

West Chester University

Digital Commons @ West Chester University

West Chester University Master's Theses

Masters Theses and Doctoral Projects

Spring 2020

Providing Educational Hospitality for International Students: A Student Affairs Intervention for Higher Education

Christie Armstrong
ca839877@wcupa.edu

Follow this and additional works at: https://digitalcommons.wcupa.edu/all_theses

Recommended Citation

Armstrong, Christie, "Providing Educational Hospitality for International Students: A Student Affairs Intervention for Higher Education" (2020). *West Chester University Master's Theses*. 121.
https://digitalcommons.wcupa.edu/all_theses/121

This Thesis is brought to you for free and open access by the Masters Theses and Doctoral Projects at Digital Commons @ West Chester University. It has been accepted for inclusion in West Chester University Master's Theses by an authorized administrator of Digital Commons @ West Chester University. For more information, please contact wcressler@wcupa.edu.

West Chester University
Higher Education Policy and Student
Affairs THESIS



Providing Educational Hospitality For International Students:
A Student Affairs Intervention For Higher Education

Christie N. Armstrong

Providing Educational Hospitality For International Students: A Student Affairs Intervention
For Higher Education

A Thesis

Presented to the Faculty of the
Department of Educational Foundations and Policy Studies
West Chester University
West Chester, Pennsylvania

In Partial Fulfillment of the Requirements for the
Degree of
Master of Science

By

Christie N. Armstrong

May 2020

© Copyright 2020 Christie N. Armstrong

Dedication

This paper is dedicated to all students who are fighting visible and invisible battles.

Acknowledgements

I would like to acknowledge and thank all of the HEPSA faculty and staff who have impacted my graduate school experience. I would like to especially thank Dr. Hodes and Dr. Morrison for their continued support, dedication, and countless hours of help. I cannot express to you all how amazing my HEPSA experience has been. Thank you for making it feel like a family.

To my friends this program has blessed me with, thank you for being you. From our writing sessions, conversations, adventures, and belly laughs, you all have made my experience so perfect. To my Zoom buddies, thank you for getting me through quarantine and keeping me focused.

To the LARC team, especially Amy and Andrew, thank you for being amazing co-workers, friends, and getting me through the long days. To Dr. Manigo, Jake, and the NSP Team, thank you for allowing me to grow as a professional and a student. To my students, thank you for letting me get to know you and for allowing me to grow as a professional. I hope I have impacted you as much as you all have impacted me.

A huge thankyou to my loved ones for always pushing me toward achieving my goals. Mom, Dad, Chelsea, and Candace, thank you for being an amazing support system. Mom, I cannot thank you enough for always being there for me, no questions asked and for understanding how trying these two years have been for me. Emily and Sam, thank you for always believing in me and for your words of encouragement. I hope I make you all proud.

Abstract

This thesis examines past and current political tensions and anti-immigrant sentiment along with the impacts they have had on the United States University. I focus on the international student experience attaining access to a United States education and their experiences once they are on campus. The context given proves how past and current events may hinder international students to feel welcome. I explore ways in which the United States university may create a more hospitable experience for them. An intervention of bridging the gap between domestic and international students is introduced as a step toward a more hospitable, educationally enriching experience.

Table of Contents

Chapter 1: Introduction and Positionality	1
Chapter 2: Thematic Concern	5
Chapter 3: Narrative	8
Chapter 4: CulturED	32
Chapter 5: Leadership	44
References	51
Appendix A	57
International Student Recruitment Letter	57
Appendix B	58
International Student Intake Sheet	58
Appendix C	59
Faculty and Staff Letter	59
Appendix D	60
Student Partner Application	60
Appendix E	61
International Student Survey	61
Appendix F	62
Student Partner Exit Interview Questions	62
Appendix G	63
Student Pair Questions	63
Appendix H	64
Budget	64

Chapter 1: Introduction and Positionality

In recent years, international students have been facing visa problems during their application process in the United States. They are being denied visas, having visa applications delayed, being questioned, being forced to take semesters off, and facing potential political tension. This further complicates how their educational experience goes while they are studying and living in the United States. According to Anemona Hartocollis (2019) of The New York times, “University officials say the number of visas going through extended security checks has spiked under the Trump administration. The government has cracked down on international students who overstay their visas, issuing harsher penalties on violators. Processing fees for student and scholar visas have risen sharply. And slowdowns in processing applications from international students and scholars for internships and jobs have limited career opportunities” (para. 5).

In addition to these visa hurdles, anti-immigrant sentiment in the United States is not gone. University of California President Janet Napolitano (2019) released the following statement following a ruling on the cutting down of student visas, which she implied was connected to anti-immigrant sentiment intentions from the President.

Today’s decision by the Trump administration to expand the definition of “public charge” sends a detrimental message internationally — that the United States does not want other countries to send their best and brightest here to study and add to the intellectual exchange at our universities, to conduct important research, and to contribute substantially to our economy, among other things... this not only leads to harmful, unintended consequences but also raises questions about the true intent behind the federal government’s unnecessary and misguided action (paras. 1-3).

In summary, because of this sentiment, international students are subject to feeling unwelcome which can add to acculturative stress and hinder their ability to thrive in the United States.

This is very different from what I as a United States citizen experienced while studying abroad. I studied abroad in Spain in 2015, and while I realize political tensions have heightened since then, I had only one negative experience once when someone judged me for being “a dumb American.” This, however, did not impact my amazing experience. I never had a problem with my Spain visa. Many people spoke my native language. I felt instantly welcome. This one man’s words did change my view of myself. This, however, is not always the case for international students who study in the United States. Along with these current visa complications, they often face a lack of language support, are often isolated socially, and therefore can have trouble making connections.

Professionals in the field of Higher Education Policy and Student Affairs should be aware of international student realities and be willing to make programs and curriculum accessible to them. There are things educators and student affairs professionals cannot control for the benefit of international students. We cannot, for example, singlehandedly change visa policies, political tensions, and economic climate for our students to be more secure in their time abroad. These factors can cause real fear for international students of all backgrounds, especially those who may be marginalized because of religion or race. Along with things we cannot change or ensure are things that we can strive to guarantee for students in order to impact and improve their experience. The university has the responsibility to provide more than just a bed, meals, and class schedules. Ensuring students have access to things like relevant advising, cultural excursions, events for socializing, and competent educators are also needed to provide a

hospitable educational experience. Students should always be treated as full participants in the educational setting.

I became aware of my own privileges during my undergraduate experience when I took a class called “Intercultural Communication.” I was challenged in my own biases and got to express myself while others expressed themselves. For our final project, I was in a group with 4 other individuals, all of us from different backgrounds, races, and cultures. Our project introduced counter cultures as we acted as people more oppressed than us. It was eye opening and was exactly what I needed to wake up. While the countercultures we were performing were not people from other countries, we dug deep into our emotions and expressed how we feel about people who are ‘cast out’ of society. I kept this memory with me and decided to be kinder, gentler, and get to know people before I judge. I think this experience woke something in me. I suddenly put my dream to reality and studied abroad to challenge myself even further. Upon graduation, I worked for marketing, communications, and research. I knew there was something else calling me. Yet, I felt most fulfilled when I was traveling and learning.

I finally decided to pair my passion for traveling with my desire to ensure a great experience on college campuses for international students. By no means do I want to appear as having a savior complex. I hope to work hands-on *with* international students to learn from them, not conform them. I strive to listen to their stories and work to provide a meaningful educational experience while they are here in the United States. My goal for researching and writing on this thematic concern is to highlight what universities currently do to ensure a suitable environment and highlight what could be changed for the benefit of international students. I have a vision of a university where international students are not isolated or ostracized by their peers or professors. While we have responsibilities to host the students, we should be helping them thrive by

ensuring the opportunity to take relevant classes toward their degree or interest, experience cultural excursions, participate in events for socializing, and interact with competent educators are also needed to provide an enriching experience.

Often times international students have no mentors or peers in their position with whom they can relate, receive advice from, or seek comfort from. These concerns are important for Student Affairs Professionals to address because the university can be seen as a direct reflection of society. If the university is isolating our international students, these students have the feeling of being an outsider, and this could ruin their experience in the country overall. Hence, this could be damaging not only to the international student, but also to the standing of institutions of higher education in the United States. This thesis will aim to address these concerns.

Chapter 2: Thematic Concern

Students hold a certain amount of responsibility to make their educational experiences impactful and meaningful, but they must be appropriately accommodated to do so. Usually their experiences will require necessary support and resources from their institution of study to do so. International students are especially in need of these support systems and resources. They deserve to feel like a member of the community that is the university. Universities should be treated as and feel like a community where all students are welcome to learn, to express themselves and to live authentically.

Conceptual Framework

Historical Influences

Given the nation's past with anti-immigrant practices and sentiments, some higher education institutions are being negatively impacted due to these international student hurdles. Institutions are having to assist students with visa concerns and travel bans. The Trump administration appears to be carrying on these past anti-immigrant sentiments and thus the historical context of anti-immigrant perceptions will be discussed in this thesis. As institutions strive to be the best, they take in a great number of international students. The benefits of international student enrollment include more money for the university, diversity, and in some cases, claims of merit. Yet, the United States' historically problematic relationships with global citizens must be investigated to fully understand international students today. It is for this reason that I will explore this historical context in Chapter 3.

Philosophical Foundations

I am looking to impose change for international students by using historical and neoliberal lenses that specifically focus on the nation's history with anti-immigrant sentiment. To

support these views, I will draw on Schlossberg's *Mattering and Marginality* (1989) for support in caring for international students who may find themselves feeling marginal. Claudia Ruitenberg (2015) and Jacques Derrida (2000) provide conceptualizations of the importance of hospitality and prove how educational settings require unique hospitable practices for students to thrive. I will also touch on David Harvey (2005) and Christopher Newfield (2016) for how the university is shaped on neoliberal practices. Michael Oakeshott shapes my idea of how the university should be running for student benefit and not as a machine producing products of economy. This paper will argue for the importance of caring for our students inside and outside of the classroom because of past and current events that may impact their experience.

Definitions

International students- Students who leave their home country to study or complete a degree in another country.

Hospitality- To give place to others without the expectation of reciprocity while keeping in practice the ethical approach to guiding education. All ideas for hospitality in higher education are provided by ideas about independence, honesty, patience, and courage to foster "the good life". (Derrida, 2000 and Ruitenberg, 2015).

Ethnocentrism- Ethnocentrism is viewed as lacking acceptance of cultural diversity and intolerance for outgroups (Berry & Kalin, 1995).

Acculturative stress- A reduction in the health status of individuals, and may include physical, psychological factors which govern the relationship between acculturation and mental health (Berry, et al., 1987).

Marginality- State where a person feels ignored, shunned, separated, or on the fringe (Schlossburg, 1989).

Micro aggression- “verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of other races” (Sue, et al., 2007).

Connections to ACPA/NASPA Competencies

Social Justice and Inclusion (SJI) from NASPA is the competency that shapes and will lead my research and programming. Social justice, according to NASPA (2015), “is defined as both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power” (p. 30). Furthermore, “this competency involves students affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context” (p.30). I hope to use this competency to the fullest and learn more about my role in the university as a white, cis-gendered female who is not often included in discourse revolving around injustices because of individual privilege. This competency will highlight the basis for my programming: how I train my CulturED staff, how I approach my international students, and how we, as a group will decide to maintain presence and connect with other offices and officials on campus.

Chapter 3: Narrative

Philosophy

Jacques Derrida has said, “Hospitality is due to the foreigner, certainly, but remains, like the law, conditional, and thus conditioned in its dependence on the unconditionality that is the basis of the law” (p.73). What this means to the university is that hospitality is a basic requirement for allowing international students to come to United States campuses, but it is often conditional, being contextualized by students’ language, race, and religion, as well as the United States’ anti-immigrant culture. I believe hospitality must be reframed should the hospitality not be enough for said “foreigners”. Education should provide pathways for students to reach their fullest potential. Education, inside and outside of the classroom, should take place in a safe community that respects, listens to, and cares for all students. My strong belief and philosophy of education is that all students, regardless of their identities, have the right to a full educational experience that includes academic and personal support. My thematic concern focuses on international students having a lack of hospitality given to them inside and outside of the classroom. I have discovered many things I must consider for my “theory to practice” and in the following sections I will discuss these theories that inform my practice.

Schlossberg on Mattering and Marginality

Schlossberg’s (1989) theory of Mattering and Marginality is an important framework for understanding the experiences of international students. Schlossberg (1989) says, “Every time an individual changes roles or experiences a transition, the potential for feeling marginal arises” (p.3). Schlossberg’s (1989) theory hints at acculturative stress. According to the model, marginality promotes contradictions in a person’s mind. For example, love/hate will increase sensitivity, self-consciousness, and feelings relating to inferiority (p.7). There are four

dimensions of mattering. Attention, Importance, Ego-Extension, and Dependence (p.9 - 10). I use this for inspiration of creating effective programming that begins before our students even arrive on campus so they have a sense of belonging right off the bat.

As relates to my programmatic intervention, Schlossberg (1989) said:

By examining across spheres of life, we can get a more complete picture of the individual. People may feel they matter too much at home and not enough at work. This information provides some guidelines for intervention. But describing marginality and mattering is not enough. There is a critical need to help people deal with marginality so that they will eventually matter. Rituals can help. They sometimes occur naturally, but if they do not, then inattention to ritualistic passage can result in the individual feeling isolated (p.12).

In this case, we will replace home and work with country and host country. By implementing programming that connects international students intentionally with domestic students and their host country and campus, feelings of isolation may diminish and improve the educational experience.

Ruitenberg, Derrida, and Other on Hospitality

Claudia Ruitenberg (2015), Michael Strange and Anna Lundberg (2014), and Jacques Derrida (2000) provide my basis for the importance of hospitality on campus and what it means to provide a hospitable education in order for students to thrive educationally. International student educational experiences in this paper will include academic and extracurricular experiences. According to Ruitenberg (2015), “the student should not be locked into the position of guest” (p.26). Ruitenberg’s (2015) work provides a case of the importance for hospitality and emphasizes how educational settings require hospitality that fully integrates students, moving

them beyond “guests.” One of the most impactful lines from Ruitenberg’s (2015) view on hospitality is:

hospitality is not an educational objective that students must meet, not an ideal of principle to be taught. Not a form of moral education. Rather, it is an ethic to be enacted by the I who finds themselves in the position of educator. An ethic of hospitality in education is about educating hospitality. An ethic of hospitality cannot be taught through direct instruction; it can only be enacted... An ethic of hospitality is an expression of the educator’s responsibility and not a project to shape students into particular kinds of moral subjects... the educator models and demonstrates an awareness of their own indebtedness and condition of reception but in a way that does not make direct demands of students (p. 138).

This puts beautifully and matter of factly just how significant our roles as educators are when dealing with our student populations. We cannot be taught empathy and love, we can only act on it. Higher educational professionals must enact this kind of hospitality for international students.

Derrida (2000) highlights specifically that hospitality should be given without the expectation of reciprocity. He said:

absolute hospitality requires that I open up my home and that I give not only to the foreigner ... but to the absolute, unknown, anonymous other, and that I *give place* to them, that I let them come, that I let them arrive, and take place in the place I offer them, without asking of them either reciprocity or even their names. (p. 25)

This speaks to the responsibility of the university to provide, regardless of what the student may offer the university. For example, a student on scholarship should not be treated more ethically than students who may be paying in full. Money, status, and power of family should not

influence any decisions of treatment from the university to the student. According to Strange and Lundberg (2014), “to give hospitality is a means by which society can both perform and extend its own being, to encompass a wider body of humanity, but also make its existence materially felt through the lives of those individuals” (p. 203). This speaks to the need of providing fair housing, classes, food, opportunity, and individual needs of the students without expecting the reciprocity that Derrida mentions.

The Idea of the University

Michael Oakeshott (1950) and Christopher Newfield (2016) shape my idea of how the university should be running for student benefit. According to Oakeshott (1950), “A university is not a machine for achieving a particular purpose or producing a particular result; it is a manner of human activity” (p. 24). Likewise, as stated by Newfield (2016), “Universities are the only social institutions devoted to helping the rising generation master coherent parts of the vastness of human knowledge *and* acquire personal capabilities that will renew themselves throughout their lives” (p.5). These authors highlight that universities hold great potential to teach and shape students in profound ways. Without the environment they require to thrive in, I argue that this potentiality to develop as a human is slightly or fully diminished. If universities cannot provide for international students based on different life circumstance, we cannot expect them to reach their fullest potential. I hope to prove the need for maintaining a hospitable environment for international students to thrive inside and outside of the classroom. In order to fix issues faced by international students, such as their lack of feelings of belonging, they must be included in the planning process for such changes. One of the first steps is recognizing international students for who they are culturally and individually.

My Philosophy and My Concern

Often you will see international students grouped together in specific buildings on campus, isolated from domestic students. They also seem to be made to assimilate into the United States culture without much explanation of cultural differences in the United States. Assimilation is defined as educational programs designed to absorb and integrate cultures into the dominant culture. According to Joel Spring (2001), (North) American schools have primarily used assimilation programs to integrate immigrant groups into mainstream (North) American culture (p.8). While students are never outright forced to assimilate, I believe some current practices put in place in our institutions make no room for any other way because they are informed by the past. International students are given little time to acclimate to the food, surroundings, everyday difference, and so on. Practices that continue international student isolation are the easiest to do for the university as the budgets and existing policies can remain intact. Examples include isolated classes, little interaction in campus activities with domestic students, and little encouragement to interact with those outside of their study abroad group. This can lead to a lot of dissatisfaction with overall experience with their time here in the United States. I wish to challenge this stagnant behavior and pose a question to the university so it may reflect on who their practices and policies actually benefit.

I believe updates and reform are past due. We should be seeking feedback from our international students in order to provide for them. Whether the decisions being made are about policy, practice, programming or curriculum, students should be “at the table” giving input. According to Bing Zuo et al. (1999), university leaders have an obligation to involve students in governance and decision making. Students can develop leadership skills and life skills if the university takes them into account. This speaks to the importance of having all stakeholders involved in decision making, especially if the stakeholders are students. I have developed this

strong opinion from witnessing useless programs with low attendance, irrelevant lessons, and ineffective ways of conducting practice with undergraduate students. In order for a program to be effective, there should be a clear expectation given about outcomes of such programs, practices, and curricula created for these students. The changes and improvements, once made, should be consistently revised and reformulated for relevancy and accuracy. Each year with changing circumstances in politics, budget, and the economy, decision makers, directors, and students must get together to have these conversations. This is important so not to impose irrelevant programming or ignore the need for improvement. I look at this process as a continuous cycle of input and output.

Schlossberg (1989) says,

For many bicultural individuals, marginality is a way of life. In contrast with the person who moves to a new city or new job, a bicultural person feels permanently locked between two worlds. This individual identifies with two cultures simultaneously.

International students in the United States try to relate well to (United States) American Culture but are still proud of their national origins (p. 8).

What this is saying is that although individuals may have pride in their own culture, they do feel the difference when in new surroundings. This goes for every new situation. Students studying in the United States from another country may feel this. Because of feelings of marginalization, international students may feel the need to assimilate because of political tensions, personal bias, or any factors adding to their acculturative stress. They may start to hide who they are and develop ethnocentric ideas toward their own cultures just for the sake of blending in.

Educators inside and outside of the classroom should be encouraging international student growth. Whether this means extra language assistance, enriching cultural trips, or just a

simple conversation, educators should understand the necessity to go the extra mile for international students. Isolation, calling students out as representatives for an entire culture, and bias against cultures or accents are mis-educative and negative for both parties. In order for the campus to better accept international students and for international students to not be disappointed in their experience, there needs to be clear understanding and acceptance of all students. As educators, we must provide and foster an inclusive community for domestic and international students. We must also work as models accepting and understanding one another until it becomes the norm. In order to start this inclusive community, CulturED will provide a bridge over this gap. This is only a starting point. The students have reign in this program and they will be assisting in programming, conversation, and planning. In order for this to happen, I must supervise my students based on their individual needs.

My role in Student Affairs and Higher Education is to meet people where they are, lead with patience, and provide hospitality. I feel I would be immoral in my actions if I were to treat each student the same and ignoring individual needs. Ignoring differences is a terrible compromise. Not wanting to admit when students may have different talent, emotional intelligence, abilities, mental health factors, family issues, and anything else that may hinder education is harmful to them. Of course, no student would want to be questioned on these issues or have them pointed out, but we, as educators, hold the moral responsibility to curate programming and curricula dependent on any specific needs of the students.

History

Several movements throughout history have affected United States universities, particularly how they interact with international students. I will offer a brief overview of some highlights in history of anti-immigrant sentiment that are seen today. I will also highlight the

history of international students in this country and how international students are impacted today.

Anti-Immigrant History of the US

The United States has a history of anti-immigrant sentiment from nativists. Nativism, in general, refers to favoring the interest of the native population of a country over the interests of immigrants. It is important to note that before the 1860's, there was resentment toward European immigrants and racial prejudice and tension stemming from northern and western European Americans who were immigrants as well. This is one of the reasons for religious tensions as well. Jewish people were subject to anti-Semitic acts toward the end of the 1800's. After 1870, the United States saw an influx of European immigration and continued to see growth into the 1900's. Mexicans began increasing in migration numbers as well. There were problems with the growing number of "new immigrants". According to Julia G. Young (2018), these immigrants were experiencing difficulty assimilating because of their race, ethnicity, beliefs, and cultures (p. 219). Asian immigration picked up, particularly in California and came "native resentment" (p. 220). Resentment and economic competition fueled political tensions and politicians began using propaganda to humiliate and target Chinese immigrants leading to not only tensions and racism, but riots and fires to Chinese owned businesses (p. 220). There were attempts to exclude Chinese workers and laborers from the economy. Most importantly, the Immigration Acts of 1917 and 1924 ensured immigration was prohibited for about 70 years (p.221). To help establish the severity of the Immigration Acts and the Johnson-Reed Act of 1924, personal attributes of people were not allowed to enter the United States. Examples include people with disabilities, prostitutes, people of lower income level, low education, and even people with disease to name a few (p. 223).

Harsh anti-immigrant sentiment also came through wording, even if the group of people were not restricted from immigration. According to David Gregory Gutiérrez (2001):

They continually stressed a dual theme: the Mexican's Indian blood would pollute the nation's genetic purity, and his biologically determined degenerate character traits would sap the country's moral fiber and corrupt its institutions. Given their acceptance of the Mexican's inferiority, anti-restrictionists found it impossible to affirm that the United States could mold the "peon" into a worthwhile citizen. Thus, defended their position by relying on specious racist arguments purporting to prove that the Mexican constituted a lesser racial evil than did other nonwhites, an evil that could be erased at will by deportation (p. 38).

Mexican laborers were often pressured to return to Mexico by raids or threats. This continued into the 1930's or the "decade of betrayal" labeled by historian Francisco Balderrama. This timeline remains very unsettling when compared to modern day attempts to restrict or pressure immigrants out of this country. To bring us up to the 1990's, Young (2018) explains:

the steep decline in Asian, European, and Mexican migration after 1929 — and the immigration legislation that precipitated it — marked a watershed moment in US immigration history. For the next four decades, throughout the Great Depression, the Second World War, and the Cold War, the number of immigrants would decline steadily, and by 1970, the proportion of immigrants as a percentage of the US population reached 4.7 percent, the lowest point since at least 1850. Once again, Mexican immigration proved an exception to this trend. As mentioned above, immigrants from the Western Hemisphere were excluded from the quotas, and labor was greatly needed in the immediate post-war period. To address this issue, the US and Mexican governments

created the Bracero Program (1944-64), which brought Mexican migrants to the United States as legal temporary guest workers (p. 225).

Border patrol intensified in 1993 as the decade saw a growing number of undocumented immigrants as well. Tensions remain and time went on. There were never any full reparations for the harm that these acts have done, though on the surface, things have improved.

The terrorist attacks on September 11, 2001 sparked another internal emergency for politicians in the United States. According to Young (2018), “Since September 11, 2001, politicians and the media have increasingly framed undocumented immigration and refugee resettlement as a national security threat, as well” (p. 227). Since then, these nativists have grouped all Muslims together with attitudes of low acceptance for their presence. Within the next few decades, we saw a growing in internalized biases and racism come out on social media, videos of public arguments, and campaign slogans that allude to nativism.

According to Young (2018), modern day nativists “have a president (Trump) who not only seems to agree with many of their arguments, but who also stokes the flames of this nativism so explicitly and aggressively” (p. 228). One modern example of anti-immigrant sentiment is the attempt to end the Deferred Action on Childhood Arrivals (DACA). DACA is a “stopgap measure” that shields people who were brought into the United States as children from deportation. This was enacted in 2012 by the Obama administration. People who are granted are given the protected status lasting two years at a time, though the program does not provide a pathway to citizenship. The benefits of being a DACA recipient are vast and include health insurance eligibility, work permits, driving legally and the pursuit of higher education (Dickerson, 2019).

Although DACA is not officially withdrawn, the processes of undoing it have begun after Trump announced his plans in 2017. DACA recipients, or Dreamers, grew up as Americans and were brought up in American culture. In some cases, these individuals did not know they were unauthorized immigrants until they began to apply for financial aid or anything needed a social security number. They have often no connection to the country they were born in, all they know is The United States. So now, under the Trump administration, many of these people are under the threat of deportation since DACA may not be able to protect them once a decision is made. There is currently no decision made at the Supreme Court level, although we are awaiting a 2020 decision. People are still able to apply for DACA status renewal but no new applications are being accepted. Recognizing how DACA recipients are being impacted by anti-immigrant sentiment is important when contrasting the treatment and potential harmful environments international students may be subject to. This adds another wave of “we don’t want you here” sentiment to their thoughts and this again looks as though we are only welcoming them to the university for the good of the university and not for the good of the student.

History of International Students in Higher Education

Fulbright Scholarship 1945

Senator J. William Fulbright was always interested in international affairs. He had experiences studying abroad and had an appreciation for other cultures. He always encouraged his students to learn, travel, and challenge themselves. His desire to increase international scholarship was made possible during his time in the Senate. He had history working on the Education and Labor panel and introduced legislation to participate in international affairs, specifically the exchange of students and scholars. According to Harry P. Jeffrey (1987), the Fulbright Act began in 1945 when Senator Fulbright aimed to fund exchange students by using

war surplus to fund promotion of international good will through the exchange of students in the fields of education, culture, and science (p. 42). According to Jeffrey (1987), “racked by wartime devastation and unsettled economies, foreign nations pleaded for some of the surplus. However, they lacked the currency or even the goods, much less the dollars, to pay for the materials” (p.42). Fulbright argued that this bill for funding educational exchanges would prevent the war-debt arguments from nations, promote economy strength, strengthen political relations with other countries, build goodwill and peace, and aid educational programs (p.42). In 1946, The Fulbright Act became law. The scholarship is rewarded to many disciplines including social work, education, zoology, and agriculture. Since the start, over 115 nations have participated.

According to Nancy L. Ruther (1998), there is a general consensus that Fulbright-Hays programs are important. “They serve a major purpose in providing equitable access to all parts of the education system through their national competitions” (p. 116). While this is a competitive scholarship and typically impacts students who are studying specific fields, I think this scholarship was a major tipping point of the potential for the world to learn and teach together. Without the work of Senator Fulbright, we may not have had as many opportunities to study and work abroad.

Homeland Security

According to the FBI (2001), one of the terrorists in the September 11, 2001 attacks was reportedly on a student visa, and 18 others were on work visas. The U.S. Department of Homeland security was introduced and finally established in 2003 to safeguard the American Homeland and its people. According to Stephen Flynn (2011),

The Bush administration's emphasis on combating terrorism overseas meant that it devoted limited strategic attention to the top-down law enforcement and border-focused

efforts of the federal departments and agencies assigned new homeland security responsibilities. President Barack Obama has largely continued his predecessor's policies, and congressional oversight has been haphazard. As a result, nearly a decade after al Qaeda struck the World Trade Center and the Pentagon, Washington still lacks a coherent strategy for harnessing the nation's best assets for managing risks to the homeland--civil society and the private sector (para. 1).

Flynn (2011) critiques the usefulness of Homeland Security by saying citizens are rarely aware of terrorism until something detrimental happens. Without agreeing or disagreeing with Flynn, I will say that the point of Homeland Security is to combat terrorism, therefore guidelines for Visa application, travel restrictions, and other factors should be clear rather than accusatory toward visitors. For international students, the part of Homeland Security important to their experience is the Student Exchange Visitor Program and Visa application.

Student Exchange Visitor Program

The Student Exchange Visitor Program (SEVP) is a part of U.S. Immigration and Customs Enforcement's (ICE) Homeland Security Investigations (HSI) that ensures that only legitimate international students and exchange visitors gain entry to the United States. According to The Department of Homeland Security (2019), this certifies educational institutions to enroll international students and monitors them for compliance with federal rules and regulations (para. 13). This information on the student statistics gets put into the Student and Exchange Visitor Information System (SEVIS) to monitor and maintain integrity of data (para. 13).

According to Janet V. Danley (2010), SEVIS has caused more hurdles for international students since its implementation in 2002 (p.67). Not only are international students facing

hurdles for admission, but some staff running SEVIS experience burnout due to the strict enforcements and no-mistake-allowed programming (p.68). According to Danley (2010):

with reference to policy, SEVIS accomplished centralization of the control and monitoring of international students and scholars. However, many believe that security concerns took precedence over and eroded the status and leadership of U.S. higher education around the world. There appeared to be a complete and total disregard of institutions' educational philosophies in the development and deployment of SEVIS. Finally, in the haste to force SEVIS onto the higher education landscape, the policy and rules makers often ignored the educational needs and goals of the students coming to the United States for their college education. Rather than a welcoming and inviting environment, too many prospective international students discover an overzealous, unfriendly, and intolerant atmosphere (p.73).

International Students Today

Visa Hurdles

According to Anemona Hartocollis (2019), “Unexpected denials and long delays have become increasingly common for international students and scholars seeking visas, raising concerns among college officials who see a threat to the diversity and enrichment of their campuses, and causing anxiety for students who may have spent years preparing to study in the United States — only to have their hopes dashed” (para.3). The current administration under the President has made visa application and renewal difficult. The U.S. Citizenship and Immigration Services, the Department of Human Services reached a final rule on visa policies. This decision encourages, according to Ken Cuccinelli (2019), USCIS acting director, there is a self-reliant

spirit of immigrants and our policies are going back to that. Cuccinelli (2019) said in a press briefing:

through the public charge rule, President Trumps administration is reinforcing the ideals of self-sufficiency and personal responsibility, ensuring that immigrants are able to support themselves and become successful here in America. Our rule generally prevents aliens who are likely to become a public charge from coming to the United States or remaining here and getting a green card. Public charge is now defined in a way that ensures the law is meaningfully enforced and that those who are subject to it are self-sufficient. (White House, 2019, August 12)

Ian Wilhelm (2019), reports that Trump’s latest plan to curb immigration will reinforce a message that international students are unwanted and unwelcome. It is clear that the government seems to be leaving the issues that come along with this process to the individual. This will definitely continue to harm the feelings of hospitality for international students, especially if they find themselves in an extreme case. Some of these extreme cases consist of being told while on your flight to the United States that you are no longer being accepted and that you must go back home once you land.

Acculturative Stress

According to Katy Snell and Chun Zhou (2015), “acculturation refers to the degree to which immigrants maintain their ethnic culture and accept or reject the new dominant culture” (p. 179). Though international students are not being forced to assimilate, there are pressures to conform. Concerns surrounding this feeling of needing to acculturate are added stresses.

According to Michael J. Zvolensky, Charles Jardin, Lorra Garey, Zuzuky Robles, and Carla Sharp (2016), acculturative stress is made of societal, attitudinal, familial, and environmental stress. This can include mental health issues and symptoms of depressive behaviors like

suicidality, social anxiety, and panic. Acculturative stress can also look like perfectionism, avoidance, and financial stress (p. 501-505). This stress can come from being isolated, stresses from home, unawareness of mental health resources, and anything else that may come from lack of information from the university. International students already have the challenge of homesickness so adding these stresses when they arrive leads to a greater chance of these depressive behaviors.

One thing the United States university can do is ensure that student success measures and hospitality measures are not finished at the contractual level. After visas are fulfilled, money is paid to the university and classes are chosen to match their major needs, the students still require care and acceptance to avoid the pileup of acculturative stress. According to Hellen Forbes-Mewett, and Anne-Maree Sawyer (2016), students experience this language stress, work stress, anxiety, and depression on top of unexpected policies or costs and knowing how to express the need for health care or assistance. One example that deserves attention that Forbes-Mewett and Sawyer (2016) mention is, “they have to question their lecturer... they have to engage, whereas in their home country... they would never question their lecturer. Participation in a group happens differently [here]... in a lot of Asian countries it’s about group consensus... whereas [in North America] it’s okay for you to... disagree” (p. 5). The concern here is that international students may not be aware of cultural differences and be holding themselves back from succeeding best they can because of a lack of awareness. Simple communication and opportunity to interact may decrease uncertainties such as this. This is not to say international students are completely unaware of cultural differences, but certainly there is room for improvement in the ways these students are being integrated. International students, whether here for a few courses or an entire degree, should be given time and adequate services that they actually could use.

According to Makela Skinner, Ning Luo, and Chris Mackie (2019), when international students were surveyed on their satisfaction with their experiences, 62% of the students agreed with having sufficient space available to engage in their religious beliefs at their institution (p.17). However, 38% reported living away from home/family is more challenging than they expected, 30% reported cultural barriers in the U.S. are more challenging than they expected, and 20% reported the language barrier in the U.S. is more challenging than they thought it would be. This highlights the need for a program that includes international students in activities that may provide them with necessary information to acclimate but adjust to experience interactions with domestic students.

Current Political Tension

Since 2016's presidential election, international students are facing difficulties with immigration and visa laws under the Trump administration's anti-immigrant sentiment. This has created lasting effects on the United States in many ways. Recalling current political climates is important to acknowledge when understanding how the United States is perceived from foreign countries. As argued by Cloud (2018), "[Trump] has emboldened white supremacists and anti-intellectuals. But such bullying is, in fact, a social movement tactic that is closely tied to other, long-term attempts to minimize the critical potential of universities. Attacks on professors are part of a collective, social movement phenomenon" (para. 2). The significance this holds for international students is real. This sends false narratives and information to other countries and International students could be turned off to coming to the United States due to the racist and discriminatory rhetoric that is found surrounding the Trump administration.

A survey in 2017, collected some interesting findings that highlight the connection of the university and the international student relationship. According to Julie Baer (2017),

institutions are expressing concerns about student recruitment because of eligibility requirements and visa hold ups. The current United States social and political climate impacts campus and the attitudes of all students with how they respond to and treat one another. This can lead to tensions on campus if not taken head on.

Universities must accept realities of the current immigration sentiment and how students may not be able to study here easily because of difficulties attaining visas or their own feelings. Turning away from the truth when there are negative attitudes toward immigrants may subject students to being marginalized even further. I believe it is the duty of the university to be a place of academic freedom that shows hospitality to all students, regardless of the student's demographics.

Important Factors Shaping the International Student Context

In the following section I will discuss the role that power plays at the modern university and particularly within the experiences of international students. I will discuss power as it relates to the way the university operates and interpret the ways in which privilege should be used for the service of others within the institution. One could argue that the university impacts society and that the university has potential to impact society. The university is an entity that runs as a business but attempts to serve without a customer and provider relationship. To improve practices and current policies, we must have an honest conversation with those in power and those not in power about who and what is being served in the institution. Along with that must be a view of who is not being served, who is being hurt and who is being exploited.

Power is expressed in many ways. As argued by Foucault (1972), "power must be analyzed as something which circulates, or rather as something which only functions in the form of a chain". It is never localized here or there, never in anybody's hands, never appropriated as a

commodity or piece of wealth. Power, Foucault (1972) explains, “is employed and exercised through a net-like organization. In other words, individuals are the vehicles of power, not its points of application” (p. 98). Power works for those in power. Power comes from ideologies which controls people’s actions, words and thoughts because of invisible realities. Power can be expressed in subtle mechanisms or even in hierarchical ways. Within a clear-cut hierarchy, you will see who is making the rules, who follows the rules and who is impacted in whichever way the power produces outcomes.

Power is reproduced in university settings in both hierarchy and subtle mechanisms. For the hierarchy, power is usually seen clearly. The top of the hierarchical ranking is the people who fund the school, the President of the university, professors and so on. The bottom, although the university is to serve the students, is all students, especially students who have factors separating them from those who are “successful”. These factors could include language barriers, cultural misunderstandings, economic issues, etc. Subtle mechanisms, as Foucault (1971) explained, “cannot but evolve, organize and put into circulation a knowledge, or rather apparatuses of knowledge, which are not ideological constructs” (p.102). These subtle mechanisms, then in higher education institutions would be, but not limited to, financial aid, curriculum, tenure, athletic teams, funding for departments, clubs, research and scholarly work, and much more. Those who have money to donate to the school and fund programming, for example, are in charge of what takes place and who is benefitted.

When something affects your actions, it is a force, which is a representation of power. The forced relations make up who we are, how we act and how we function in our daily lives. To become other than what we are, there must be counter conduct. Groups of people who are identified by those in power as minorities, for example, could feel the repression from power in

forms of economy, education, and prejudice. My intervention will aim to challenge these powers of the university. The university is a place where discussion of identity, power, and privilege happens. My thematic concern is shaped by the lack of recognition of international student realities. This includes needs, desires and things necessary to thrive. For these students to thrive, there should be ample resources for them educationally and outside of the classroom.

Recognizing how different ideologies work as power against international students is a place to begin. Those that hold this power also have privilege. This power and privilege that should be used to speak up for students that have limited resources in doing so. Students might have difficulty self-advocating in fear of losing funding, being sent home, or fear of further marginalization. My intervention will help these students feel included, valued and learn that they are more than another number to those that hold power in the university. My hope with CulturED is that the training for Student Partners and our faculty and staff helpers will add to individual recognitions of the power they hold.

In order to run CulturED smoothly, we must consider the issues of power dynamics, individual privileges, and redistribution that the university may owe to our students. For this program, we must accept that challenges that exist in the day-to-day work in higher education and student affairs are vast. Budgeting for programs, need for assessment, lack of participation from other offices, being supportive of visa issues to students, being an advocate for religion and culture for all international students at the same time, helping with acculturative stress they deal with, and many more challenging yet rewarding occurrences can determine whether or not programming or curriculum can be instated.

International students who study in the United States are on a different level than domestic students as far as adjusting to new surroundings, language, involvement, time,

academic level and many other factors. They are welcomed to campus with the assumption and idea of being included, appreciated and having the ability to get the “American experience” discussed earlier as the dream, on campus. But the issue is usually in the development they have the time to achieve.

Development during college years is crucial to these life experiences, in and out of your home country. Students do hold a certain amount of responsibility to make their experience meaningful, but they cannot do this without necessary support. Students should not feel like just another number, but instead feel like a member of a community. Educators should be invested in student’s education too. According to Michael Oakeshott (1950), “A university is not a machine for achieving a particular purpose or producing a particular result; it is a manner of human activity” (p.24). Oakeshott is referring to the everchanging purpose of the college campus. He is saying that with each changing generation, different standards are held and there is a deeper push for equality within groups of students.

Many typical university practices are built around domestic, English-speaking, non-minority, able-bodied, academically achieved, privileged, traditional-aged students who live on campus. The university does attempt to serve all students no matter their demographics, but typical practices include the normative needs only. One way to explain this situation is to mention that there are services for those not in the best academic standing and financial standing, but this places them behind the curve of the students who are expected to achieve more and be higher on the grade scale. Those students who need to receive tutoring, coaching, counseling and other services are provided for. The issue is in the hands of the institution though, to ensure those students do not feel ostracized, out of place or as if they cannot achieve the same goals as their “normal” classmates and cohort. I would argue that while providing services for those who are

scholastically behind, in need of special services, etc. is necessary and fair, a separation like this could create a clearer divide between students. Power and privilege interact in modern universities in many ways and this is just one way you could observe those institutional truths.

Neoliberalism

Unfortunately, even when our international students are accepted to the university, get here successfully and are ready to study, they are still treated through the neoliberal lens. Neoliberalism, according to David Harvey (2005) can be understood “not simply as economic policy, but as governing rationality that disseminates market values and metrics to every sphere of life and construes the human itself exclusively as *homo economicus*” (p.176) *Homo economicus* refers to a person (in my argument, an institution) who/that worries about their self only for personal gain and are self-interested. I would argue that neoliberalism has embedded itself in the way students are influenced to compete with themselves and with one another and to get ahead academically in order to gain more return on investment, hence making the United States university a neoliberal entity.

I have observed struggle within institutions trying to find where international students belong, not for sake of diversity, but for the students’ personal and academic care. There is seldom programming that seeks to include international students in campus happenings. Perhaps having their opinions and needs taken seriously, being assisted with all things necessary and providing all things hospitable. As long as there are curriculum differences, cultural differences, immigration laws that are a result of political climate and other factors, this question of belonging will be asked. According to Steven Gold (2016), “international students are willing to engage in the often difficult and costly endeavor of coming to the US to pursue higher education. To do so, they must master English, deal with a complex visa process, and contend with

unfamiliar food and strange social practices. Yet they are willing because of the reputation of American universities” (p. 523). These students offer a lot. They are often willing to share stories, culture, help their peers learn, and support their fellow international students. There are recent reports of increasing enrollment for graduate international students. The university should be concerned about enrollment. One thing that can help this is word of mouth. If a university receives good feedback from international students and the students recommend the program to their friends, this can only be a positive.

Theory to Practice: Professional Experiences

Sarah Ahmed (2012) has said, “the very tendency to look over how every day and institutional worlds involve restrictions and blockages is how those restrictions and blockages are reproduced. It is not time to be over, if it is not over” (p. 181). I recently attended global education sessions at a national conference and learned that many international students leave their time studying in the United States disappointed. They often feel they were ostracized and wasted their time and money. There is no “one size fits all” for students, regardless of demographic and culture. While I do not have direct contact with international students in my job, I have had the opportunity to work at study abroad events, meet with a director of a program for international students, and help implement events. What I have noticed, unfortunately, from these experiences is that the international students are never given much of a choice or cultural reasoning behind things they do. For example, many trips were to the city for the day and they would attend an art museum then be left to do what they wanted until the bus left back for campus. There was little direction or instruction for the basis of activities and trips. It felt like we were just sending students to the city for the sake of something to do. While I do agree with giving the students some space to explore and be independent, I think there is more potential to

provide enriching experiences during their time here. These experiences and connections lead to making better personal connections with their peers if they are interested. A better system could be allowing students to choose their experiences, learn about culture, and have the opportunity to share their own cultures if desired.

In my work experience, I have had the pleasure of fully “meeting students where they are” in order to assess which kinds of support, challenges, and help they may need. I am an Academic Success Coach, though I feel it is always necessary to go beyond academics to achieve success in a student’s life. I work directly with students who are at an academic disadvantage and students who may need extra assistance to reach their goals because of different factors in their lives. The most memorable cases I have had are students who have dealt with mental health issues and external familial issues. To be the best support I can, I always listen. I listen to their stories and assess which things I can help with and which things they need to self-advocate for.

This experience has let me understand my core strengths are great for the field of Higher Education and Student Affairs. Empathy allows me to listen and give advice. Development helps to make plans for student growth. Futurism helps create the bigger picture of how our plans pave the path for the future. Responsibility keeps me in line and makes it essential to follow-through and follow-up. Lastly, Individualization allows me to see the individual student and not just a number. I aspire to learn continuously in order to remain trusted ally for our domestic and international students.

Chapter 4: CulturED

To attempt to enrich student experience, we as educators have the responsibility to a hospitable environment on campus. Programming should be purposeful, up-to-date, and relevant with the current student experience. My belief is that education and discussion about culture should go both ways with domestic and international students. I would love to open up and encourage conversation that highlights the strengths and history of other cultures in order to create mutual understanding of each other. I have created a program that involves students domestic and international, faculty, and staff. This program is not a teacher-student approach and it will not be confined to a classroom. The program I am proposing is called CulturED. This partnership program includes programming built exclusively for international students. The name serves as a play on the words culture and education. I picked this name to encourage conversation between domestic and international students. We will hold relevant programming in order to foster a deeper feeling of belonging.

According to Chris R. Glass and Christina M. Westmont (2013), international students are generally satisfied with their academic experiences but their social experience is often less satisfying (p. 106). Acculturative stresses come from feelings of marginalization. One factor among student peers is loneliness which can result in depression and more stress (p. 107). Although many situations of international student acculturative stress is not at the fault of domestic students, there may be a feeling of ethnocentrism on campus. Domestic students may sometimes believe or feel as though they know better or that international students are coming here to “get away” from their own culture. Ethnocentrism has the potential to manifest itself in many ways on campus especially within political climate. By creating more opportunity for integration, this could potentially combat ideas and opinions that may result in such practices. By

pairing international students with domestic students, this can increase the feeling of belongingness, hence matching the overall approval rate from international student academics.

By overlooking the need for international student socialization, we are doing a disservice.

According to Glass and Westmont (2013):

opportunities from cross-cultural encounters often exist in isolated pockets within the university.

International student offices, counseling centers, and other student support services can partner in efforts to enhance the campus climate for all students. These units could partner in co-

sponsoring programs or organizing campus-wide conversations on diversity and the need to

belong. Partnerships would not only better-serve students, they would help educators learn from

each another in order to become more responsive to the ever-more diverse student population at

American colleges and universities (Glass & Westmont, 2013, p. 117). This puts tangible

reasoning in my idea to create a programmatic intervention that pairs international students with

domestic students for an enriching experience. I will include domestic and international students

in decision making for this program as it goes on in order to express the importance of teamwork

and collaboration.

CulturED is designed to engage international students who are currently enrolled at the university and domestic students currently enrolled at the university. I will aim to recruit

domestic students in language majors and students studying global courses such as intercultural communication, global business, and global economics, to serve as student partners. I would

welcome other domestic students who showed a desire to be on the CultureED to be involved, no matter their course study. But the target audience will be the students who may have had prior

interest in working alongside international students in order to provide such students with relevant participation in their future fields.

Hospitality

According to Strange and Lundberg (2014), “to give hospitality is a means by which society can both perform and extend its own being, to encompass a wider body of humanity, but also make its existence materially felt through the lives of those individuals” (p. 203). I believe international students deserve hospitality. Without it, they are denied of their basic human needs. As I said in Chapter 3, the university has the responsibility to provide means for hospitality even if the international students are not willing to partake in all things offered. Resources such as housing, food, and education are basics. Besides the basic resources should be human connection, opportunities to explore, events, and anything the school can provide for enriching their educational experience in the United States. Jacques Derrida (2000) also explains hospitality by saying:

absolute hospitality requires that I open up my home and that I give not only to the foreigner (provided with a family name, with the social status of being a foreigner, etc.), but to the absolute, unknown, anonymous other, and that I *give place* to them, that I let them come, that I let them arrive, and take place in the place I offer them, without asking of them either reciprocity (entering into a pact) or even their names. (p. 25).

Derrida’s idea of not only welcoming, but also providing for and caring for individuals is how I wish to model CulturED to care for our international students and our domestic students simultaneously. With this hospitable motto, the students will ideally learn the importance of partnership and mutual respect.

The purpose of my program is to bridge the gap between domestic and international students. The international students will be encouraged to share their culture with the domestic students and the domestic students will have the same opportunity to create a wider

understanding of each other's cultures. This, in turn, will create more accurate visibility of international students and aim to create and foster a better sense of belonging at the institution and on campus. CulturED will aim to provide students with ways to engage one another and to create a mutually beneficial relationship. CulturED will provide meaningful trips, friendships, lessons, conversations, and more all toward the international students own experience during their time in the United States. These programmatic interventions will add to the hospitality that I wish to provide for the international students.

Goals, Objectives, and Outcomes of CulturED

The goals of the CulturED program are:

- To encourage international student involvement on campus
- To help international students acclimate and thrive in US institutions
- To increase advocacy for international students
- To assist domestic students in having an understanding and appreciation of other cultures
- To decrease ethnocentrism

In order to accomplish the program goals, CulturED will:

- Create a hospitable environment for the international students by fostering partnerships, programming that celebrates cultural differences, and educational trips
- Increase visibility of international students through partnerships of students, faculty, and staff
- Decrease isolation of international students by including them in a partnership
- Create a more robust way for international students to navigate campus

Theoretical Frameworks

I am looking to impose change for these issues mentioned above through a historical lens, specifically focusing on the nation's history with anti-immigrant sentiment. To support these views, I will draw on Schlossberg's *Mattering and Marginality* (1989). Schlossberg says that "people in transition often feel marginal and they do not matter" (p. 6). This program, by centering events on international students in the early part of their transition will seek to address this problem. By connecting students and taking isolation out of the situation, international students may start to feel appreciated and welcome. Our programming is all built on a foundation of conversation, give and take of culture, and appreciation of differences. The phenomenon of marginality is especially evident when individual needs such as language, academic, and emotional support are lacking.

Claudia Ruitenbergh (2015), Jacques Derrida (2000), and Michael Strange and Anna Lundberg's (2014) work on hospitality will inform and strengthen my programming for international students. As argued previously, "the student should not be locked into the position of guest..." (Ruitenbergh, 2015, p.26). Ruitenbergh's work will provide a case of the importance for hospitality and prove how educational settings require such hospitable practices for students to thrive. Derrida highlights that hospitality should be given without the expectation of reciprocity. According to Strange and Lundberg. (2014), "to give hospitality is a means by which society can both perform and extend its own being, to encompass a wider body of humanity, but also make its existence materially felt through the lives of those individuals" (p. 203). CulturED will aim to provide certain measures to foster an overall hospitable environment. CulturED will push beyond the basic definition of hospitality and seek to engage international students more deeply, integrating them into the campus community, making them more than mere "guests."

With these ideas in mind, programming will be aimed at ensuring this robust definition of hospitality is priority and that all intentions are for the betterment of the student experience.

CulturED: A Hospitality Partnership Program

My programmatic intervention is a partnership program involving undergraduate domestic, study abroad, and international students. This program will act as a way to provide hospitality within the university. This will have the potential to bring domestic and international students closer together while also encouraging cultural understanding between the groups of international students. The partnership aspect will include one-on-one meetings, programming that brings all the students involved together, and trips meant for cultural enrichment. This program is meant to create a community on campus that allows international students to acclimate and thrive while studying in the United States. CulturED will be a community builder. I hope to achieve educational hospitality by providing this partnership for international students and providing domestic students with educational workshops involving multi-cultural competence. Whether the international student is here on the United States campus for a semester or for their entire college experience, they deserve to feel welcome, be and feel accepted, and to have the same opportunities as domestic students regarding anything university related. This community can start by valuing international students as much as domestic students. Education, activities, social events, and tourism are all experiences international students may hope for, but they are only a part of the overall experience for international students. International students may go through culture shock, language barriers, economic issues, loneliness and many other hurdles that could hinder their success, self-esteem and overall health.

To help overcome such issues, CulturED will engage domestic students in a mentoring/helping role of entitled *Student Partners*. The role of the *Student Partner* is to be an individual, peer connection for the international student. They can assist with navigating the institution, understanding the nuances of the English language and helping connect to a community. *Student Partners* will meet weekly with their assigned international student. Some issues that might be present for international students that might hinder their ability to easily transition to a United States institution are many. There are some international students may not want to ask for help for fear of appearing uneducated, they may not speak English with proficiency to be able to communicate fully, managing immigration issues and family issues, culture shock, and economic issues. Our partnerships will help bridge the gap with asking for help. International students will have a friend to help with adjusting, finding resources, and feeling as though they belong here.

Program Components

Training

For training I will require each Student Partner to attend one day of a light orientation before meeting their international students. I, alongside faculty and staff volunteers, will explain ethnocentrism, microaggressions, and relevant subjects centering cultural competencies. I will take references from the [Cultural Competence Learning Institute](#) for meaningful exercises. The Student Partners will be encouraged to use tools and tactics in their daily interaction with all people, but especially their international partner.

Orientation Training Learning outcomes:

1. Trainees and Student Partners will understand the importance of cultural competence
2. Student Partners will be able to communicate appropriately with international students

3. Student Partners will comprehend the concept of microaggression

Schedule:

- 9am - Breakfast, Welcome announcement

“Welcome to all the new Student Partners. We are so excited to have you join us in CulturED.

Today we will be taking you through a few training sessions to introduce you to our mission. We are meeting our international students in a few weeks, so this day is going to be centered around cultural competence and the goals for this academic semester and year.

- 10am - Would you rather? Icebreaker game
- 11am - Microaggression presentation and discussion
- 12:30 - Break
- 12:45 pm - Diversity Wheel activity
- 1:30 Lunch, Discussion/Reflection of activities
- 2pm Closing remarks, tee-shirts handed out

PenPal Program

This program will cover my second and third objectives of “Increasing visibility of international students through partnerships of students, faculty and staff” and “Decrease isolation of international students by including them in campus activities.” Before international students arrive on campus, our domestic students will each send a package to the international students with “a taste of home” treats. This could include anything small enough to fit into the box. The students will also send a pre-paid box to the international students inviting them to send an item back from their hometown. Each student will be asked to send a picture to the sender of them with the items. When the international students arrive, there will be a meeting involving the “taste of home” packages. Students will be encouraged to discuss why they sent the items, what

they mean to them, and how much they enjoyed the package they received from the sender. This activity will take place before the pairing process as a way of connecting them before they get here. The international students will hopefully feel less anxious upon arrival and perhaps it will calm their nerves knowing they have a friend waiting for them. While the PenPal will not necessarily be their partner, we could take into account any bonds formed during the pairing process. Since students will be admitted during spring and fall semester, this pen-pal practice will occur before each semester.

Taste of Home Show & Tell

Students will be given 10 minutes to pair up with their PenPal to show their items/picture of them with the items they received from each other. During this time they will share why they sent the items and what the significance is. This will take place once a semester just to show some mutual appreciation for one another and to highlight their personal values, connect with others, and create some conversation. Students will be encouraged to reflect on how they felt getting to know someone before they had the chance to meet, what their pre-conceived notions of the person were, and how the items that were sent made them feel. This program will aim to benefit the PenPal program with the same two objectives of “Increase visibility of international students through partnerships of students, faculty, and staff” and “Decrease isolation of international students by including them in campus activities.”

Pairing Event

If there are uneven numbers, domestic students will be able to be paired with more than 1 student if desired. We will also call on the assistance of our volunteer faculty and staff if need be. This pairing event will take place at the beginning of each semester for students in need of new partners. We will predetermine who we think students should be paired with based on interest,

languages known, course of study, etc. This will all be taken from data from their applications to the program. We will give each student a color matching with who we feel they should be with and see how each of them interact with different icebreaker activities. Whomever we deem the most appropriate partner by the end of the party will be their respective partners. Students will be notified who their partner is but we will encourage them all to branch out and interact with others as well, especially if they were paired with the person they did not have as their first choice.

Trips

As a treat and incentive, each semester there will be a trip to Washington D.C. or Philadelphia. Students will spend one full day in one of the cities (one per semester) and explore with their student partner. We want this to be interactive and meaningful, though, so each pair will come back with a story of something they learned from their time there. These stories can create conversation about cuisine, history, politics, economy, or anything they deem worthy of sharing.

Meetings

Students will meet with their CulturED partner on their own desired timeframe but will be encouraged to meet up once a week for homework parties, coffee, gym time, etc. On a requested bases, we will have the chance to provide each pair with funds to do an activity. They will have to submit an informal request, name the significance of the outing, and we will determine whether or not to provide the funds. They will be given a maximum of \$100 per request.

Program Implementation

Recruitment

Domestic students studying foreign language and global studies will be asked to join, but they are certainly not the only students invited to participate. I will send a flyer through email and ask their department professors to spread the word about CulturED as this program would most likely be of interest to them. Domestic students will be hired as needed as admission occurs during spring and fall semester. If students are attending for a year, they have the choice to switch partners or keep the same one. If international students stay for more than one year, they will be invited to be a partner depending on their participation. The students will be incentivized with a \$250 scholarship, free trips, and wonderful opportunities to connect with international students. Faculty and staff will also be invited to participate via email. They will be encouraged if they speak a foreign language, are from another country, etc. The purpose of this is so that the domestic students have partners to learn from too. The international students will also feel more of a sense of belonging and welcoming if they have advocates around campus. Faculty and staff members will be given a CulturED flag with their country flag of choice referenced in the design. This flag will be hung on their office door, in their classroom, or wherever visible to create more visual acceptance for international students. International students will also be given their office hours for meetings if they so choose.

Funding

For program funding, we will apply for appropriate grants related to our efforts. To supplement funds, we will be approaching university offices who might be connected to this work to co-sponsor the CulturED program. We will ask the offices, departments of related study, and alumni to donate Student Partner scholarships, whether picked at random or selected through an application. We will ask for grants and from offices such as Diversity, Equity and Inclusion, Multicultural Affairs, International Studies, Study Abroad, or university alumni. We will also ask

study abroad companies to donate to our efforts. In return, all sponsors will receive a CulturED partnership plaque and be invited to our events and trips. We want to make it clear that their generous donations are being put to great use. CulturED will require a budget of approximately \$25,000 per year that can be raised through fundraising efforts, grants and sponsorships.

Timeline

Applications for domestic Student Partners will be due at the end of each semester around week 10 so they may be accepted for the next semester. They will have a quick interview with a current or outgoing Student Partner and myself to discuss their application questions and to give any feedback or suggestions for the upcoming semester. Upon hiring, students will receive their PenPal information and be given a timeframe to send the items around week 12. Training will take place after all partners are hired during week 12. The pairing event will take place during week 1 of the semester. The PenPal show and tell will take place during week 2 of the semester. The weeks following, student pairs will be meeting and attending campus events together. Mid semester around week 6 will be the trip to Washington D.C. or Philadelphia. Around week 10 we will throw programming for our students, based on what they want. Around week 11 of the semester, domestic and international students will be given a survey based on satisfaction and international students will be asked if they are willing to have an exit interview if they are leaving the United States.

Chapter 5

Leadership and Higher Education

Leadership in higher education is important and should be used as a tool for the benefit of our students. Being proud of all programming is crucial. Student needs, desires, and limitations should be the driving force for all programming. Without intention and collaboration with our students, there is an imbalance of power. This imbalance has the potential to become harmful if students are told what they need and desire. Our students are who we aim to serve. In order to be accountable, we must meet students where they are and listen to what they need. We have the responsibility to seek feedback from various sources including best practices, research, and most importantly, from the students themselves. Effective leadership is leadership that aims to be useful and collaborative, not combative or forceful.

This intervention will serve as a way to provide an impactful, comfortable, and meaningful experience for students who are studying in the United States from another country. My goal is for this program to create opportunity for community and socialization on campus and provide less risk for isolation. This program is meant for the benefit of international students, but will also involve domestic students, faculty, and staff. I want to emphasize the importance of keeping international students' individual needs and desires in mind while building and introducing this to a potential university.

Assumptions, ethnocentrism, and bigotry will have no place in the building of this program. The first thing to consider is that the program and all its' necessary elements must be attainable for the university. In order for the program to be successful, it must include participation from domestic students and international students, funding, training, and participating faculty and staff to be advocates and representatives for the program. CulturED will be providing a relational

bridge between domestic and international students. This proposed program will hopefully flourish into a university-wide movement in which international students become no longer isolated and are given all tools to thrive. The program will include one-on-one student partnering (domestic student paired with international student, but can change depending on the length of time the international student has been in the United States and their personal preferences), events for all students to meet, and trips to enrich their cultural experiences. A significant amount of planning will come from the students. This one-on-one pairing will be for one semester and after the one semester, if the new international student happens to be staying at the institution, they will be invited to be a mentor. Building a sense of community this way could help the separation that many international students seem to face. Certain barriers could prevent international students from having the opportunity or desire to integrate.

Social Change Model of Leadership

With CulturED, I not only have the opportunity to grow as a leader myself, but additionally the faculty, staff, and student partners do as well. I will keep this perspective in mind as I assess effective leadership measures on my part. I will implement leadership values that are articulated in Social Change Model of Leadership (1993). This is the style I envision for CulturED program building and maintenance. This leadership style is to “enhance student learning and facilitate positive social change” (p.24). In this model, the leader must seek to use tools for success for individuals, groups, and community. The 7 C’s that make up this model include Consciousness of Self, Congruence, Commitment, Collaboration, Common Purpose, Controversy with Civility and Citizenship. These C’s are broken up into a flow chart. The Individual includes consciousness of self, congruence, and commitment. Group is made up of collaboration,

common purpose, and controversy with civility. Last is Community which includes citizenship and society. According to the Higher Education Research Institute (1993),

A leader is not necessarily a person who holds some formal position of leadership or who is perceived as a leader by others. Rather, we regard a leader as one who is able to effect positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders. Moreover, the process of leadership cannot be described simply in terms of the behavior of an individual; rather, leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change (p. 16).

I am going to lead CulturED with positivity and hopefulness. I will anticipate roadblocks during the first year with planning and implementation but I hope to be able to acquire an excellent team. I hope to work closely with those involved, seek real-time feedback from faculty and staff, and be communicative with student leaders to ensure their needs are being met. I will aim to be the leader I always knew that I needed. Someone who barks orders and expects results is someone I would never be able to work under, nor would I expect to be able to lead like this. I strive for empathy, communication, and human connection.

Assessment, Evaluation and CulturED

Critical Action Research

I have discussed important elements of CulturED that highlight why a program for international students is suitable for Critical Action Research (CAR). CAR is meant to lead an intervention on areas needing change, but only after fair and accurate observation of the community in question. I feel this process can lead to real change for these students during their time in the United States and can provide the university with a further, more accurate look at

their international students. One must keep in mind that careful planning and intentionality must be present when implementing a project with CAR not stop at collecting information, there must be reason for all dialogue, programming, and interventions. Students should be accurately seen, represented, and accommodated.

This type of observation and assessment uses community engagement and dialogue to build rapport. CulturED seeks to do just that with all programs. Seeking feedback and this open dialogue will ensure student involvement and contribution to the intervention as a whole. The use of CAR for my purposes, will act as a way to advance social transformation in higher education by remaining open to facing challenges, and being willing to learn from others. Assessment will allow us to learn what our students need, desire, and require from the university. Ultimately, this assessment will provide pathways to create permanent improvement and change.

Evaluation

I will evaluate the impact of CulturED by how the program made our students feel by asking them to complete mid-semester surveys. If the students ever need to talk open-endedly, I would ensure that they knew I was here for them. I would also look to ensure that there was a sense of community within our student pairs by conducting interviews and conversations with them. In order for CulturED as a whole to be a success, campus as a whole must be impacted and enthusiastic to help CulturED grow. I will attempt this by working with our sponsors and collaborating with other campus groups to create this lasting community.

This program is not for making profit but for the betterment of the international student experience. Although, in some ways, there is a return on investment. By creating an engaging experience for international students, more international students may want to attend. Enrollment of international students benefits the institution in many ways but one way is that they are full-

pay students. Currently, as mentioned in previous chapters, institutions are very concerned that their international student enrollment will be eliminated given travel bans. While we are not seeking a return on investment, secondary effects might just do so. The difficulty with recruiting international students and just letting them navigate by themselves is that they cannot or may not succeed. In many ways, it is unethical to take their money and just hope they succeed. My plan is intentional in helping them to succeed. We must seek to create a fulfilling hospitable educational experience for our students and their feedback is crucial as we move forward and implement change and improvements.

Upon exiting the country, we will administer surveys to our international students on their experiences. For our Student Partners, we will be conducting exit interviews. The exit interviews and surveys will inform us of their individual experience so that we may assess things like work and academic balance, program ideas, and anything they feel could benefit the future of CulturED. We will allow the students to give open ended feedback as well and follow up if they have programming ideas. The pair interviews may be the most important source of feedback. We can get a better idea of whether or not our pairing process works and should continue in the future. All of this feedback is necessary and fair for the students we will serve in the future.

Possibilities for CulturED

This program would be most successful on campuses with a large number of live-in students and a campus that sees a large participation rate with campus initiatives. If this program were to be implemented on different type of campus, we may have to adhere to different rules with programs. For example, for a private university, we may have to embed some religion into the programming which could work, but only if it was ensured that no agenda had been pushed and that there was room for our students to discuss their own beliefs if they felt comfortable

doing so. Under different circumstances, CutlurED can always adjust programming as long as hospitality is the main aspect and measurement of success.

Now that my research and programmatic intervention has been fleshed out, I hope the importance of nurturing our students for their own definitions of success has been made clear. I hope to take this thesis with me to a position at a university. Potential to collaborate with offices of study abroad and international studies has been my dream. I hope this work has made this possible.

Future

Issues that CulturED does not out rightly address are gender, sexuality, or race issues. Based upon many current and past events on college campuses, there is often bias around gender and race. We could expand CulturED programming to cover these issues. The programming in Chapter 4 would need some adjustment. For training, we could add subjects on current events, sexism, institutionalized racism, homophobia, transphobia, etc. We could attempt to expand conversation with the international students sharing experience in their home country and how things are different in the United States. We must not be afraid to discuss our realities and fears. If the university were to find that students were feeling isolated as international students because of these factors, we could intervene and make microaggression and cultural competence training available for all students at the start of the fall semester to counteract any potential circumstances. The university will ultimately have to respond to any instances that create racist or sexist attitudes or situations.

As institutions of higher learning continue to seek out international student enrollment, it is important to incorporate programming to support student success. Inviting international students to study in the United States benefits the institution in many ways. It is imperative that

we, as student affairs educators and higher education administrators understand the potential transition and acclimation issues faced by international students and develop an intervention that meets their needs. Basic hospitality and care for students is the first step in accomplishing this goal. Intentional programming and support is another step. As we face continued political discussions in our country, increasingly so in our response to the COVID-19 pandemic, we run the risk of marginalizing our international students even more than we might have done in the past. It is imperative that we create connections with our international students so they can thrive and survive as our guests.

References

- ACPA: College Student Educators International and NASPA: Student Affairs Administrators in Higher Education. (2015). *Professional competency areas for student affairs educators*. Retrieved from https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Compencies_FINAL.pdf
- ADL. (2019, October 17). *What is DACA and Who Are the DREAMers?* ADL Fight Hate For Good. <https://www.adl.org/education/resources/tools-and-strategies/table-talk/what-is-daca-and-who-are-the-dreamers>
- Ahmed, S. (2012). *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press: Durham, NC.
- Baer, J. (2017) *Fall 2017 International Student Enrollment Hot Topics Survey*. Washington, DC: Institute of International Education (IIE).
- Bing Z. & Ratsoy, E. W. (1999), Student Participation in University Governance. *The Canadian Journal of Higher Education*, XXIX (1), 1-26.
- Cloud, D. (2018, May 3). *From Austerity to Attacks on Scholars*. Inside Higher Ed. <https://www.insidehighered.com/views/2018/05/03/neoliberal-academy-age-trump>
- Congressional Research Service (CRS). (2019, November 1). *Foreign STEM Students in the United States*. Congressional Research Service. <https://crsreports.congress.gov/product/pdf/IF/IF11347>
- Cultural Competence Learning Institute. (2019). *Group activities*. <https://community.astc.org/ccli/resources-for-action/group-activities>
- Danley, J. (2010). SEVIS: The Impact of Homeland Security on American Colleges and Universities. *New Directions for Institutional Research*, (146), 63-73.

Department of Homeland Security. (23 May 2019). *Federal Register*. Vol. 84, No. 100. Rules and Regulations

Derrida, Jacques. 2000. *Of Hospitality* (translated by Rachel Bowlby). Stanford, CA: Stanford University Press.

Dickerson, C. (2019, November 12). *What Is DACA? And How Did It End Up in the Supreme Court?* Retrieved December 3, 2019 from nytimes.com. <https://www.nytimes.com/2019/11/12/us/daca-supreme-court.html>

Flynn, S. (2011). *Recalibrating Homeland Security: Mobilizing American Society to Prepare for Disaster*. *Foreign Affairs*, 90(3), 130-140.

Forbes-Mewett, H. and Sawyer, A-M. (2011). *Mental Health Issues amongst International Students in Australia: Perspectives from Professionals at the Coal-face*. The Australian Sociological Association Conference Local Lives/Global Networks, University of Newcastle New South Wales. November 29 -December 2.

Forbes-Mewett, H., & Sawyer, A. (2016). *International Students and Mental Health*. *Journal of International Students*, 6(3), 661-677.

Fraser, N. (2000). *Rethinking Recognition : Overcoming Displacement and Reification in Cultural Politics*

Glass, C. R. and Westmont, C. M. (2013). *Comparative effects of belongingness on the academic success and cross-cultural interactions of domestic and international students*. *International Journal of Intercultural Relations*.

Gold, S.J. (2016) International Students in the United States. *Soc* 53, 523–530.

<https://doi.org/10.1007/s12115-016-0060-2>

Hartocollis, A. (2019, August 28). *International students face hurdles under trump administration policy*. The New York Times. <https://www.nytimes.com/2019/08/28/us/international-students-visa.html>

Higher Education Research Institute. (1996). *A social change model of leadership: Guidebook* (3rd ed.) University of California, Los Angeles.

Jeffrey, H. P. (1987). *Legislative Origins of the Fulbright Program*. The ANNALS of the American Academy of Political and Social Science, 491(1), 36–47. <https://doi.org/10.1177/0002716287491001004>

Johnson, K. (2018). *9/11 and International Student Visa Issuance*. *Journal of Studies in International Education*, 22(5), 393-413.

Kapell, J. (2019, April 25). *Student participation in institutional governance and decision making: Having a seat at the table*. *Advancing Campus Community*. <https://www.acui.org/resources/bulletin/bulletin-detail/2019/04/03/student-participation-in-institutional-governance-and-decision-making-having-a-seat-at-the-table>

Kalin, R. & Berry, J.W. (1996). Interethnic attitudes in Canada: Ethnocentrism, consensual hierarchy and reciprocity. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement*, 28(4), 253–261. <https://doi.org/10.1037/0008-400X.28.4.253>

Newfield, Christopher. (2016). *The Great Mistake: How We Wrecked Public Universities and How We Can Fix The*. Baltimore, MD: Johns Hopkins University Press

Oakeshott, M. (1950). *The Idea of a University*.

- Poon, O. A., Squire D. D., Cheung Hom, D., Gin, K. and Segoshi, M.S. (2016). *Critical Cultural Student Affairs Praxis and Participatory Action Research*.
- Redden, E. (2018, November 2018). *New International Enrollments Decline Again*. Inside Higher Ed. <https://www.insidehighered.com/news/2018/11/13/new-international-student-enrollments-continue-decline-us-universities>
- Rice, K., Choi, C., Zhang, Y., Morero, Y., & Anderson, D. (2012). *Self-Critical Perfectionism, Acculturative Stress, and Depression Among International Students*. *The Counseling Psychologist*, 40(4), 575-600.
- Roy, P. (2005). *FROM CONCENTRATION CAMP TO CAMPUS: Japanese American Students and World War II*. *Journal of the West*, 44(4), 90.
- Ruitenber, C. W. (2015). *The Practice of Equality: A Critical Understanding of Democratic Citizenship Education*. *Democracy and Education*, 23 (1), Article 2.
Available at: <https://democracyeducationjournal.org/home/vol23/iss1/2>
- Ruther, N. L. (1998). *Bridging Regional and Functional Education: Linking the International Affairs Schools, Area Studies, and Other Academic Units*.
- Schlossberg, N. (1989). *Marginality and mattering: Key issues in building community*. *New Directions for Student Services*, 48, p. 5-15. <https://doi.org/10.1002/ss.37119894803>
- Skinner, M., Luo, N. & Mackie, C. (2019). *ARE U.S. HEIs MEETING THE NEEDS OF INTERNATIONAL STUDENTS?* World Education Services.
- Snell, K., & Zhou, C. (2015). *Predicting Acculturative Orientations of American College Students toward International Students*. *Journal of Intercultural Communication Research*, 44(3), 179-200.

Spring, Joel H. (2001) *Deculturalization and the struggle for equality: a brief history of the education of dominated cultures in the United States* Boston : McGraw-Hill.

Strange, M., & Lundberg, A. (2014). Education as Hospitality. *Peace Review*, 26(2), 201-208.

University of California Office of the President. (2019, August 12). *UC statement on final rule regarding "public charge"*. University of California. <https://www.universityofcalifornia.edu/press-room/uc-statement-final-rule-regarding-public-charge>

White House. (2019, August 12). Press briefing by USCIS acting director Ken Cuccinelli. <https://www.whitehouse.gov/briefings-statements/press-briefing-uscis-acting-director-ken-cuccinelli-081219/>

Wilhelm, Ian. (2019, August 14). *New Immigration Rule 'Sends a Detrimental Message Internationally'*. The Chronicle. <https://www.chronicle.com/article/New-Immigration-Rule-Sends/246959>

Wong, A. (2019, September 6). *Colleges face growing international student-visa issues*. The Atlantic. <https://www.theatlantic.com/education/archive/2019/09/how-harvard-and-other-colleges-grapple-student-visa-problems/597409/>

Young, C., Haffejee, B., & Corsun, D. (2017). *The relationship between ethnocentrism and cultural intelligence*. *International Journal of Intercultural Relations*, 58(C), 31-41.

Young, J. G. (2017). *Making American 1920 Again? Nativism and US Immigration, Past and Present*. *Journal on Migration and Human Security* 5(1), 217-235.

Zong, J. & Batalova, J. (2019, May 9). *International Students in the United States*. Migration Policy Institute. <https://www.migrationpolicy.org/article/international-students-united-states>

Zvolensky, M., Jardin, C., Garey, L., Robles, Z., & Sharp, C. (2016). *Acculturative stress and experiential avoidance: Relations to depression, suicide, and anxiety symptoms among minority college students*. *Cognitive Behaviour Therapy*, 45(6), 501-517.

Appendix A

International Student Recruitment Letter

Dear [student name],

On behalf of [university] we would like to invite you to join our team CulturED. CulturED is an interactive semester long program designed to acquaint you to your new school. You will be paired with a student from [university] and be given the opportunity to work with them all [semester/year] long. With your partner and the entire CulturED team, you will explore, learn about different cultures, teach us about your culture, share stories, and create a lasting bond with us. At no additional cost, we are offering this amazing opportunity to take part in program that could improve your time here in the United States.

Please fill out the attached document by [date] and reply back. We look forward to getting acquainted with you! Welcome to [university] !

Best, ____.

Appendix B

International Student Intake Sheet

International Student Intake Sheet

Name:

Age:

Country:

Languages understood/written:

Languages spoken:

Interests:

Anything we should know for pairing purposes:

Appendix C

Faculty and Staff Letter

Dear [name],

On behalf of CulturED, we would like to invite you to act as a supportive member of our international students. You are receiving this letter because you [speak more than one language/ are from another country/ have worked in another country] and we feel you would be a great fit for our program. You will not be expected to do any extra work. We only ask that you display your CulturED flag proudly on your office door for visible support to our students and remain open to attending our programming throughout the year.

Please express your interest by emailing [address] and tell us which country's flag (multiple welcome if applicable) you would like to display on your door.

Thank you so much, [name].

Appendix D

Student Partner Application

Job Title: CulturED Student Partner

Pay: \$250 Scholarship Per Semester

Name:

Course of Study:

Previous Experience:

Languages Understood/Written:

Languages Spoken:

Will you be available on ____ for training days? YES NO

Will you be available for our PenPal initiative? YES NO

Will you have time throughout the semester to commit to your international student partner with a trip, 2 programs, and individual time? YES NO

Study Abroad/ Work Abroad Experience:

Tell us why you would like to be a CulturED Student Partner:

3 References:

Appendix E

International Student Survey

1. Name
2. Student Partner Name (s)
3. Area of Study
4. Number of semesters spent with CulturED
5. Which programs did you attend?
6. Which trips did you attend?
7. Did you connect with a CulturED faculty and staff member?
8. Rate the programs on a scale from 1-10. 1 being dissatisfactory, 10 being excellent. Taste of home ____; Pairing Party ____; Show and Tell ____; Meetings ____;
9. Which was your favorite program and why?
10. On the next few lines, summarize your time with us. Please be as specific as possible.
11. How can we improve CulturED?
12. Final Comments

Appendix F

Student Partner Exit Interview Questions

1. Name
2. International Student Partner Name (s)
3. Area of Study
4. Number of semesters spent with CulturED
5. Did you connect with a CulturED faculty and staff member for support?
6. Which was your favorite program?
7. Summarize your time with us. Please be as specific as possible.
8. How can we improve CulturED?
9. Final Comments

Appendix G

Student Pair Check-In Questions

1. How many times a month are you meeting?
2. Where do you meet?
3. Do you spend time with other pairs?
4. How well acquainted do you both feel with campus?
5. Have you taken advantage of other campus events?
6. Are you balancing classes and CulturED well?
7. Is there anything I can provide to make your time with CulturED more satisfactory?

Appendix H

Budget Plan

CulturED Budget			
Expences	Cost	Number of Units	Description
Scholarships	\$250	50	25 per Fall and Spring semester
		Total cost- \$12,500	
PenPal Program	\$20	50	Each PenPal is given \$10 a semester and the international students are given \$10 for postage to send a box back. This occurs before the student's arrival, once a semester.
		Total cost- \$1,000	
Programming misc.			
Food	\$500	2	Food for programming- PenPal show and tell, pairing party
TeeShirts	\$10	about 50	
Flags	\$5	about 20	We will order custom flags on a needs basis
Bus Trips	\$3,000	2	
		Total cost- about \$7,000	
Misc.			
Pair funds requests	\$1-\$100	50	We will allow student pairs to request additional funds for one outing per semester. We will grant or deny their request.
		Total Misc. Costs- \$0-\$5,000	
	Total Cost	give or take \$25,000	