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Internationalization at Home? Exploring Domestic Students' Perceptions of and Interactions with International Students at a Large Midwestern Research Institution

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By

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Interactions with International Students at a Large Midwestern Research Institution

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The purpose of this qualitative, interview-based study was to explore international and

domestic student interactions and perceptions of international students from the domestic

students' point of view at a large Midwestern research institution. This study

concentrated on domestic students who had not studied abroad or traveled outside the

United States in order to focus on the concept of internationalization at home.

Eight students participated in the study. They were all classified as seniors

(having completed 89 credit hours or more) at the time of participation. The participants'

ages ranged from 21-31 years old. The participants were asked about their interactions

with international students, including where the interaction occurred, barriers to contact

between domestic and international students, their perceptions of international students

on campus, and about their participation in social events that facilitate integration

between international and domestic students. The students were also given a chance to

provide suggestions for how to better integrate international and domestic students and

whether they thought this would be beneficial.

This study revealed that domestic students held relatively favorable ideas about

the presence of international students on campus, and thought there could be numerous

benefits from social interaction between domestic and international students. However,

the students perceived several barriers to contact between domestic and international students, including the language barrier and that domestic students perceive international students as un-approachable when they are together in large groups of co-nationals. Most of the contact domestic students had with international students occurred in class, in an on-campus job, or in another academic setting, rather than in a social setting. In spite of the potential for increasing intercultural understanding, currently significant social interactions between domestic and international students were not found to be occurring.

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Chapter One

Introduction

Context of the Problem

Jon (2009) stated that regarding student mobility in international education, there are three groups of students: outgoing study abroad participants, incoming international students, and domestic students who stay at home (p. 440). The literature has focused more on study abroad participants and international students and less on domestic students at home within the context of international education (p. 440). When domestic students are studied, they have generally been described as counterparts to help with international students' adjustment and intercultural friendship needs (p. 440). Only a small number of studies (e.g., Barger, 2004; Jon, 2009; Nesdale & Todd, 2000) have made domestic students and *internationalization at home* (IaH) their main focus. Thus, domestic students, who generally constitute the majority of the student population at an institution, need to be studied.

The number of international students studying at American colleges and universities continues to rise (Skinner & Shenoy, 2002, p. 1310). More international students pass through America's doors than those of any other country, making the United States arguably the world's most sought after and diverse educational region in the world (p. 1310). According to the Institute of International Education's *Open Doors 2010 Fast Facts*, the number of international students at colleges and universities in the United States during the 2009-2010 academic year increased by 2.9% over the prior year, reaching an all-time high of 690,923 students.

As noted in several citations by Summers and Volet (2008), higher proportions of international students in colleges and universities have stirred considerable interest in the educational and social goals that may be achieved through the internationalization of higher education. Contact between domestic and international students is regularly noted as being important to achieving the goals of internationalization (Summers & Volet, 2008, p. 358). However, research has shown (e.g., Halualani, Chitgopekar, Morrison, & Dodge, 2004; Jon, 2009; Summers & Volet, 2008; Ward, 2006) that despite the fact that campuses are becoming increasingly multicultural, there is still relatively little interaction between domestic and international students. Le (2010), in a study of the international student experience at University of Nebraska - Lincoln, found that international students desired interactions and friendships with domestic students, but were often frustrated at not being able to cross the "invisible wall between domestic and international students" (p. 63).

Purpose Statement

The purpose of this study was to explore domestic student interactions with and perceptions of international students from the domestic students' point of view. This study concentrated on domestic students who had not studied abroad or traveled outside the United States in order to focus on the concept of internationalization at home.

Significance of Study

Research on international students has consistently shown that they desire more contact and friendships with domestic students than they have (Ward, 2006, p. 16). The literature also revealed that such contact is associated with positive outcomes: psychologically, socially, and academically (p. 16). Much less is known about the

attitudes and interaction patterns of domestic students with regard to international students. Although substantial literature exists about international students and study abroad participants, there is a need for more research about domestic students in relation to their experiences with international students and their intercultural competence. This research will contribute to the pool of knowledge by providing a clearer picture of domestic students at a large Midwestern research institution in relation to their attitudes toward and experiences with international students.

Population Studied

Using purposive sampling, the researcher chose seniors (classified as students who had completed 89 credit hours or more) as the population for this study because they have been in college for almost four years, and therefore, have had a sufficient amount of time to have interactions with international students. The researcher was also interested in controlling for students who had not had significant international experiences. The reason for this was because students who have had international experiences will likely have a higher level of intercultural competence and, therefore, may be more likely to freely interact with international students. The researcher was also interested in looking at the concept of internationalization at home – or internationalization for those who had not left their home country.

A basic qualifying survey (see Appendix B) was sent out to all seniors (excluding international students) at a large Midwestern research institution. The survey asked questions about international experiences. The only students who made it to the end of the survey were those whose answers matched the criteria of the researcher. The criteria consisted of: (a) never having studied abroad; (b) never having traveled out of the United

States; (c) never having hosted with their family an international exchange student; and (d) having rare or no contact with international exchange students prior to coming to college.

Seven hundred and seventy-seven students began the survey; of those students, 54 fit the abovementioned criteria determined by the researcher; of those 54, 9 initially agreed to be interviewed and 8 actually were interviewed. The researcher e-mailed the 9 students to set up an interview. The ninth student did not respond to e-mail to schedule an interview and the researcher did not pursue the student beyond one reminder. Each student who agreed to an interview was entered into a drawing for a $25 gift card to the University Book Store. This was an incentive provided by the researcher, only to students who fit the criteria. The odds of winning turned out to be 1 in 9.

Research Questions

The central research question for this study was: What are domestic students' perceptions of and interactions with international students at a large Midwestern research institution? From this central question, a number of sub-questions were also addressed:

1. What are some barriers to contact between domestic and international students?

2. What sort of contact do domestic students have with international students?

3. What notions/perceptions of international students do domestic students have after interacting with them in college?

4. How are domestic students learning about other cultures by their interactions with international students?

5. Do domestic students want more interaction with international students?

6.   How are domestic students participating in programs that facilitate social

interaction between domestic and international students? In what programs do

they participate in? How did they learn about them?

The researcher was interested in exploring international and domestic student

interactions and perceptions of international students from the domestic students' point of

view. The researcher hoped that by better understanding these interactions and

perceptions, new initiatives and programs for socially integrating international and

domestic students can be developed.

Definition of Terms

The following definitions are provided to aid the reader in understanding the

terms used in this study:

International students: Refers to students from abroad who are enrolled in courses

at American schools, colleges, or universities, and are admitted under a temporary visa

(Skinner & Shenoy, 2002, p. 1310). International students are also sometimes referred to

as foreign students or sojourners in the literature.

Domestic students: Refers to those students who are citizens or permanent

residents of a country (Brown & Daly, 2004, p. 5), in this case the United States.

Domestic students are also sometimes referred to as host nationals or home students in

the literature. Ward (2006) defined host nationals as individuals who are nationals of a

country that accepts (and hosts) international students (p. 7).

Co-nationals: Refers to students from the same home country and either their

dependent family members or other students' dependents (Evans, Carlin, & Potts, 2009,

p. 37).

Internationalization at home (IaH): Refers to the approach to internationalize higher education for the vast majority of higher education students, those who would not leave their home country, or an understanding of internationalization beyond student mobility (Wächter, 2003, p. 5).

Intercultural sensitivity: Refers to the ability to discriminate and experience relative cultural differences (Hammer, Bennett, & Wiseman, 2003, p. 422).

Intercultural competence: The ability to think and act in interculturally appropriate ways (Hammer et al., 2003, p. 422).

Delimitations

1. This study was delimited to a small number of domestic students at one large Midwestern research university who had not studied abroad, traveled outside of the United States, hosted an international exchange student in their homes, or had extensive contact with international students prior to coming to college.

2. This study was delimited to participants who were at least 19 years of age and were classified as a senior (had completed at least 89 credit hours) at the time of participation.

3. This study was delimited to eight participants who fit the above criteria.

Limitations

The intercultural sensitivity and competence of domestic students will vary greatly by location and by different types of U.S. institutions, so the findings cannot necessarily be generalized to other institutions. Also, although the researcher tried to control for this, participants may have had previous intercultural exposure or biases that were not disclosed and that affected their answers.

Methodology

The design of this study was a qualitative case study. The researcher chose a qualitative method for this study because given the nature of the research question; it was best suited for a qualitative approach. According to Creswell (2007), a case study is a good approach when the inquirer has clearly indefinable cases with boundaries and seeks to provide an in-depth understanding of the cases or a comparison of several cases (p. 74). The focus of this study was on domestic students' perceptions of and interactions with international students, which is not something that could be easily quantified. The qualitative paradigm is emergent and flexible (Merriam, 2009, p. 16) and allowed the researcher to be responsive to changing conditions while the study was in progress. Within a qualitative framework, the students were able to share their thoughts and experiences in their own words with the researcher, which painted a rich description of their views and perceptions.

According to Merriam (2009), a case study is "an in-depth description and analysis of a bounded system" (p. 40). In this case, the "bounded system" consisted of the eight students that the researcher interviewed, all of them having the shared experience of being seniors, not having studied abroad or traveled outside of the United States, not having hosted an international exchange student, and having no or very little contact with international exchange students prior to coming to the university. All of the students did have contact with international students at the university.

Summary

This chapter introduced the study and provided the basic framework in which the study was conducted including the population used, the context of the problem and the

purpose of the study. The following chapter presents relevant literature and previous research done involving domestic and international students' interactions, domestic students' perceptions of international students, internationalization at home, intercultural competence and Bennett's Model of Intercultural Sensitivity.

Chapter Two

Literature Review

Purpose

The purpose of this study was to explore domestic student interactions with and perceptions of international students from the domestic students' point of view. This study concentrated on domestic students who had not studied abroad or traveled outside the United States in order to focus on the concept of internationalization at home.

Introduction

This chapter will present relevant literature and previous research done involving domestic can international students' interactions, domestic students' perceptions of international students, internationalization at home, intercultural competence and Bennett's Model of Intercultural Sensitivity.

Domestic Students and their Interactions with International Students

The benefits the U.S. receives economically, politically and academically in educating international students are widely recognized (Barger, 2004, p. 4). International students and their dependents contribute more than 12 billion dollars a year to the U.S. economy (Lee, 2007, p. 28). International students on campus also have the potential to broaden the perspectives of domestic students as well as increase their appreciation for cultures around the world (p. 28). However, there have been relatively few studies in international education where domestic students and their intercultural competence and experiences with international students were the primary focus.

Barger (2004), in a study of 5,701 domestic students at the University of Wisconsin – Madison, found that the presence of international students had a positive

influence on domestic students and provided a pedagogical basis for increasing international enrollment at U.S. institutions. Jon (2009) had similar findings in her case study on Korean domestic students at an international summer campus program in South Korea. She found that the Korean students' interactions with international students and faculty contributed positively to their intercultural learning and development (pp. 445-446).

Studies have shown (see Ward, 2006, for a review) that domestic students hold relatively favorable perceptions of international students; however, researchers have concluded that domestic students are largely uninterested in initiating contact with their international classmates (Ward, 2006, p. 2). The mere prescence of international students, even in large numbers, is insufficient by itself to promote intercultural interactions, to develop intercultural friendships, or to result in international understanding (p. 3). Significant intercultural interaction is unlikely to occur spontaneously, and therefore interventionist strategies are necessary in order to foster and develop cross-cultural interaction (Brown & Daly, 2004; Ward, 2006). Ward (2006) stated that students, both domestic and international, believe that it is the responsibility of the educational institution to enhance and increase intercultural interactions (p. 3).

Brown and Daly (2004), in a quantitative study on students at a business school in New Zealand, found that both local and international students reported having more close friendships with co-nationals than with students from a different ethnic group (p. 9). Both groups of participants also stated that they spent more time socializing and interacting with members of their own cultural groups than with people from other ethnic backgrounds (p. 9). When students did interact with people from different ethnic

backgrounds it tended to be for academic rather than social activities (p. 10). In a study of students in the Comparative and International Development Education (CIDE) Program at the University of Minnesota, 87% of domestic U.S. students reported that it is easy to make friends with international students (Chua, 2010). Only 53% of international students indicated that it is easy to make friends with domestic United States students (Chua, 2010).

A study completed by Grayson (2008) at four universities in Canada further supported the absence of significant interaction between international and domestic students. Domestic Canadian students in this study reported that only 11% of their friends were international students (p. 220). This finding suggested that any benefits resulting from the social integration of domestic and international students are being enjoyed by very few domestic students (p. 220). In contrast, international students in this study stated that 28% of their friends are members of Canadian visible minority groups and 26% of their friends are of white European background (p. 220). These figures indicated that international students are likely to have considerable friendships with domestic students (p. 220). Grayson (2008) concluded that given the relatively small number of international students on campus proportionate to the much larger number of domestic students, it is unlikely that large numbers of domestic students would develop friendships with international students without intentional efforts by the universities to encourage interactions between domestic and international students (p. 220). Only by encouraging these intentional interactions would any potential benefits of the presence of international students on Canadian campuses be realized by domestic students (p. 220).

Sherry, Thomas, and Chui (2010) found in their study on international students at the University of Toledo that the absence of friendships with Americans was a major theme (p. 41). Students in the study reported that it was "hard to make friends with American students" and that "some of the American students are not friendly enough to hang out with international students" (p. 41). However, also important to note was another possible reason for the lack of friendships between international and domestic students - "international students have very closed communities" in the words of an international student in this study (p. 41).

There has recently been an increased interest in developing programs that bring domestic and international students together (Deardorff, 2009, p. 213). Traditional programs to accomplish this goal have included conversation clubs, language partners, speakers' bureaus, and friendship programs (p. 213). Some campuses have recently implemented innovative programs that partner international offices with other units on campus (p. 213). One such example is at North Carolina State University, where the international office partnered with the Center for Student Leadership, Ethics, and Public Service to develop a program called International Students and Scholars Engaged in Reaching Out and Volunteering (ISSERV) (p. 213). Through this program, international students and scholars are encouraged to volunteer in the community regularly, and, through this volunteerism, interact with Americans in a more meaningful way (p. 213). Additionally, domestic and international students and scholars are encouraged to participate together in ISSERV service trips, and in the process of serving together, they often form lasting friendships (p. 213).

There are institutional and individual (e.g., language, culture, time, motivation) barriers to overcome when integrating international and domestic students on campus (Deardorff, 2009, p. 215). However, intentionally integrating international and domestic students will ultimately enhance student learning on campuses and increase institutions' capacity to prepare global-ready graduates (p. 215).

Domestic Students' Perceptions of International Students

The international student population is comprised of a very diverse group of individuals, yet it appears that domestic students share consensual beliefs about them (Ward, 2006, p. 9). Spencer-Rodgers (2001) found in her study on domestic students' stereotypic beliefs about international students that on average, American host national students hold moderately favorable attitudes toward international students (p. 653). The mean attitude score was 68.10, which corresponds to a somewhat positive evaluation of the group (p. 653). However, when this mean score is compared with other attitude mean scores obtained in similar studies, it suggests that the evaluations of international students are actually *relatively* unfavorable (pp. 653-654). Domestic students attributed both positive characteristics (including intelligent, adventurous, hard-working, friendly and eager to learn) and negative characteristics (including different, socially and culturally maladjusted, poor English skills, unsociable, and naïve) to international students (p. 647).

Although culturally shared beliefs and overall attitudes toward international students were predominately positive, the negative stereotype view of international students as maladjusted, unsociable, and naïve or confused may contribute to unfavorable intercultural contacts between domestic and international students (Spencer-Rodgers, 2001, p. 654). The association of international students with language and cultural

barriers may also discourage domestic students from developing social relationships with members of the international community (p. 654).

Internationalization at Home

International students on American college campuses are a greatly underutilized resource (Deardorff, 2009, p. 211). A very small percentage of U.S. students study overseas. Therefore, it is of crucial importance for institutions to maximize available international resources – including international students, international scholars and faculty, and service learning opportunities in the community (p. 211). These ideas encompass the concept of *internationalization at home* (IaH).

IaH was rediscovered by Bengt Nilsson at Lund University in Sweden in the late 1990's (Wächter, 2003, p. 5). At Lund, Nilsson changed the focus of internationalization from the mobility of persons to the idea of internationalization at home (p. 5). The concept was born out of the realization that not every student will have the opportunity to study abroad, and, therefore, a new goal was born: to internationalize the education of the vast majority of higher education students who would not leave their home country (p. 5). IaH seeks to link international and intercultural aspects in promoting broad-mindedness and understanding and respect for other people and their cultures (Teekens, 2007, p. 5). The notion is stressed that internationalization does not have to concern activities that are 'far away' and for 'others'; rather, the concept of IaH can be at home and for everyone (p. 5).

According to Otten (2000), an interest and openness for intercultural encounters should be encouraged in respect to international students and local students and the institution (p. 19). In keeping with the concept of IaH, domestic students should be

involved in the internationalization process in order to create more sensitivity and awareness for the various opportunities for personal development afforded by internationalization (p. 19). In addition to learning about other cultures, intercultural learning at home through encounters with international students aims to create personal sensitivity for one's own cultural backgrounds and values (Otten, 2000, p. 18). Successful intercultural learning at home can also initiate the development of positive attitudes toward other cultures, and of behavioral skills to act adequately in an intercultural context (p. 18).

According to Hanneke Teekens (2007), when dealing with intercultural competences in higher education, we really move from the issue of 'internationalization' to what could be called 'interculturalization' (p. 9). Higher education provides learning that often excludes home students from different ethnic and cultural backgrounds and thus denies all students the source of knowledge they represent (p. 9).

Although most of the studies that have been done in international education with domestic students as the focus have supported the concept of IaH (Barger, 2004; Jon, 2009; Nesdale & Todd, 2000), the need for interventionist strategies must be noted. One of the most difficult challenges within internationalization is the social interaction and dialogue among students themselves (for example, domestic students with international students on campus) and their surroundings (for example, international students with the local community and domestic students with local communities of different cultural backgrounds) (Teekens, 2007, p. 9). In spite of many efforts on campuses by staff and students, bringing international and domestic students together remains very difficult (Teekens, 2007, p. 9).

Intercultural Competence

Bennett, as cited in Bennett (2008), stated that there is an "emerging consensus around what constitutes intercultural competence, which is most often viewed as a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (p. 16). Deardorff (2004), in a study on the identification and assessment of intercultural competence, found that the top three common elements in institutional definitions of intercultural competence were the awareness, valuing, and understanding of cultural differences; experiencing other cultures; and self-awareness of one's own culture (p. 183).

Bennett (2008) identified five principles for developing intercultural competence that provide a foundation for the examination of the process (p. 16). First, cultural knowledge does not equal cultural competence (p. 17). Individuals can be knowledgeable about objective culture, e.g., history, geography, literature, etc., and still be unsuccessful in their daily interactions (p. 17). Second, language learning may not be sufficient for culture learning (p. 17). If one only learns a language but fails to learn a culture, they may become fluent fools according to Bennett (2008) – able to insult people at even higher levels of sophistication (p. 17). Third, upsetting the balance from experiencing cultural difference does not need to lead to dissatisfaction (p. 17). Otten, as cited in Bennett (2008), stated that upsetting the balance "results from the experience of differences that causes cognitive irritation, emotional imbalance, and a disruption of one's own worldview" (p. 17). Teachable moments resulting from being out of one's comfort zone are often the stimuli for developing intercultural competence (p. 17). When they are well-facilitated, such events can turn culture shock into culture learning (p. 17).

A fourth principle for developing intercultural competence is that cultural contact does not always necessarily lead to competence (Bennett, 2008, p. 17). The mere mixing of individuals in intercultural contexts is not likely to produce by itself intercultural learning (p. 17). The fifth principle is that cultural contact does not always lead to a significant reduction of stereotypes (p. 17). Pettigrew and Tropp, as cited in Bennett (2008), noted that international contact and optimally structured programs typically have larger effects than domestic contact (p. 17). Once again, this reinforced the concept Ward (2006) stated that intervention strategies are needed to encourage meaningful interaction between international and domestic students (p. 3).

According to Deardorff (2008), one way that intercultural competence is developed is through meaningful interactions with those from different cultures (p. 45). These interactions are the first step in building real relationships with others (p. 45). Such meaningful interactions occur when both individuals are able to engage at a deeper level, beyond the routine surface-level engagement (p. 45). To achieve this deeper-level engagement, a degree of risk taking, reaching out, trust building, and being able to see from the other's perspective is required (p. 46).

Bennett's 1986 Model of Intercultural Sensitivity

Milton Bennett's 1986 Developmental Model of Intercultural Sensitivity (DMIS) created a framework for conceptualizing dimensions of intercultural competence (Hammer, Bennett, & Wiseman, 2003, p. 421). The DMIS represents a progression of worldview "orientations toward cultural difference" that comprise the potential for increasingly more sophisticated intercultural experiences (p. 421). The DMIS has six stages on a continuum, and of these six stages, three are ethnocentric orientations, where

one's culture is experienced as central to reality (Denial, Defense, and Minimization) (p. 421). The other three are ethnorelative orientations, where one's culture is experienced in the context of other cultures (Acceptance, Adaptation, and Integration) (p. 421). In general, the more ethnocentric orientations can be seen as ways of avoiding cultural difference and the more ethnorelative orientations can be seen as seeking cultural difference (p. 426).

The DMIS was created as an explanation of how people interpret cultural difference (Hammer et al., 2003, p. 423). The underlying assumption of the model is that as one's experience of cultural difference becomes more complex, one's potential competence in intercultural relations increases (p. 423). The focus of the model is the individual's ability to achieve sensitivity to differences by moving through stages on a continuum from lack of experience and low tolerance to increased experience and appreciation for diversity (Talbot, 2003, p. 428).

The first stage in the DMIS is Denial (Hammer et al., 2003, p. 424). Denial of cultural difference is the state in which one's own culture is experienced as the only real one (p. 424). In this stage, cultural difference is either not experienced at all or it is experienced with a kind of undifferentiated other such as "foreigner" or "immigrant" (p. 424). Individuals in the Denial Stage are generally disinterested in cultural difference, although they may act aggressively to eliminate a difference if it is brought to their attention (p. 424).

The second stage of the DMIS is Defense (Hammer et al., 2003, p. 424). In this stage, an individual experiences defense against cultural difference and considers their culture to be the only viable one (p. 424). In the Defense Stage, an individual has the

ability to discern differences in cultures, and they experience these cultural differences as more "real" than people in the Denial Stage (p. 424). However, the Defense worldview structure is not complex enough to create an equally "human" experience of the other; (p. 424). This results in individuals in the Defense Stage feeling more threatened by cultural differences than those in the Denial Stage (p. 423). The world is organized into "us" and "them" at this stage, with one's own culture being superior and all other cultures being inferior (p. 424).

Minimization is the third stage in the DMIS and the last ethnocentric stage (Hammer et al., 2003, p. 424). In the Minimization Stage, the elements of one's own culture are experienced as universal (p. 424). The threat associated with cultural differences in the Defense Stage is neutralized by classifying any differences into familiar categories (p. 424). At this stage there is an attempt to trivialize any differences that exist, and stress only cultural similarities (Talbot, 2003, p. 428). This stage can be summed up by the attitude of "basically all humans are alike" (p. 428).

As an individual enters the fourth stage of the DMIS, Acceptance, one's thinking shifts from ethnocentric to ethnorelative (Hammer et al., 2003, p. 425). In the Acceptance Stage, one's own culture is experienced as just one of a number of equally complex worldviews (p. 425). Acceptance does not mean agreement – in some cases cultural difference may be judged negatively – but the judgment is not ethnocentric in the sense of withholding equal humanity (p. 425).

The fifth stage of the DMIS is Adaptation (Hammer et al., 2003, p. 425). In the Adaptation Stage, the experience of another culture yields perception and behavior appropriate to that culture (p. 425). Individuals in the Adaptation Stage can engage in

empathy – the ability to take the perspective of, or shift their frame of reference to other cultures (p. 425). People in the Adaptation Stage are able to express their alternative cultural experience in culturally appropriate feelings and behavior (p. 425). If this process of frame shifting is deepened and becomes habit, it will become the basis of biculturality or multiculturality (p. 425).

The sixth and final stage of the DMIS is Integration (Hammer et al., 2003, p. 425). At the Integration Stage, one's experience of self is expanded to move in and out of different cultural worldviews (p. 425). An individual at this stage is able to evaluate events and situations in a cultural context (Talbot, 2003, p. 429). The instrument that measures intercultural competence adapted from the DMIS is called the Intercultural Development Inventory (IDI) (Developing Intercultural Competence, 2011). The IDI is a 50-item, theory-based instrument that can be taken either in paper and pencil form or online (Developing Intercultural Competence, 2011).

According to Talbot (2003), Bennett's Model of Intercultural Sensitivity is one example of a map that an individual or an organization follows on their journey toward multiculturalism (p. 428). The stages of the DMIS are not meant to be seen as having distinct, rigid boundaries (p. 434). Like most other student development theories, individuals may revisit, retreat or stagnate as they progress through the stages (p. 434). Stages or phases may also overlap as an individual moves from one stage to another along the continuum (p. 434). Finally, individuals usually do not journey toward multiculturalism by embracing all cultural groups at once; rather they may need to take several journeys, adding new cultural groups each time (p. 434).

Conclusion

The issue of limited interaction between domestic and international students is consistently identified in the literature (e.g., Jon, 2009; Teekens, 2007; Ward, 2006), but has rarely been discussed from the perspective of domestic students at their home institution. The following chapter will discuss in detail the methodology used for this study.

Chapter Three

Methodology

Purpose Statement

The purpose of this study was to explore domestic student interactions with and perceptions of international students from the domestic students' point of view. This study concentrated on domestic students who had not studied abroad or traveled outside the United States in order to focus on the concept of internationalization at home.

Research Questions

The central research question for this study was: What are domestic students' perceptions of and interactions with international students at a large Midwestern research institution?   From this central question, a number of sub-questions were also addressed:

1. What are some barriers to contact between domestic and international students?

2. What sort of contact do domestic students have with international students?

3. What notions/perceptions of international students do domestic students have after interacting with them in college?

4. How are domestic students learning about other cultures by their interactions with international students?

5. Do domestic students want more interaction with international students?

6. How are domestic students participating in programs that facilitate social interaction between domestic and international students? In what programs do they participate? How did they learn about them?

The researcher was interested in exploring international and domestic student interactions and perceptions of international students from the domestic students' point of view. The researcher hoped that by better understanding these interactions and perceptions, new initiatives and programs for socially integrating international and domestic students can be developed.

Research Design

The researcher chose a qualitative approach for this study. Qualitative research draws from the philosophies of constructionism, phenomenology and symbolic interactionism and is interested in how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam, 2009, p. 14). According to Denzin and Lincoln (2005), "The word *qualitative* implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity or frequency" (p. 10). Qualitative research seeks to answer questions relating to how social experience is created and given meaning, in contrast to quantitative methods, which emphasize the measurement and analysis of causal relationships between variables, not processes (Denzin & Lincoln, 2005, p. 10).

Another important characteristic of all forms of qualitative research is that the researcher is the primary instrument for data collection and analysis (Merriam, 2009, p. 15). This is important because understanding is the goal of qualitative research; therefore, the human instrument, which is able to be immediately responsive and adaptive, is the ideal means of collecting and analyzing data (p. 15). The process of qualitative research is inductive; researchers gather data to build concepts, hypotheses, or

theories rather than to deductively test hypotheses as in positivist (quantitative) research (p. 15). Finally, the end result of a qualitative study is richly descriptive (Merriam, 2009, p. 16). Words and pictures instead of numbers are used to describe what the researcher has learned and quotes and excerpts also contribute to the research's descriptive nature (p. 16).

Given this description of the characteristics of qualitative research, the nature of this research question makes it best suited for a qualitative approach. According to Creswell (2008), qualitative research tends to address research problems requiring an exploration in which little is known about the problem or a detailed understanding of a central phenomenon (p. 51). The focus of this study is on domestic students' perceptions of and interactions with international students, which is not something that could be easily quantified. The qualitative paradigm is emergent and flexible (Merriam, 2009, p. 16) and allowed the researcher to be responsive to changing conditions while the study was in progress. Within a qualitative framework, the students were able to share their thoughts and experiences in their own words with the researcher, which painted a rich description of their views and perceptions.

Case Study

This research was conducted as a case study. According to Merriam (2009), a case study is "an in-depth description and analysis of a bounded system" (p. 40). Creswell (2007) stated that "case study research involves the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context)" (p. 73). In this study the cases are the students that were interviewed and the bounded system is the characteristics the students share: they are all seniors, they have all not studied abroad,

traveled abroad, hosted an international exchange student in their homes, or had extensive contact with international exchange students prior to coming to the university. They also all do have contact with international students on campus. The issue in this case study is these students' perceptions of and interactions with international students on campus.

This case study can be further defined as a heuristic case study. Heuristic case studies illuminate the reader's understanding of the phenomenon under study (Merriam, 2009, p. 44). They can bring about the discovery of new meaning, extend the reader's experience, or confirm what is known (p. 44). In this case, the phenomenon under study is the interactions with international students that domestic students have on campus.

Creswell (2007) stated that case study is a good approach when the inquirer has clearly identifiable cases with boundaries and seeks to provide an in-depth understanding of the cases or a comparison of several cases (p. 74). Case study was chosen as the method for this research study because the researcher sought to provide an in-depth understanding of clearly identifiable cases of domestic students' perceptions of and interactions with international students.

Setting

This study was conducted at a large Midwestern Research institution with a Carnegie classification of HU/FT4/MS/HTI/L4/R/RU/VH (Carnegie Foundation Website, 2010). This means that the institution has a high undergraduate population, is full-time 4-year, more selective, with high transfers in, a large four-year, primarily residential, research intensive institution (Carnegie Foundation Website, 2010). The institution enrolls approximately 24,000 students and awards baccalaureate, masters, and doctoral degrees (Carnegie Foundation Website, 2010).

Participants

The eight participants in this study were chosen based on their responses to a demographic and basic qualifying survey (see Appendix B) that was sent to all seniors, excluding international students, and on their willingness to participate. Initially, nine students indicated they would be willing to be interviewed, but only eight were actually interviewed. The researcher e-mailed the 9 students to set up an interview. The ninth student did not respond to e-mail to schedule an interview and the researcher did not pursue the student beyond one reminder. All participants in this study were domestic students classified as seniors and enrolled during the 2010-2011 academic year. A student is classified as a senior if they have accumulated 89 credit hours or more. Of the eight students who were interviewed, three were male and five were female. The ages of the participants ranged from 21 to 31 years old.

Instruments

The researcher developed a brief demographic and basic qualifying survey (see Appendix B). The purpose of this survey was to find out background information (particularly about previous travel and intercultural experiences) in order to determine which students fit the criteria to be chosen as a participant for the interviews. As described in the section above, the basic qualifying survey was sent out to all seniors (excluding international students) at a large Midwestern research institution. The survey consisted of questions about international experiences. Each student who agreed to an interview was entered into a drawing for a $25 gift card to the University Book Store. This was an incentive provided by the researcher, only for students who fit the criteria. The odds of winning turned out to be 1 in 9. A semi-structured interview protocol was

used for the interviews (see Appendix D). The researcher developed the survey and the interview questions and had her advisor review them prior to use.

Data Collection Procedures

The researcher obtained approval from the Institutional Review Board (IRB) before beginning the study. Once IRB approval was obtained (see Appendix A), the Department of Registration and Records at the university sent out an e-mail to all students classified as seniors (having completed 89 credit hours or more), excluding international students (because the study is from the domestic student perspective). The e-mail (Appendix E) contained a link to the basic qualifying survey (see Appendix B). The link directed participants to an online survey site, www.surveymonkey.com, to complete the survey.

The initial survey (see Appendix B) allowed the researcher to determine previous international experience which was then used in choosing participants to interview. Depending on the way a participant answered a question, the survey would either end (if they did not fit the researcher criteria) or continue (if they did fit the researcher criteria). The criteria consisted of: (a) having never studied abroad; (b) having never traveled out of the United States; (c) having never hosted an international exchange student with their family; (d) had little or no contact with international students prior to coming to college; and (e) having contact with international students in college. Participation in the survey was completely voluntary and for those students who made it to the end of the survey, they had an option to provide their e-mail address and phone number and be considered for an interview. All students who were willing to participate in an interview were entered into a drawing to win a $25 gift card to the university bookstore (provided by the

researcher). They did not need to actually be interviewed to win, just to be willing to be interviewed. Seven hundred and seventy-seven students began the survey; of those students, 54 fit the abovementioned criteria determined by the researcher; of those 54, 9 initially agreed to be interviewed and 8 actually were interviewed. The researcher e-mailed the 9 students to set up an interview. The ninth student did not respond to e-mail to schedule an interview and the researcher did not pursue the student beyond one reminder.

For this study, the researcher was interested in the perspectives of domestic students who have had limited international experiences. The reason for this is because students who have had international experiences have likely developed some level of intercultural sensitivity or competence and the researcher was interested in the concept of internationalization at home.

The participants were given a copy of the signed consent form (Appendix C) when they arrived for the interview and were asked to read and sign it if they agreed to participate. The interviews were conducted in a private room in the Multicultural Center on campus. The interviews lasted between 15 to 25 minutes and were tape recorded. The researcher developed and asked semi-structured research questions (see Appendix D). Merriam (2009) defined a semi-structured interview as a type of interview where either all the questions are more flexibly worded or the interview is a mix of more and less structured questions (p. 90). This format allowed the researcher to respond to the situation at hand, the emerging worldview of the participant and to new ideas on the topic (p. 90).

The researcher then had the interviews transcribed by a private party verbatim for analysis. The transcriptionist signed the Transcriptionist Confidentiality Statement as approved by the IRB (see Appendix F).

Data Analysis

The researcher followed Creswell's (2008) approach for coding and analyzing the data (pp. 250-260). According to Creswell (2008), the first step in data analysis is to explore the data (p. 250). The researcher first conducted a preliminary exploratory analysis of the data. Creswell (2008) stated that a preliminary exploratory analysis of the data in qualitative research "consists of exploring the data to obtain a general sense of the data, memoing ideas, thinking about the organization of the data and considering whether you need more data" (p. 250). The researcher wrote memos in the margins of the transcripts as suggested by Creswell (2008) to help in the initial process of exploring the data (p. 250). These memos can include short phrases, ideas, concepts, or hunches that occur to the researcher (p. 250).

According to Creswell (2008), the next step in analyzing the text is coding the data (p. 251). Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data (Creswell, 2008, p. 251). The object of the coding process is to make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and create broad themes out of these codes (p. 251). Also, during this coding process, the researcher selected specific data to use and disregarded other data that did not specifically provide evidence for the themes (p. 251). Over 180 codes emerged as the researcher was coding the data (see Appendix G).

After the coding process was completed, the researcher reduced the list of codes to get five themes. According to Creswell (2008), themes are similar codes aggregated together to form a major idea (p. 252). Creswell stated that the researcher should identify five to seven themes by examining codes that the participants discuss most frequently, are unique or surprising, have the most evidence to support them, or are those you might expect to find when studying the phenomenon (p. 252). The five themes that emerged in this study were Diversity is Good; The Great Social Divide; The Language Barrier; Groups, Cliques and Pods; and Facilitating Meaningful Interactions. Within some of the five themes, the researcher developed subthemes.

Verification Strategies

In order to ensure the internal validity and credibility of the study, the researcher employed several strategies. The researcher used member checks, also known as respondent validation. According to Merriam (2009), member checks refer to soliciting feedback on your emerging findings from some of the individuals you interviewed (p. 217). In this study, the researcher solicited feedback from all eight participants via e-mail and only one participant responded. The process involved in member checks is to take the preliminary analysis back to some of the participants and ask whether they understand and agree with the researcher's interpretation of their experiences (p. 217). Although the researcher will likely use different words, having the interviewees recognize their experiences in the researcher's work is important, and if they are unable to recognize their experiences, this allows them to make suggestions to better convey their meanings (p. 217).

Another strategy to ensure the validity of the study that the researcher will use is what Merriam (2009) referred to as adequate engagement in data collection (p. 219). How many people one needs to observe or how many people need to be interviewed are always difficult questions to answer, since the answers are always dependent on the particular study itself (Merriam, 2009, p. 219). Merriam (2009) suggested that the data and emerging findings must feel saturated; that is, you begin to see or hear the same things over and over again, and no new information surfaces as you collect more data (p. 219). This was the case for the researcher in this study after eight interviews. Distinctive and similar themes emerged from the interviews and after eight interviews; it appeared that no new information surfaced.

A third strategy that will ensure the validity of this study is peer examination or peer review. Merriam (2009) stated that this examination can be conducted by a colleague either familiar with the research or one new to the topic (p. 220). The researcher had her advisor and an outside reader read the study and assess whether the findings are plausible based on the data.

Conclusion

This chapter described the methodology used in the study. The following chapter will present the findings that emerged using the five themes: Diversity is Good; The Great Social Divide; The Language Barrier; Groups, Cliques and Pods; and Meaningful Social Interactions.

Chapter Four

Findings

Purpose

The purpose of this study was to explore domestic student interactions with and perceptions of international students from the domestic students' point of view. This study concentrated on domestic students who had not studied abroad or traveled outside the United States in order to focus on the concept of internationalization at home. The research questions were:

1. What are some barriers to contact between domestic and international students?

2. What sort of contact do domestic students have with international students?

3. What notions/perceptions of international students do domestic students have after interacting with them in college?

4. How are domestic students learning about other cultures by their interactions with international students?

5. Do domestic students want more interaction with international students?

6. How are domestic students participating in programs that facilitate social interaction between domestic and international students? In what programs do they participate? How did they learn about them?

Description of the Participants

The eight participants in this study were all seniors and their ages ranged from 21 to 31 years old. Three participants were male and five were female. All of the participants had never studied abroad; had never traveled out of the United States; had

never hosted an international exchange student with their family; and had little or no

contact with international students prior to coming to college. All participants did have

contact with international students in college although the context in which the contact

occurred varied (See Table 1).

Table 1

Context Where Interaction with International Students Occurred

Participant	Gender	Age	Context where Interaction Occurred
1	F	22	Had an international roommate
2	M	23	In class
3	M	21	Class and on-campus job
4	M	23	On-campus job and at rec center
5	F	21	Giving campus tours and in clubs
6	F	24	Classes, lectures, shows
7	F	22	On-campus job and in dining halls
8	F	31	Had an international student tutor

Overview of Themes and Subthemes

This chapter presents the themes and subthemes that emerged in this study. Five

themes and seven subthemes emerged as outlined in Table 2. The theme "Diversity is

Good" discussed how participants generally looked favorably on the presence of

international students on campus and the diversity they bring. This theme was broken

into two subthemes: "We're glad you're here" and "Perceptions." The next theme, "The

Great Social Divide" discussed the disconnection and lack of integration between

domestic and international students on campus. The third theme, "The Language

Barrier," discussed the challenges in communication that domestic students perceive

when interacting with international students. "Groups, Cliques, and Pods" discussed how

domestic students perceive that international students are always with each other and

never alone. This theme was broken down into two subthemes: "Birds of a Feather . . ."

and "Apprehension or Apathy?" The final theme, "Social Interactions" discussed the

desire (or lack of desire) domestic students have to interact with international students,

the reasons this is not happening, and ways to potentially foster this interaction going

forward. This theme was broken into three subthemes: "Cultural events," "I didn't

know," and "Let's get together" (see Table 2).

Table 2

Themes and Subthemes

Themes		Subthemes	
1.	Diversity is Good	a.	We're glad you're here
		b.	Domestic perceptions
2.	The Great Social Divide		
3.	The Language Barrier		
4.	Groups, Cliques, and Pods	a.	Birds of a feather . . .
		b.	Apprehension or apathy?
5.	Social Interactions	a.	Cultural events
		b.	I didn't know
		c.	Let's get together

Themes and Subthemes

  Diversity is good. There was a general consensus among the students interviewed that diversity on campus was a good thing and that the presence of international students on campus had the potential to enhance this diversity. When asked about the ways American students benefitted by having international students on campus, one student summed it up, "I think it just gives them a touch of diversity that maybe people from, maybe a lot of people from small towns in Nebraska wouldn't get the opportunity to have. . . ." Another student commented, "You can't diversify too much." Two subthemes emerged from the theme "Diversity is Good" which were "We're glad you're here" and "Domestic perceptions."

  We're glad you're here. Most of the students interviewed perceived the presence of international students on campus as positive. Several of the students mentioned that they had learned from their interactions with international students. One student discussed having a Korean roommate as a freshman:

> I feel like you learn a lot, I mean I know I was really naïve about it before I came in, and then I roomed with her, I mean we weren't the closest ever, but I just feel like you learn about a different culture.

  Another student stated, "There's [sic] so many lessons to learn in how they view politics and things like that. It all comes into this melting pot where we can exchange ideas and grow to learn and accept each other."

  One student commented that his interactions with people from certain countries helped to dispel some of his own stereotypes. "People from a different culture, seeing how they act and think and what they're like . . . if you never met someone from a culture, maybe you'd be more apt to stereotype them, or not see that, you know, they're

people too." The domestic students also identified a number of characteristics that they believed described international students.

Domestic perceptions. Domestic students clearly viewed international students as different from themselves, and they mentioned a number of characteristics of international students. In this section, the characteristics considered positive or neutral will be discussed. The characteristics that the domestic students viewed as negative will be discussed separately in their own sections.

A number of participants mentioned that they viewed international students as hard working, focused on school, academically oriented, valuing education, or taking studies seriously. Other attributes mentioned included bravery, kindness, being considerate, eager to learn, quiet, and happy to be here.

One student cited the high cost to study in the United States and the complications of immigration rules and regulations as possible reasons for international students to be focused on academics:

> I think they take their studies a lot more seriously, like, they see it as a blessing that they can be here and they can study here 'cause I know it takes a lot of money and you have to go through all these forms and paperwork, I think to get here, and there's all these rules, and so, I think they really see that education as something that's really, really important and they don't take it for granted much.

Another student described international students as "far more serious about college" when compared with domestic students. He added, "I mean it makes sense, they're probably spending a lot more on school and they're probably more motivated, too, since they came to a different country to study. . . ."

The consensus seemed to be that different doesn't necessarily mean bad. When asked about her interactions with international students, another participant described,

"Whenever I interact with them, generally, on campus, in classes and things, they tend to be very quiet, but very kind, very considerate. Honestly, it's better than interacting with some of the American students." When discussing her experience working with an international student as a math tutor, a student described it as "A good experience. He was very intelligent and nice and understanding of my need for my math tutoring." The same student summed up her impressions of international students as:

> I think they are really brave to be able to come to a different country, and try to interact with, a second language which should be English, or how many other different languages they have. I think they are really brave. I don't know what else to say.

Although the students interviewed appeared to perceive the presence of international students on campus as positive, the fact that domestic students and international students are rarely interacting and some barriers to that interaction became clear.

The great social divide. Students consistently cited a lack of meaningful interactions with international students. Outside of classes and work, there was not a lot of social interaction going on. Only three students out of the eight interviewed mentioned having international students that they considered their friends and only one of those students mentioned having "close friends" who were international students. The other five students interviewed mentioned international students as acquaintances. One student was not sure how to describe her interactions with international students. When the researcher asked if she had contact with international students in class, she replied, "I think I do. I don't usually have direct interaction. Most of mine are either big lecture-style classes, or they're not really group-work oriented classes." Another student

commented that she thought both international students and domestic students were

nervous about interacting with one another:

> Different cultures like we have, you know, like colliding cultures or anything, and
> so I think that's really hard, and I think we're very conservative about our own
> personal views on things, so I think it makes all of us more timid with interacting
> with somebody who might have a clashing view.

Several students interviewed mentioned that they thought domestic students often

held stereotypes or had trouble "thinking outside of the box" when relating to

international students. When asked about barriers to contact with international students,

one student stated, "Well, barriers . . . I can think of, is probably just one of the biggest,

people have stereotypes, maybe . . . some where they just don't understand why some

people may think the way they do. . . ." Along the same lines, when asked if she thought

there were any negatives to having international students on campus, a student explained:

> I think the only negative might be that when students, like American students,
> don't get to know them, they might try to fit them into this box of what they think
> those people are supposed to be like, and so they'll pick out the things that, that
> line up with their already . . . the stereotypes they already have, so I think it would
> be, the biggest drawback would be when students don't actually get to know
> them, and they kind of look at them just from the outside.

One student cited what he perceived as the academic rigor of international

students as being a barrier to contact between international and domestic students. He

commented that "In classes most of the international students that I've dealt with are far

more serious about college. . . . " He further explained that he saw this motivation as a

barrier to contact with domestic students:

> I guess that's probably the big one, it's just the motivation in classes which, I
> guess, too, kind of makes getting to know international students difficult as well
> 'cause if they're so focused on class when the other students are, kinda, you
> know, shooting the s***, I guess, for lack of a better term . . . that's not
> happening, so I think that makes it difficult, too, and then, I guess to feel

integrated into the classroom as normal if you're not talking with everybody, kind of a loner situation. . . .

Housing was another concept that was mentioned several times. On campus, most of the international students live in one or two residence halls that stay open all year round. Although some domestic students live in those residence halls, they consist of mostly international students. Therefore, domestic and international students rarely live together. Two of the students mentioned that international students being mostly segregated in housing probably plays a role in the social divide between domestic and international students.

One student commented:

I lived in the dorms for two years and I don't think we had any international students on my floor then, and if I had, maybe I would have known them better, but, I think, aren't they mostly in (name of residence hall), like, in international floors?

Another student added:

And I kinda noticed, like housing wise, it seems like (name of residence hall) is, obviously it's the, you know, the dorm for international students and so I feel like that's their safety zone and that's where they find people and they don't branch out of there.

However, clearly housing segregation was not the only thing standing in the way of social integration between domestic and international students. One of the domestic students did have an international student as a roommate for the second semester of her freshman year. She explained that:

My freshman year roommate, second semester, was from Korea, actually, and so I got to know her . . . but of course it was only second semester and I noticed that, like, most of the time she had a really hard time, like, trying to hang out with me, communicating with me, and it was very, it was hard living with her 'cause she would go hang out with her friends and not really want to interact with me as much.

Two major themes relating to the division between domestic and international students emerged in this study and they will be discussed in their own sections: one being the lack of communication and language issues between domestic and international students (The Language Barrier) and the other being the idea that international students prefer to stick together in their own groups and don't always appear to want to integrate into the campus (Groups, Cliques, and Pods).

The language barrier. Seven out of the eight students interviewed mentioned in some way or another that the language barrier played a role in the lack of social integration between domestic and international students on campus. One student described that international students struggled more with language than he expected, "I know they take tests before they come here, so they have enough (English), but sometimes it seems like . . . maybe they'll have a hard time getting something out of it because they have such a hard time interacting."

Another student expressed concern that her international student co-workers spoke English well enough to hold on-campus jobs:

> The only real concern I have is . . . whenever I'm working with some of them in the dining halls, you really need to have a very, very good grasp of English for really fast-paced jobs that are in some of the dining halls. I don't think they prepare them well enough for that, and I think they, just like the other workers do, get really frustrated with the fact that, they're thrown into this environment, and they're expected to understand everything the first time around, which can be really difficult if English isn't your first language.

One of the students recalled having difficulty understanding international students' accents. "I sometimes really have to listen hard when I'm trying to hear somebody with a foreign accent, just because I can't pick up on that. I don't have the right ear for it I guess." Another student had a different perspective on the language

barrier. When the researcher asked her if she felt that international students did not feel

comfortable speaking English with native speakers, she replied:

> I think that could be a possibility but I also feel that way with the U.S. students because we don't get taught a whole bunch of different languages at a young age, and so I feel like that might be where we're a little stand offish towards that 'cause we're uncomfortable dealing with the language barrier, where they might feel uncomfortable but they still know how to speak English and several other different languages, and so I feel like that, I mean language is definitely going to be an issue with different groups.

Several of the students mentioned that approaching students speaking in another

language made them feel uncomfortable and they worried that the students were talking

about them. One student described the language barrier as "daunting" and she explained:

> Maybe you come into a room where there's [sic] two people from another country, and just when they're talking in their native language, you can't help but think: What are they talking about? Me? You wish you'd understand them, even though they're not, have anything to do with you, you just happen to be coming into the room.

Another student described a situation relating to language that made him feel

uncomfortable:

> One of my friends who's an international student . . . I talked to him and then he saw some of his friends, and they were speaking in, I believe it was Laotian, and I didn't understand it, and you could tell they were talking about me, and it made me feel really uncomfortable, I guess.

One student who worked in a student resource center on campus described

experiencing frequent miscommunications when helping international students at work:

> Sometimes they'll play along, and agree with me, when I don't really think they understand what I'm saying, and they're trying to be agreeable and I appreciate it, but, like when I'm trying to help them, I want them to understand. I mean, I'm not doing them any good if they just act like they've understood, and they haven't.

Difficulty understanding and communicating with international students when

they spoke English, as well as domestic students' apprehension of interacting with

students speaking a different language were very clear. The overall finding for the theme "The Language Barrier" was that the communication barrier that domestic students perceive makes them uncomfortable and more hesitant to interact with international students. Another major theme that developed was the fact that domestic students perceive international students to always be together with their co-nationals in large groups.

Groups, cliques and pods. Another very prominent theme that emerged in this study was that domestic students perceive international students to always be in large groups or cliques with their co-nationals and thus, they feel they are inapproachable. One student summed it up: "Well, there's kind of this on-going rather insensitive joke that you never, ever see any international students alone." Two subthemes emerged from this theme: "Birds of a feather . . ." and "Apprehension or apathy?"

Birds of a feather . . . Six out of the eight students interviewed mentioned something regarding international students always being together in large groups of co-nationals. One student perceived this quite negatively. When asked about his impressions of international students, he replied:

> You never see . . . other than in classes, I never see international students that aren't, like, in a big group, so that makes it, like, intimidating . . . when I approach them . . . it seems odd 'cause they . . . my perception of it is that they don't really want to, like, be involved with the greater campus community, or even I guess learn that much about our culture . . . so that has always kind of confused me, like, what's the point, you know . . . I guess.

The student explained further that he found it "kind of shocking" that he didn't perceive international students as wanting to get to know local students. He described the students he met in classes as "Nice, and everything . . . there's no reason, I don't dislike them or anything . . . it's just seemed, always struck me as odd."

When asked about her overall impressions of international students on campus, the student who had an international student as a roommate for a semester, responded:

> I kind of feel like they're cliquey—I don't know if that's just a broad overall idea because I did room with somebody that was very cliquey with just her group of friends. She did try to branch out by moving into my dorm, but then she just went and hung out with her friends anyway, so it seems like it's very hard for them to branch out.

Other students agreed that international students tend to stick together, but didn't necessarily perceive that negatively. Some were understanding and even sympathetic toward the international students' desire to be with co-nationals. One student described his perceptions,

> It seems like more international students seem to, like, congregate together, but that's probably because they share a common language and it's easier to adjust to . . . when they can actually speak in their native language, or their first language. . . .

Another student described international students as having "a built in group of friends who are suffering through this new experience with them." She further elaborated:

> I think that's kind of an advantage that they have that maybe American students don't, because if you're an American student, you can just be isolated on campus, not know anybody, not have anything in common, really, unless you start joining clubs and that sort of thing, which is not always a viable option, depending on, if you know, you're working two jobs and going to school. Meanwhile international students can, you know, sit down and compare notes.

One student commented, "India is a huge place, obviously, but the Indian kids, sort of, well . . . you know, international students hook up with their respective groups, which is sensible, I'd probably do the same thing."

The domestic students interviewed tended to perceive international students as always in large groups. Whether or not that deterred them from communicating with international students will be discussed in the next subtheme.

Apprehension or apathy? The findings were clear that domestic students perceived international students on campus as often in their own groups of co-nationals. Several of the students interviewed mentioned that they felt apprehensive or intimidated by international students in large groups and therefore would be reluctant to initiate contact. One student summed up her feelings well:

> It can be really intimidating whenever you're one person and there's this entire group of, you know, people speaking an entirely different language than you. And you really want to go up and talk to them, like, "I really love what you're wearing," or something, but you're honestly afraid to approach them because you're different from them, you're the outsider, they might completely reject you.

Another student echoed a similar sentiment of apprehension to approach international students:

> When I first came here, you would see a lot of people and they would be speaking different languages, but they would be kind of like in their own pods, and it would be hard to, like, how do you go up and introduce yourself to all these people who seem like they're together, and then you're the outsider, so um, I guess it just takes, um, stepping outside of your box and going outside to meet people.

Several of the students interviewed were not necessarily interested in having more interactions with international students. When asked if he perceived any negatives about having international students on campus, one student replied:

> Oh, it's kind of having that closed off community. I can't imagine the international students get a real positive . . . you know, um . . . they're not seeing a lot of positives from the American students, but then at the same time, the American students . . . it kind of feels like, well, they (the international students) don't want anything to do with us either, so. . . .

One student hesitated when asked if he wished he could get to know international students better. "Ah, sometimes, yeah, they're off, ah in their own groups a lot, I don't know, I've met a couple of them and they're really nice, but sometimes . . . well, I guess so."

The findings clearly showed that even though international student presence on campus is generally perceived as positive, there are a lot of barriers to social integration between domestic and international student interaction. However, the final theme, "Social Interactions" looks at what kinds of social interaction were occurring, why it is not occurring, and what suggestions the students had to encourage more interaction between the two groups.

Social interactions. The final theme that emerged related to the social interactions (or lack thereof) between domestic and international students that were occurring on campus. Three subthemes emerged from this theme: "Cultural events," which discussed current social interaction activities already occurring and who participated in them; "I didn't know," which discussed why domestic students are not participating in social interactions with international students; and finally, "Let's get together," which examined students' ideas for how to better foster cohesion between domestic and international students on campus in the future.

Cultural events. Three out of the eight students interviewed had attended some kind of international or cultural event on campus. One student had attended the International Food Bazaar, a yearly event held in the Student Union where different international groups can set up booths and sell foods from their country. Another student had attended Japan Night, a cultural evening put on by the student group Global Friends of Japan. One student had attended both the International Food Bazaar and Japan Night. The other five students had not attended any international or cultural events on campus. None of the students interviewed had participated in a mentoring program that pairs new international students with a domestic student partner.

The three students who participated in the cultural events had mostly positive experiences. One student described Japan Night as, "Easily one of the most fun things I've been to on campus. It made me really sad that I'm not involved in, like, Japanese Club. . . ." The other student who had attended Japan Night stated, "It was pretty well done; it was pretty fascinating." Another student described her experience at the International Food Bazaar:

> I'm kind of reserved to try different foods just because I'm a really picky eater, but I like to go around and look at the booth and how they decorate, what pictures they put up. Um, and they usually put, like little things that kind of tell about their culture a little bit, so I like that – to see, not so much taste.

Although the students who had attended cultural events generally held favorable opinions of the experience, the majority of the students interviewed were not attending these events.

I didn't know. Of the five students who had not attended any of the cultural or international events, the majority said it was simply because they didn't know about them and several said they would be interested in these programs if they had known about them or had been available. After being told about the mentoring program for new international students on campus, one student said she thought "I think that they (programs like these) sound really exciting, and I would participate if I could." Another student commented on attending cultural events, "I've wanted to a couple times, but I had class, there was, like baklava, or something; it sounded really good."

Another student who did not know about the cultural events, stated, "If I would have known about it, I could definitely see myself going to something like that; I think it would be really interesting and fun." One of the students interviewed cited living off

campus and being a transfer student as reasons for being less connected to campus events:

> I've never really been able to get into them (campus events), I think . . . especially living off campus, and depending on how your lifestyle is, like, I haven't really been able to get into a lot of the outside of class activities . . . there have been times when I would have liked to . . . I've had friends from classes that have invited me to them, it's just kind of a time balance. I'm married and I have a daughter, too, so. . . .

In spite of all the barriers to contact and the current low participation in cultural events, the majority of students interviewed said they would like to get to know international students better and cited benefits and ideas to better socially integrate domestic and international students.

Let's get together. Six of the eight students interviewed said that they would like to get to know international students better and have more interaction with them, one student was unsure, and one did not wish to get to know international students better. Two students made comments relating to the idea of internationalization at home. One of these students discussed potential benefits of more interaction with international students:

> I've always thought study abroad was really cool 'cause I felt like you would be forced, you know, like, get out of your comfort zone and do that, I feel like you don't necessarily have to do that, we can do it right here, we have so many international students here you don't really need to go study abroad, and spend that extra money if you can't really do that, you just need to branch out here and try to find some new groups of people to interact with.

The other student felt similarly, that there was a lot of potential if meaningful interactions between international and domestic and students could occur, but he felt that this interaction was not yet occurring. When asked if he thought there were benefits to having international students on campus, he replied:

> I feel like there could be . . . and that would be so that the American students could learn about other cultures without having to go to these other countries, and that gives them advantage, but since there seems to be, like, very little interaction back and forth, it feels like . . . the opportunity that is there is squandered . . . on both parties, I guess.

Several of the students had ideas to increase contact between international and domestic students in the future. One student thought that having more international and domestic students living together in the residence halls would help. He stated, "I think it would definitely be a big step up if they lived together, but I think, generally, it's probably very hard for them. . . . " Another student, who said she did not know about the cultural events and the mentoring program, suggested more advertising that these activities are available on campus:

> More advertising about options that you guys have 'cause I think it's a great idea to pair students off and get them, you know, acclimated to a new culture . . . but other than that, I think just spreading the word that that's available to people and if you're interested you're totally welcome to do it.

When asked about her thoughts on how to encourage domestic students to interact with international students, one student responded:

> I think the Multicultural Center is one big step. To bring students together, uh, you'll see people around more because there's more diversity here in the center than you see in the big, wider campus, and you have more access, so just taking advantages of those opportunities. Um, I think it really starts at an individual level. Like, it's nice to have programs that help people to get involved, but at the end of the day, it takes individuals to take the initiative, and go out and shake a hand and meet somebody different than themselves.

Conclusion

This chapter presented the findings of the study, using five themes: "Diversity is Good;" "The Great Social Divide;" "The Language Barrier;" "Groups, Cliques, and Pods;" and "Social Interactions." The overall findings showed that while the domestic students interviewed perceived the international student presence on campus as mainly

positive and most participants wanted more interaction with international students, there are some major barriers to contact between domestic and international students. The next chapter will present the discussion of these findings.

Chapter Five

Discussion

Purpose Statement and Research Questions

The purpose of this study was to explore domestic student interactions with and perceptions of international students from the domestic students' point of view. This study concentrated on domestic students who had not studied abroad or traveled outside the United States in order to focus on the concept of internationalization at home. The research questions were:

1. What are some barriers to contact between domestic and international students?

2. What sort of contact do domestic students have with international students?

3. What notions/perceptions of international students do domestic students have after interacting with them in college?

4. How are domestic students learning about other cultures by their interactions with international students?

5. Do domestic students want more interaction with international students?

6. How are domestic students participating in programs that facilitate social interaction between domestic and international students? In what programs do they participate? How did they learn about them?

Summary of Findings

The findings in this study showed that while the domestic students interviewed perceived the international student presence on campus as mainly positive and most participants wanted more interaction with international students, there were some major

barriers to contact between domestic and international students. The participants in this study identified the language barrier and the fact that they perceive international students as always together in large groups of co-nationals as barriers to contact between domestic and international students. Most of the contact that was occurring between international and domestic students was in class, at work or in an academic setting, rather than a social setting.

Discussion of Findings

Research Question #1: What are some barriers to contact between domestic and international students? Two major barriers to domestic student contact with international students emerged in this study: the language barrier, and the fact that the domestic students interviewed perceived international students as always together in large groups with their co-nationals. These two barriers can be seen as intertwining because if international students are in a large group of co-nationals, they are likely to be speaking in their native language. Thus, this study found that domestic students did not feel comfortable or did not have an interest in approaching international students when they were together in large groups speaking in a language other than English.

Five of the eight students interviewed mentioned that they had a difficult time communicating with international students in English. One student reported concerns about international students' abilities to communicate in English, specifically in on-campus jobs. This was similar to Spencer-Rodgers' (2001) third most common negative attribute of international students (as perceived by domestic students) which was "do not speak English well" in her findings of consensual stereotypic attributes of international students studying in the United States (p. 647).

Another barrier that two students mentioned was that for the most part, international and domestic students do not live together in the residence halls on campus. On the campus where this study was conducted, the reason for this was largely because there are only a very small number of residence halls that stay open year round. Most of the international students live in these residence halls because they do not often go home for holidays. Although some domestic students do live in these residence halls (for example, the student interviewed who had an international student roommate for one semester); international students would most likely be living with other international students. Several students in this study suggested that if possible, they believed that better integrating domestic and international students in the residence halls on campus could play an important role in increasing intercultural interaction.

Two students mentioned that they were surprised that international students weren't better acclimated to the university, and one student mentioned that he thought that international students secluded themselves and did not appear to want to make friends with domestic students. These students suggested that the segregation of international and domestic students is due to both groups not being interested in integrating with one another, not simply the domestic students' lack of interest. All of the domestic students interviewed mentioned the benefits of social integration with international students, but many pointed out that there was a long way to go for this to actually happen. One student mentioned that opportunities for benefits of having international students on campus were being "squandered" by "both parties" (domestic and international students).

Research Question # 2: What sort of contact do domestic students have with international students? Brown and Daly (2004) found that both domestic and international students reported having more close friendships with co-nationals than with students from a different ethnic group (p. 9). When students did interact with people from different ethnic backgrounds, the interaction tended to be for academic rather than social activities (p. 10). This study supported the earlier evidence, suggesting that significant interaction between international and domestic students is not occurring often on campus. With the exception of two students, one who had an international student as a roommate, and the other who interacted with international students at the campus recreation center, all the participants reported their contact with international students was in an academic or work setting rather than in a social setting (see Table 1 in Chapter 4).

Only three of out the eight students interviewed mentioned having international students whom they considered friends, and only one of those three mentioned having international students she considered "close friends." This is probably due in part to the fact that there is not a lot of direct interaction going on between domestic and international students. Five of the eight students mentioned rarely having direct interactions with international students; instead, most of their interactions were in large, lecture style classes, at work on campus, or in another academic setting.

The other three students did describe contact with international students in a social setting. One student played pool with international students at the campus recreation center, another student mentioned having close international student friends she knew from clubs on campus, and the third had an international student roommate for

one semester. The student with the international roommate mentioned that although they lived together, they did not have a lot of social interaction outside of the residence hall. She mentioned that her roommate would usually hang out with her own friends and did not socialize a lot with her.

Research Question # 3: What notions/perceptions of international students do domestic students have after interacting with them in college? The majority of the students interviewed in this study held favorable opinions about the presence of international students on campus and about the benefits international students could bring to enhancing campus diversity. This corroborated the findings in Ward's (2006) review where she found that domestic students held relatively favorable perceptions of international students (p. 2). Four out of the eight students interviewed mentioned that they perceived international students in some form of hard working or academically oriented.

Other characteristics that the participants in this study attributed to international students included being brave, kind, considerate, eager to learn, quiet, and happy to be here. This was mostly consistent with Spencer-Rodgers' (2001) findings about consensual stereotypic attributes of international students studying in the United States (as perceived by domestic students) (p. 647). The highest positive attribute cited in Spencer-Rodgers (2001) study was intelligence, followed by brave/adventurous and then by hard working (p. 647).

In addition to asking about differences between international and domestic students (where the barriers came out), the researcher asked the domestic student participants about the similarities they saw between international and domestic students.

To answer this question, the participants minimized differences and pointed out that both international and domestic students were just students, going to class, socializing with friends, studying, and doing other similar things. In other words, the domestic students saw international students as similar to themselves in many ways, yet for the most part, going along parallel to them in their own groups, rather than intersecting (interacting) with them.

Bennett's Development Model of Intercultural Sensitivity (DMIS) is described in detail in Chapter 2 (see pages 17-20). In this study, the researcher inferred that the majority of the participants – six out of eight, were likely in the Minimization Stage of the DMIS. In the Minimization Stage, the elements of one's own culture are experienced as universal (Hammer et al., 2003, p. 424). The threat associated with cultural differences in the Defense Stage is neutralized by classifying any differences into familiar categories (p. 424). In the Minimization Stage, there is an attempt to trivialize any differences that exist, and stress only cultural similarities (Talbot, 2003, p. 428). This stage can be summed up by the attitude of "basically all humans are alike" (p. 428). This came out when participants in the study pointed out the similarities between international and domestic students. This was made evident by comments such as, "Oh, they're just people and they're really similar. . . . " or "With this age group we all kind of act in a similar fashion, so. . . . " Comments like these minimized the differences between international and domestic students, rather than embracing the differences and looking at them as an opportunity to learn from one another.

The researcher inferred that one participant interviewed was possibly in the Defense Stage of the DMIS. He used words like "shocking" and "odd" to describe his

perceptions that international students were not well integrated into the greater campus community, and as he perceived, not interested in being better integrated. In the Defense Stage, an individual experiences defense against cultural difference and considers their culture to be the only viable one (Hammer et al., 2003, p. 424). The fact that the participant assumed that international students should want to integrate into American culture supported this. As described by Hammer et al. (2003), in the Defense Stage, the world is organized into "us" and "them," with one's own culture being superior and all other cultures being inferior (p. 424).

The researcher also inferred that one participant interviewed had likely reached the Acceptance Stage. In the Acceptance Stage, one's thinking shifts from ethnocentric to ethnorelative (Hammer et al., 2003, p. 425). One's own culture is experienced as just one of a number of equally complex worldviews (p. 425). This participant compared her culture with that of international students and talked about the benefits of sharing and learning about different cultures. She recognized and discussed differences between the cultures of international students and the US culture.

The researcher made these inferences based on the participants' responses to the questions and the researcher's knowledge of the DMIS; however, the participants in this study did not actually take the Intercultural Development Inventory (IDI), which is the instrument that measures the DMIS. In hindsight, the researcher believes it would have added value to the study if the participants had taken the IDI in addition to being interviewed.

Research Question #4: How are domestic students learning about other cultures by their interactions with international students? As previously mentioned, this study showed that interaction between international and domestic students was occurring mainly in class, at work and in other academic settings and rarely in social settings. This supported Ward's (2006) finding that the mere presence of international students, even in large numbers, is insufficient by itself to promote intercultural interactions, to develop intercultural friendships, and to result in international understanding (p. 3). When asked if they felt they had learned anything from their interactions with international students, only three out of the eight participants said yes; two said no, and three were uncertain. Two students mentioned that their interactions with international students helped them to dispel stereotypes and other things the students mentioned learning from international students were about cultural differences or about another culture.

The three students who were uncertain about whether or not they learned anything from international students cited not having enough direct interaction or personal connections with international students in order for meaningful intercultural learning to occur. One of the two students who said she did not learn anything from international students cited not having the opportunity as the reason and the other student said that he mainly talked to international students in class and they only talked about material related to the class.

Six of the eight students in this study seemed open to interacting more with international students, and several of the students alluded to the concept of internationalization at home. They mentioned that the presence of international students

on campus had the potential to expose domestic students to other cultures without having to leave their home country and spend the time and money to study abroad. However, this was viewed as more of an ideal situation, since the lack of social integration was preventing meaningful intercultural learning on campus.

Research Question # 5: Do domestic students want more contact with international students? Although six of the eight students interviewed in this study indicated that they would like to get to know international students better, and thought that they could learn a lot from international students, none of the students seemed to have a definite plan to begin initiating this contact. This partially corroborated earlier findings by Ward (2006) that domestic students are largely uninterested in initiating contact with their international classmates (p. 2). The students in this study generally seemed fine having contact with international students in classes and at work, but not largely interested in going out of their way to make friends with international students.

This could be due to the barriers to contact with international students that domestic students perceive. As previously discussed, these barriers are the language barrier and the perception that international students are always together in large groups of co-nationals and therefore, are often viewed by domestic students as unapproachable.

Research Question #6: How are domestic students participating in programs that facilitate social interaction between domestic and international students? In what programs did they participate? How did they learn about them? This study showed that the domestic students interviewed were largely not participating in programs on campus that facilitate interaction between domestic and international students. Only three out of the eight students interviewed mentioned participating in these types of

programs. Two students had participated in Japan Night and found out about this event because they were studying Japanese. One of these students had also attended the International Food Bazaar at the Student Union, in addition to another student, who also mentioned attending the bazaar. Due to the fact that the Food Bazaar is held in the Student Union, students may end up attending who did not know about the event and were simply passing through and stopped on their way. One student interviewed mentioned that one of the benefits of the International Food Bazaar was that the event was in a highly visible area with high student traffic; possibly attracting students passing by who would not normally attend a cultural event.

The majority of the students, five out of eight, who stated they had not participated in any events that facilitated contact between domestic and international students said that they would be interested in these events in the future. The main reasons cited for not participating were time (either not having time or having a conflict with the time of the event) or not knowing the event/program existed.

This study gave strong support to the idea that not a lot of meaningful social interaction is occurring between domestic and international students on campus. However, the findings also supported the idea that domestic students have overall positive associations with the presence of international students on campus and that they desire more contact with international students but are either unsure of how to initiate contact or uninterested in initiating contact.

This study contributed to the existing research in several ways. As previously mentioned, there have been relatively few studies completed on domestic students at home in regards to their perceptions of and interactions with international students. This

study provided some insight into the domestic student perspectives of and interactions with international students at a large Midwestern research institution. The findings also provided more evidence that meaningful intercultural interactions are unlikely to occur spontaneously and that social interactions between domestic and international students must be facilitated.

Implications and Future Research

Previous research has shown that significant intercultural interaction is unlikely to occur spontaneously and therefore, interventionist strategies are necessary in order to foster and develop cross-cultural interaction (Brown & Daly, 2004; Ward, 2006). This study supported the earlier research. Given the information provided by the domestic students who participated in this study, the researcher believes that more opportunities for meaningful social integration between international and domestic students should be provided. The findings in this study showed that domestic students are interested and open to these opportunities but are not taking the initiative to facilitate that contact. Therefore, the already existing cultural events and programs to facilitate contact between domestic and international students should be better highlighted and advertised campus-wide. These events and programs should also be conducive to allowing non-traditional students and students who live off campus to easily participate.

Another recommendation would be to encourage integration between domestic and international students early, as freshmen, when they first arrive to campus. All of the students in this study were seniors and some expressed regret that they did not find out about all of the cultural events and programs that existed until they felt it was too late. Several of the participants wished they had gotten involved sooner. If students begin to

have meaningful intercultural interactions when they first arrive on campus, they might be more likely to continue these interactions throughout their college career.

One big step would be if international and domestic students were better integrated in the residence halls. If domestic and international students were living together, intercultural contact would be increased, and hopefully, lead to more meaningful interactions and understanding between the two groups. According to Nesdale and Todd's (2000) study, integrating international and domestic students together in a residence hall setting did have a favorable outcome in promoting intercultural contact among domestic students at an Australian university (p. 354). Nesdale and Todd's (2000) study provided considerable support for the intercultural contact hypothesis (p. 355). Allport, as cited in Nesdale and Todd (2000), defined the "contact hypothesis" as positive contact between members of different groups should improve intercultural relations, and, in particular, should reduce negative out-group stereotyping (p. 342). The results of Nesdale and Todd's (2000) study indicated that the pattern of contact which occurred in the residence halls tended to impact directly upon the extent of contact on the wider university campus, as well as the students' level of intercultural acceptance (p. 355).

The author also has several recommendations for future studies to further this research. This study focused on domestic seniors with limited international experience. Further research should be done on domestic students who have had international experiences such as studying abroad or traveling out of the country to see how the results are different. The researcher also believes a longitudinal study would be beneficial, starting with domestic students when they are freshmen, just entering college, and

interviewing them every year until they were seniors to see how their perceptions of and interactions with international students change over time as they are exposed to more diversity.

Another recommendation would be to do a study separating out domestic students' perceptions of and interactions with international students by specific country (or region) where they are from. For the purposes of this study, all international students were grouped together, whereas they are actually quite diverse by region, country, and numbers present on campus. Spencer-Rodgers (2001) found that domestic students' descriptions of international students included very few references to the race, ethnicity, nationality, or specific cultural background of the group (p. 650). Looking at domestic students' perceptions of and interactions with international students by specific country or region could provide new insight into intercultural interaction on campuses.

One final recommendation would be to conduct a mixed methods study, where for the quantitative portion domestic students would take the Intercultural Development Inventory (IDI) to find out their level of intercultural competence according to Bennett's Development Model of Intercultural Sensitivity (DMIS). After completing the IDI, a qualitative portion of the study could include interviewing the participants about their perceptions of and interactions with international students to see how this compared to their level of intercultural competence on the IDI.

Conclusion

The existing literature revealed a gap in research on domestic students at home in relation to their perceptions of and interactions with international students. This study explored these perceptions and interactions from the viewpoint of eight domestic students

with limited international experience at a large Midwestern research institution. This study revealed that the students' perceived the presence of international students as positive and thought that there could be a lot of benefits from social interaction between domestic and international students. However, the students perceived several barriers to contact between domestic and international students, including the language barrier and that domestic students perceive international students as un-approachable when they are together in large groups of co-nationals. In spite of the potential for increasing intercultural understanding, currently significant social interactions between domestic and international students were not found to be occurring.

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Appendix A

IRB Approval Letter

Nebraska
UNIVERSITY OF
Lincoln

December 7, 2010

Sondra Schreiber
Department of Educational Administration
344 S 18th St Apt 5 Lincoln, NE 68508

Richard Hoover
Department of Educational Administration
119 TEAC, UNL, 68588-0360

IRB Number: 20101211223 EP
Project ID: 11223
Project Title: Effects of International Students on Domestic Students' Intercultural Competence

Dear Sondra:

This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the BoardÂ's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study based on the information provided. Your proposal is in compliance with this institutionÂ's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46).

Date of EP Review: 11/29/2010
EP Review Category: 6 and 7

You are authorized to implement this study as of the Date of Final Approval: 12/07/2010. This approval is Valid Until: 12/06/2011.

Your stamped and approved informed consent form has been uploaded to NUgrant. Please use this form to make copies to distribute to participants. If changes need to be made, please submit the revised informed consent form to the IRB for approval prior to using it.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:
* Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
* Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
* Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
* Any breach in confidentiality or compromise in data privacy related to the subject or others; or
* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

For projects which continue beyond one year from the starting date, the IRB will request continuing review

and update of the research project. Your study will be due for continuing review as indicated above. The investigator must also advise the Board when this study is finished or discontinued by completing the enclosed Protocol Final Report form and returning it to the Institutional Review Board.

If you have any questions, please contact the IRB office at 472-6965.

Sincerely,

William Thomas, Ph.D.
Chair for the IRB

Appendix B

Basic Qualifying Survey

Hello,

My name is Sondra Schreiber and I am a graduate assistant in the Office of International Affairs here at (name of university) and currently working on my master's degree in higher education administration. I am conducting research for my master's thesis on experiences that domestic students have had with international students. I would greatly appreciate it if you could take a few minutes and complete the following survey. This survey presents no known risks. There are also no direct benefits to you as a participant. Completion of this survey will indicate your consent, and all answers will be kept anonymous. You may also choose not to participate in the survey by simply exiting from your browser. Also, the researcher is looking for specific criteria so depending on your responses the survey may end early. At the end of the survey, there is a chance to provide your contact information if you would be willing to potentially be contacted for an interview. This contact information will be kept strictly confidential. If you indicate that you would be willing to do so, you may be contacted for an in-person interview. You may complete the survey but choose not to be considered for an interview.

Thank you for your time and consideration.

Gender: Male_____   Female_____

Age_____

Are you currently classified by the university as a senior?
         Yes_____ No_____ (if no, survey will end)

In what city/town did you graduate from high school? (Please indicate city and state)
         _____

Have you studied abroad?
         Yes_____ No_____ (if yes, survey will end)

Have you ever traveled outside of the United States?
         Yes_____ No_____ (if yes, survey will end)

Has your family ever hosted an exchange student from another country?
         Yes_____ No_____ (if yes, survey will end)

Did you have international exchange students in your high school?
         Yes_____ No_____

         If yes, how frequently did you interact with them?

         Often_____ Sometimes_____ Rarely_____ Never_____

         (if often or sometimes, survey will end)

Do you interact with (an) international student(s) here at (name of university)?

 Yes____ No____ (if no, survey will end)

 If yes, are you . . . . (Please check all that apply)

 In class/classes with (an) international student(s)?____
 In an organization or group with (an) international student(s)?____
 Friends with (an) international student(s)?_____
 Other (Please explain)_____

If contacted, would you be willing to participate in an interview (approximately 30-45 minutes; all responses will be kept anonymous) regarding your experiences with international students at (name of university)?   Yes____No____ (All students who agree to be interviewed will be entered into a drawing to win a $25 gift card to the University Book Store. Odds of winning depend on how many students agree to participate, but would be approximately 1 in 5,306 if based on the entire senior class. The first 8 students to respond will be contacted for an interview. You do not have to actually be interviewed in order to win the gift card).

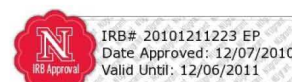If yes, please provide your name and an e-mail address and phone number address where you can be contacted_____

Appendix C

Informed Consent Form

UNIVERSITY OF Nebraska Lincoln

INFORMED CONSENT FORM

IRB# 20101211223 EP
Date Approved: 12/07/2010
Valid Until: 12/06/2011

Domestic Students' Perceptions of and Interactions with International Students

This is a research project that will examine domestic students' perceptions of and interactions with international students here at UNL to see what effect the presence of international students on campus has on domestic students. You must be 19 years of age or older to participate and classified by UNL as a senior (89 credit hours or more). You are invited to participate in this study because you filled out the basic qualifying survey and indicated you would be willing to participate in an interview.

Participation in this study will require approximately 30-45 minutes of your time and will consist of the primary researcher conducting an interview with you about your experiences with international students here at UNL. There are no known risks or discomforts associated with this research. In the event of problems resulting from participation in the study, psychological treatment is available on a sliding fee scale at the UNL Psychological Consultation Center, telephone (402) 472-2351. There are also no direct benefits to you as a research participant.

This study will give you the opportunity to share with the researcher your experiences with international students and may help to aid in future International Education research at UNL. By better understanding the interactions between domestic students and international students, we may be better able to facilitate positive social interaction between the two groups on campus. Any information obtained during this study which could identify you will be kept strictly confidential. The data will be stored in a locked cabinet in the investigator's office and will only be seen by the investigator during the study and for two years after the study is complete. The information obtained in this study may be published in scientific journals or presented at scientific meetings but the data will be reported as aggregated data. The audiotapes will be erased after transcription.

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Or you may call the investigator at any time, office phone, (402) 472-5864, or after hours (515) 314-6721. Please contact the investigator:
- if you want to voice concerns or complaints about the research
- in the event of a research related injury.

Please contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965 for the following reasons:
- you wish to talk to someone other than the research staff to obtain answers to questions about your rights as a research participant
- to voice concerns or complaints about the research
- to provide input concerning the research process
- in the event the study staff could not be reached

Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the researchers or the University of Nebraska-Lincoln, or in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

_____ Please check here if you agree to be audio taped during the interview.

_____ _____
Signature of Research Participant   Date

Sondra T. Schreiber, Principal Investigator Office: (402)472-5864
Richard E. Hoover, Ph.D., Secondary Investigator Office: (402)472-3058

Appendix D

Semi-Structured Interview Protocol

As illustrated in Creswell's (2007) example, the researcher will use headings (adapted

from Creswell) for each interview as follows (p. 136):

Time of Interview_____
Date:_____
Place:_____

INTRODUCTION:

Thank you for agreeing to talk with me today about your experiences with

international students here at (name of university). My name is Sondra Schreiber and I

am a graduate assistant International Student and Scholar Services. I am working on my

master's degree in higher education administration with a focus in student affairs. This

project is part of my thesis research. I want you to know that all information that you

give me today will be kept confidential. The information will be used solely for research

purposes. I will be recording our conversation for later transcription but I want you to

know that you may stop me at any time. Before we begin, do you have any questions?

INTERVIEW:

I'd like to begin by asking you some general questions about international students.

Before you came to college, what were your ideas/notions about international students?

Had you ever met a student from another country?

If yes, under what circumstances?

Do you have contact with international students here at (name of university)?

If yes, where?

If no, is there a particular reason why not?

Can you tell me about your overall impressions of international students at (name of university)?

    Are these impressions mostly consistent with or different from your ideas about international students before arriving at (name of university)?

    What do you feel are the benefits of having international students on campus?

    Do you feel there are any negatives to having international students on campus?

Do you wish you could get to know international students better or interact with them more?

    Why or why not?

In what ways do you see international students as similar to and different from domestic students here on campus?

What barriers to contact between domestic and international students do you see?

Do you feel like you have learned something about the world or another culture from your interactions with international students?

Now, I would like to ask you a little bit about your background.

Where did you grow up?

While growing up did you have any exposure to other cultures?

Have you ever traveled out of the country?

    If so, where and when?

Do you want to travel out of the country (either for the first time or again)?

Do you speak another language?

    Are you learning another language?

    Do you want to learn another language someday?

    Why or why not?

Next, let's talk a little bit about campus events and organizations.

Have you ever attended a cultural event on campus (for example – China Night, Malaysia Night)?

    If yes, what were your perceptions?

    Did you enjoy it?

    If no, would you be interested in attending one in the future?

    Why or why not?

Are you familiar with (name of specific international student mentoring program)?

    If yes, have you ever participated in it?

    If you have participated, what did you think about it?

If no, would you like to participate in it? Why or why not?

Can you tell me if and how you think international students and domestic students benefit from social integration with each other?

EXIT COMMENTS:

Thank you again so much for taking the time to speak with me today. I really appreciate it. Your answers have been very helpful. Is there anything else that you would like to share with me?

Appendix E

E-mail Sent to Students from Registration and Records

Hello,

I am a graduate student in Educational Administration working on my thesis. Below is a link to a basic survey that will take approximately 5 minutes of your time to complete. If you are able to complete the survey, I would greatly appreciate it. This survey presents no known risks. There are also no direct benefits to you as a participant. Completion of this survey will indicate your consent, and all answers will be kept anonymous. The researcher is looking for specific criteria and depending on your response to certain questions, the survey may end early. At the end of the survey, there is a chance to provide your contact information if you wish to potentially be interviewed. You may complete the survey but choose not to be considered for an interview. You may also choose not to participate in the survey by simply exiting from your browser. Thank you for your time and consideration.

Click on this link to take the survey:
http://www.surveymonkey.com/s/JF2DTG3

Sincerely,
Sondra Schreiber

Appendix F

Transcriptionist Confidentiality Statement

<u>Transcriptionist Confidentiality Statement</u>

I _____(name of transcriptionist) agree to hold all information contained in digital recordings/and in interviews received from Sondra Schreiber, primary investigator for the study entitled Internationalization at Home? Exploring Domestic Students' Perceptions of and Interactions with International Students at a Large Midwestern Research Institution, in confidence with regard to the individuals and institutions involved in this research study. I understand that to violate this agreement would constitute a serious and unethical infringement on the informants' right to privacy.

_____   _____
                     Signature of Transcriptionist   Date

_____   _____
                   Signature of Principle Investigator   Date

Appendix G

Codes

THEME 1: Generally favorable attitudes toward international students: Diversity is Good

Subtheme 1: Benefits of international students on campus: *We're Glad You're Here*

Different people of different origins
Touch of diversity
Interesting
Learn from them
Learn from you
Intermesh different cultures
Kind of awesome
Different cultures
Expanding cultures
Global economy
Think outside the box
Other peoples' points of view
Avoid discrimination
Really important aspect
A lot of different cultures
Really good variety
Broaden outlook
Enhance our campus
Learn about their country
Have conversations
Talk back and forth
Language exchange
Cultural values
Melting pot
Exchange ideas
Accept each other
Broaden your scope
Different worldview
Connect with people
Build relationships
Friendships
Somebody else's perspective
Learning about each other
Different backgrounds
You get the benefit
Dispelling stereotypes
Interesting discussions
Learn about other cultures
Exposure to people from other countries
Understand the world

Out of comfort zone
Branch out
Really positive thing

Subtheme 2: Domestic students' perceptions of international students: *Domestic perceptions*

Really brave
Quiet, but very kind
Very considerate
Eager to learn
Take studies seriously
Takes a lot of money
Education is really important
Hard workers
Very happy to be here
Acclimate to this society
Very focused
Strong work ethic
Really positive thing
Serious about college
Academically oriented

THEME 2: Division between international and domestic students: The Great Social Divide

Hard living with her
Hard time interacting
Communication barrier
Very secluded
Don't feel comfortable
Safety zone
Don't branch out
Don't interact
Nervous interacting
Colliding cultures
Really hard
Timid
Clashing view
Different
Different social norms
Huge barrier
Don't want to be involved
Confused me
What's the point?

Kind of shocking
Struck me as odd
Separation from American students
Very little interaction
Uncomfortable situation
Don't see it happening
Not integrated
Segregated in housing
Disconnect
Not cohesive
Stereotypes
Lack of information
Distance themselves
No direct interaction
Don't want to offend
Preferential job treatment
Difficult co-workers
Hard to meet people
No opportunities

THEME 3: Communication can be difficult: The Language Barrier

Language difference
Frustrated
Unprepared for jobs
Daunting
Are they talking about me?
Thick accent
Hard to understand
Speaking different languages
Native language
Translate
Foreign accent
Can't pick that up
Don't understand me
Struggle with language
Miscommunication
They're speaking Chinese
Talking about me
Really uncomfortable
Speaking Laotian
Hard time communicating
Communication barrier
Uncomfortable speaking English
English not first language

THEME 4: International students are rarely alone: Groups, Cliques and Pods

Subtheme 1: International students would rather stick together:
Birds of a Feather . . .

Hang out with her friends
Not interact with me
Cliquey
Hard to branch out
Korean group really strong
(specific name of international residence hall)
International student dorm
From their own country
In a big group
Closed community
Pack mentality
Never alone
Stay in their groups
Not integrated
Walk six wide
Chinese students together
Living separately
Congregate together
In their own pods
Built in group of friends

Subtheme 2: Why domestic students won't approach international students:
Apprehension or Apathy?

Don't want to be involved
Separated from Americans
You're the outsider
Opportunity is squandered
Afraid to approach
Reject you
Different from them
Intimidating
Different interests

THEME 5: Why are we not interacting? Social Interactions

Subtheme 1: Participation/thoughts about activities already occurring: *Cultural events*

Went to Japan Night (2)
Fun
Sad I'm not involved
Wanted to go
Sounded really good
Food Bazaar (2)
Fascinating
Conversation table
Definitely would go
Interesting
Would participate if I could
Think that's brilliant
Really beneficial

Subtheme 2: Why Domestic Students don't participate in activities: *I Didn't Know*

Didn't know about it
Live off campus
Transfer student
Married with a daughter
Time balance
Wasn't aware
I had class
Didn't hear about it

Subtheme 3: Students' ideas for more interaction: *Let's Get Together*

One-on-one
Get into the community
Approachable
Easier transition
Community interaction
Right in the Union
Exposure
Multicultural center
Start at individual level
Individuals take initiative
Shake a hand
Meet somebody different
Opened my eyes

Live together
Move out of comfort zone
It's pretty tough
Forced together
Advertising
Spread the word