Study:

- There are no foreseeable (or expected) risks. There may be unforeseen risks.

Benefits of Being in the Study:

- Ideally, participants will be afforded the opportunity to reflect on interacting with and teaching international students. Hopefully, this study will also allow faculty/administrator participants to consider potential areas of improvement in terms of social and academic support for international students.

Costs:

- Besides your valuable time, there is no cost for you to participate in this research.

Confidentiality:

- The records of this study will be kept private. In any sort of report, I may publish, I will not include any information that will make it possible to identify a participant. Research records will be kept in a locked file.
- All electronic information will be coded and secured using a password protected file.
- Access to the records will be limited to the researchers; however, please note that the Institutional Review Board and internal Boston College auditors may review the research records.
- Mainly just the researcher will have access to information; however, please note that a few other key people may also have access. These might include government agencies. Otherwise, the researcher will not release to others any information that identifies you unless you give your permission, or unless I am legally required to do so.

Voluntary Participation/Withdrawal:

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the university or the Lynch School of Education.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not taking part or for stopping your participation.

Dismissal From the Study:

- If you do not follow the instructions you are given you will be dismissed from the study.

Contacts and Questions:

- The researcher conducting this study is Adam Agostinelli. Adam Agostinelli is the primary investigator. For questions or more information concerning this research you may contact him at agostiad@bc.edu.
- If you believe you may have suffered a research related injury, contact Adam Agostinelli at agostiad@bc.edu who will give you further instructions.
- If you have any questions about your rights as a research subject, you may contact: Director, Office for Human Research Participant Protection, Boston College at (617) 552-4778, or irb@bc.edu

Copy of Consent Form:

- You will be given a copy of this form to keep for your records and future reference.

Statement of Consent:

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my

consent to participate in this study. I have received (or will receive) a copy of this form.

Signatures/Dates

Study Participant (Print Name) : _____

Participant or Legal Representative Signature : _____ Date

Boston College Consent Form
Lynch School of Education and Human Development
Informed Consent for Participation as a Subject in
International Students in the U.S: A Sociolinguistic Study
Investigator: Adam V. Agostinelli
2/21/2022

Introduction

- You are being asked to be in a research study about support for international student in a U.S university.
- Participation in this study is completely voluntary, and will not impact your academic nor professional standing in any way.
- You were selected as a possible participant because you work with international students in a U.S. university.
- We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study:

- The purpose of this study is to learn about international student experiences at a U.S. university and living in the United States.
- Participants in this study are either international students or faculty/staff who work with international students at a specific U.S. university.

Description of the Study Procedures:

- If you agree to be in this study, the researcher would ask you to do the following: complete a survey about teaching or working with international students in a US university.

Risks/Discomforts of Being in the Study:

- There are no reasonable foreseeable (or expected) risks. There may be unforeseen risks.

Benefits of Being in the Study:

- The data collected in this study may be used to inform and improve institutional support for international students at a specific university, and potentially beyond.

Costs:

- There is no cost to you to participate in this research study.

Confidentiality:

- The records of this study will be kept private. In any sort of report that is published, we will not include any information that will make it possible to identify a participant. Research records will be kept in a locked file.

- All electronic information will be coded and secured using a password protected file.
- Access to the records will be limited to the researchers; however, please note that the Institutional Review Board and internal Boston College auditors may review the research records.
- Mainly just the researcher will have access to information; however, please note that a few other key people may also have access. These might include government agencies. Also, the Institutional Review Board at Boston College and internal Boston College auditors may review the research records. Otherwise, the researchers will not release to others any information that identifies you unless you give your permission, or unless I am legally required to do so.

Voluntary Participation/Withdrawal:

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty for not taking part or for stopping your participation.

Contacts and Questions:

- The researcher and primary investigator conducting this study is Adam V. Agostinelli. For questions or more information concerning this research you may contact him at agostiad@bc.edu. You can also contact his advisor for this project: Dr. Lillie Albert, **lillie.albert@bc.edu**
- If you have any questions about your rights as a research subject, you may contact: Director, Office for Human Research Participant Protection, Boston College at (617) 552-4778, or irb@bc.edu

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Signatures/Dates

Study Participant (Print Name) : _____

Participant or Legal Representative Signature : _____ Date