

IMMIGRATION POLICY CONFLICT: ARE INTERNATIONAL STUDENTS
AT THE UNIVERSITY OF WISCONSIN OSHKOSH THREATS TO THE
CULTURES AND VALUES OF THE UNITED STATES?

by

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EXECUTIVE SUMMARY

International students contribute more than \$12 billion annually to the United States' society (Lee & Opio, 2011); for higher education institutions, the utmost gains for the United States depend not in dollar amounts but on innovative insights. As international students enter this country's colleges, they bring with them a capital of curricular and co-curricular benefits that, when carefully tapped, can significantly contribute to achieving America's educational goals. However, most Americans do not make these students feel welcomed. Aside from United States' citizens believing that international students are threats to their nation's culture, values, and security, the government as well shares its contribution in creating and maintaining this unreceptive environment. International students used to find this country inviting with welcoming environments on American campuses, but the events of 9/11/2001 changed the way Americans view international students, with the rest of the world maintaining caution.

Thus, the changes in federal immigration policies for international students during the past years following the 9/11 event have required international student service personnel in various universities and colleges to embrace a multitude of new tasks alongside attempting to sustain their excellence in creating a diverse and global campus. However, recovery from the decreasing trend of international student enrollment and the damaging perceptions by other countries and prospective international students of American institutions of higher education may take several years. Therefore, a more interconnected approach to recruitment, which includes legal, financial and regulatory issues and fresh marketing approaches, is essential to

maintaining established, international students in the United States. This paper examines the views Americans have about international students and vice versa by focusing on the students and staff at the University of Wisconsin Oshkosh. Insights are provided about immigration policies and the influence of international students on this nation to discover whether they are threats or deemed beneficial to this country's economic development, culture, and values.

INTRODUCTION

The presence of immigrants and non-immigrants in this country has called for many debates and conflicts because most Americans believe that their culture, national safety, employment opportunities, amenities (Academe, 2003; Borjas, 2001; Danley, 2010; Starobin, 2006), and other values are being threatened by these immigrants and non-immigrants. Thus, Americans have called for immigration laws to be stiffened. Even though claim they accept everyone, including the poor and the tired from all over the world, they themselves fluctuate between welcoming immigrants and resenting them — even those who arrive legally. For both legal and illegal immigrants, America's actions have been unpredictable and frequently racist (Greenblatt, 2008).

Every country occupied by immigrants and non-immigrants hold the fear of losing a foothold to these people in various capacities – but should all of those countries tighten their immigration laws, people may not have the freedom and right to move from one country to another. This could also restrict international trade and affiliations or friendships. Yet, the benefits of accepting immigrants and non-immigrants in every country outweigh the perceived negatives even though some unforeseen threats associated with their presence cannot be ruled out. International students are part of the immigration groups that have been affected by immigration policies, including the confusion that comes with the administering of the various types of visas and the discrimination and prejudices expressed by Americans.

There are two types of visas; non-immigrant and immigrant. A non-immigrant visa is used by a foreigner coming into this country for a temporary stay

such as for school, travel, or business (Kaplan, 1999). When their visa expires, these non-immigrants must leave the country or get a different visa when the original purpose has been accomplished. Thus, there are at least 20 types of non-immigrant visas and the most common of these that prospective employers can find on most campuses are the F-1 and J-1 student visas (others that are not common are M and H-1B visas). Immigrant visas, on the other hand, are issued for people based on business, marriage or family ties and refugee or asylum status purposes (Kaplan, 1999).

However, the F-1 and J-1 student visas are the main focus of this study. The F-1 visa, which is most commonly given for undergraduate and graduate degree programs, is usually issued to individuals coming to this country to attend college, university, seminary, conservatory, and academic elementary and high schools. It can also be issued for people coming for any other language training or academic institutions permitted by the US Attorney General for study by alien students (Kaplan, 1999). Therefore, students with this type of visa have to leave the country after completing studies. The purpose of the F-1 visa is to provide an opportunity for study in the United States. Furthermore, holders of this visa are required by the United States Immigration and Naturalization Services (INS) to work on campus for 20 hours per week when school is in session. This necessitates taking a minimum of 12 full-time credits per semester and 40 hours per week of work during vacations and school breaks.

Also, after a year of study in good academic standing and prior to completion of school, these students are allowed to work off-campus (called Curricular Practical Training {CPT}, internship, or work/study). However, the students have to prove that the employer was unable to hire an American for the position and the students have an

unforeseen economic hardship. Lastly, at the end of their studies, holders of this visa are allowed to have temporary employment (also called Post-Completion Practical Training or OPT) for a maximum period of 12 months, for a job that is directly related to their field of study or academic major (Canter & Siegel, 2007; Kaplan, 1999) before they leave for their home countries or pursue a higher education such as PhD. The J-1 visa holders, on the other hand, are allowed on-campus employment with regards to the terms of scholarships, fellowships or assistantship, which is related to the student's major. They also have the same academic credits and job hours as the F-1 visa students and their employment must be approved by a designated school official. However, for these students, they are allowed a maximum of 18 months to work in practical training that is directly related to their field of study, after which they must leave for their home countries for two years before accepting employment in this country. The home country, however, can waive this requirement (Kaplan, 1999).

One of the reasons for this study is to take a closer look at the enrollment record of international students in association with their experiences in this country, in particular at the University of Wisconsin Oshkosh. For instance, foreign student enrollment decreased by 4.3% in this country between 2001-2004 compared to an increase of 7.7% in the United Kingdom, 25% in Canada, 94% in Australia, 99% in New Zealand, and 57% in Singapore (Chellaraj, Maskus, & Mattoo, 2008). These decreases were due to difficulties in obtaining U.S. visas since September 2001, and to the fact that some countries are catching up to this country with regard to attracting foreign students and skilled labor from abroad (Hira, 2003). Furthermore, international students usually like to go to countries other than the United States

because they find education in those countries more appealing due to less expense for studying, less time to obtain a degree, and less deterring work regulations, among others (Starobin, 2006).

Most international students in America also face countless acts of discrimination that impact their studies and social life, thus creating an unwelcome environment for them (Lee & Opio, 2011, Lee & Rice, 2007; Schmitt, Spears, & Branscombe, 2003). In fact, most of these international students have been discriminated against so much that the majority of them have developed tolerance for it and see discrimination as part of the cost of earning a degree in this country (Lee & Rice, 2007). The second reason is that a majority of Americans strongly believe that foreign students are threats to the American culture and values in that they take up existing jobs, threaten national security, and refuse to adapt to the American culture.

This study is strongly based on these reasons and seeks to provide extensive explanations for them in the hope of helping to create better campuses for international and domestic students, especially those at UW Oshkosh. This will also benefit this country as a whole along duplicate lines since most international students that come to school in America tend to occupy leadership positions when they go back to their own countries (Academe, 2003). However, this study is different from other studies because the main focus group for analysis is UW Oshkosh students, faculty, administrative and non-administrative staff, and other workers in the school. Also, the variables will be analyzed using a combination of surveys, content analysis of various primary data, interviews with focus groups (workers at the Office of International Education at UW Oshkosh), quantitative analysis of financial information, and the analysis of secondary data.

LITERATURE REVIEW

Student Visa Policies and Laws

The United States has always presented open arms to international students and immigrants in general until the 9/11 event, the 1993 World Trade Center bombing, the CIA headquarters shooting and other security issues that have erupted due to the presence of immigrants in this country. To worsen this issue, three or more international students were reported to have been involved in the 9/11 event. Also, revelations of lost and missing international students accrued during the days following 9/11 (Danley, 2010). Due to this and more, the Student and Exchange Visitor Information System (SEVIS) created by the Immigration and Naturalization Services (INS); the Patriot Act, Public Health Security and Bioterrorism (or Preparedness and Response Act of 2002, passed by Congress); the Consular Lookout and Support System (CLASS) and the Homeland Security Act of 2002, among others, came into existence to closely monitor the visa process as well as the management of international students who are already in this country (Academe, 2003; Brigham Young University Education & Law Journal, 2003; Hughes, Keller, & Hertz, 2010; Rosser, Hermsen, Mamiseishvili, & Wood, 2007).

The Student and Exchange Visitor Information System (SEVIS) is a web-based system used to meet the INS's information reporting and tracing requirements for foreign students (Academe, 2003) and also to track foreign visitors and more simply access and monitor electronic communication patterns of persons alleged of engaging in terrorist events (Hughes, Keller, & Hertz, 2010). Furthermore, the U.S.

government has implemented a series of measures to regulate and monitor the flow of international students and scholars into this country, which unfortunately have the potential to pose serious consequences for higher education in general and for academic science, to be specific. Tracking foreign visitors is also part of what SEVIS is supposed to do as well as access and monitor the electronic communication forms of individuals alleged of engaging in terrorist activities. It was enacted in 1996; however, its implementation was delayed for some time (Hughes, Keller, & Hertz, 2010). This system is a very good media arm to ensure that criminals do not gain access into schools in this country.

Nevertheless, it also comes with several disadvantages to schools, innocent international students, and the country at large. For example, most institutions have reported difficulties retrieving their institutional data from SEVIS, including sometimes receiving another institution's data during their attempt to retrieve (Academe, 2003). The INS name was changed to Legacy Immigration and Naturalization Services on March 1, 2003 when most of its functions were transferred from the Department of Justice to three new entities: the U.S. Citizenship and Immigration Services (USCIS), U.S. Immigration and Customs Enforcement (ICE), and U.S. Customs and Border Protection (CBP), within the newly created Department of Homeland Security. This was part of a key government restructuring period cumulating after the September 11 attacks of 2001 (Academe, 2003).

The Patriot Act is a federal law that was passed following the terrorist attacks of 2001 and is designed to intercept and obstruct further terrorist movements. Thus, this law applies to both domestic and foreign employees, and checks are conducted by the federal government through the office of the U.S. Attorney General (Hughes,

Keller, & Hertz, 2010). It does not, however, mandate background checks on foreign residents attending U.S. colleges and universities. The Patriot Act actually designates the use of the Student and Exchange Visitor Information System (SEVIS) (Hughes, Keller, & Hertz, 2010).

The provisions of this act established undisputed Congressional intent that implementation of integrated tracking systems for ports of entry and a foreign student visa monitoring system be expedited and expanded. In the area of foreign student monitoring, this act requires full implementation (Brigham Young University Education & Law Journal, 2003). Additionally, Public Health Security and Bioterrorism (or Preparedness and Response Act of 2002) outlines a procedure for requiring a Criminal Background Check (CBC) of a foreign national (Hughes, Keller, & Hertz, 2010). Conversely, under this law, foreign born individuals who will be working in university laboratories with specific biological agents are required to register with the federal government and undergo a security risk assessment (Catholic University, 2008).

The Consular Lookout and Support System (CLASS) is used to determine who will be issued a student visa; it is a multi-step process with documentation reviews, personal interviews, fingerprinting, and cross-referencing of an applicant into a system (Hughes, Keller, & Hertz, 2010). It references records provided by several agencies, which includes information on immigration violations, visa refusals, and terrorism concerns (Ford, 2005), beginning when a visa applicant makes an appointment at an American embassy or consulate in his or her area or country (Hughes, Keller, & Hertz, 2010). After all verification and checking of an applicant's valid and necessary documentations takes place, the individual's materials are then

run through the CLASS system, and assuming there is no “hit” in the system, the consular office determines whether to grant the visa to the individual or not (However, in the event of a “hit” in the system, the person is asked to submit fingerprints again to be checked against those in the FBI’s NCSC’s Interstate Identification Index to verify the legitimacy of the “hit”, after which the consular will decide whether to issue that person a visa) (Hughes, Keller, & Hertz, 2010, pg. 58).

Finally, the Homeland Security Act of 2002 was enacted after the terrorist events of 9/11/2001, when it was discovered that 17 of the 19 terrorists associated with the 9/11 events had entered into this country on a variety of temporary and student visas (Hughes, Keller, & Hertz, 2010, pg. 58). Therefore, this law was intended to strengthen the visa process without limiting the legitimate travel of foreign residents. Moreover, this act didn’t take the visa process responsibilities from the State Department, but rather assigned its employees to U.S. embassies and consulates to allow them in assisting the employees of the State Department by providing expert advice and visa security training to state department consular officials (Ford, 2005). Furthermore, the Homeland Security Act was primarily projected to target consular posts in Saudi Arabia and authorized the review of all visa applications originating within Saudi Arabia. Eventually, the intent of the act has been to enlarge the presence of the Department of Homeland Security (DHS) and visa security officers (VSOs) to other consulates and embassies that are believed to hold high risk by the U.S. government (Hughes, Keller, & Hertz, 2010, pg. 58). A 2005 Government Accountability Office (GAO) report, however, advised that there were essential problems with the implementation of this act, which was affecting the

likelihood of rolling out the act to embassies and consulates outside Saudi Arabia (Ford, 2005).

International Student Visa Policies: Internal & International Conflicts

Regarding some of the internal conflicts created as a result of the changes in visa processes or immigration policies in general include the new registration program for non-immigrant aliens from specific countries, which brought about much confusion. In illustration, several consulates issued letters specifying that all foreign students should report to their nearest Immigration and Naturalization Services (INS) office in compliance with the new special registration processes. However, subsequent notices from the same INS tried to clarify the program and identified exactly who is subject to the registration requirements (Brigham Young University Education & Law Journal, 2003).

Therefore, it was all foreign students initially and later was specified for certain students, meaning that until recent years, the U.S. has not been consistently checking the criminal records of foreign students and employees. It is, however, noteworthy to mention that the under-utilization of criminal background checks on foreign students and employees still exists notwithstanding record-high levels of foreign students coming for the sole purpose of education at U.S. universities (Brigham Young University Education & Law Journal, 2003).

There were more than 620,000 international students enrolled in U.S. colleges and universities for the 2007-2008 academic year, which is a 7% increase over the 2006-2007 academic year (Maslen, 2008). Thus, the increased legislation and security-enhanced visa procedures would seem to have been intended to manage the

inflow of foreign students, yet closer scrutiny highlights ongoing security gaps, which exist in spite of the analysis that showed a number of the 9/11 terrorists had entered this country through either visitor or student visa conduits (Hughes, Keller, & Hertz, 2010, pg. 58). Furthermore, while most of the U.S. schools that enrolled international students thought that the implementation of the requirements of SEVIS was a one-time expense, they later found that it was actually far from being “plug-and-play” technology (Academe, 2003, pg. 10).

Most schools have experienced or are still experiencing a rise in personnel costs since most of them had to employ technical experts to focus primarily on managing the SEVIS reporting system in their school. Also, more schools find the help desk customer support services to be inadequate as they usually find the J visa manual to be poorly written with some missing information as opposed to the F visa manual. The help desk customer service representatives usually give the excuse that the call waiting time generally exceeds thirty minutes since there are only 32 staff members working at the help desk (Academe, 2003). The help desk is also acknowledged as being able to answer technical questions related to programming problems, but cannot provide advice in the area of policy, regulations, and processes.

Such questions or problems are typically directed to State Department staff members, who are also sometimes unfamiliar with the abilities of the SEVIS system (Academe, 2003). Additionally, the twenty-one-day reporting requirement for the SEVIS that mandated that nearly any change in the students’ status be reported within twenty-one-days of occurrence caused several concerns at several institutions; a departure from this requirement is captured by the registrar’s office by a tracking medium that traces data changes during a student’s course registration. Therefore, the

change in this mandated requirement requires many business procedures in the registrar's and international programs offices (Danley, 2010). Finally, another issue with the SEVIS system is that it makes most schools incur costs for the purchase of interface application solutions that carry hefty price tags (Kurz & Scannell, 2002), along with the implementation and maintenance costs and the additional personnel costs that most of these universities and colleges absorb.

With regards to the international conflicts associated with the implementation of SEVIS, colleges, universities and lawmakers have recognized that even though the number of applicants for student visas is growing after sheer declines during the six years following 9/11, U.S. higher education lost thrust in attracting international students and scholars . This is due in large part to the difficulties they faced and are still facing in attaining and retaining educational visas (Bagnato, 2005; Maslen, 2008). Also, in the haste to force SEVIS into the higher education landscape, the policy and rule-makers often ignore the educational needs and goals of the students coming to the U.S. for their college education. Therefore, rather than a welcoming and inviting environment, too many international students discover an overzealous, unfriendly, and intolerant atmosphere.

Subsequently, for many years, fewer international students were interested in attending American colleges and universities and chose other countries for their college study. Undeniably, it has only been in recent years that American colleges and universities have experienced a recovery in the numbers of international students applying for admission despite their imperfect handling of it (Bagnato, 2005; Maslen, 2008; Wong, 2006). However, most international students that come to school in this country sometimes find the unwelcoming environment so frustrating that they go back

to their countries or other countries right after their studies instead of staying in the U.S. to contribute significantly to the national economy (from personal experience and observation). It is quite important to mention that some schools were able to adopt the SEVIS requirement very easily and smoothly.

International Student's Adaptation to the Culture & Values of the United States

Some Americans claim that international students are threats to the culture and values of the United States because they refuse to adapt to the culture of the country.

Author, John Berry (2003) defines acculturation as the route of cultural and psychological change that follows intercultural contact – while cultural changes comprise alterations in a group's customs and in their economic and political life. Psychological changes include alterations in individuals' attitudes toward the acculturation process, their cultural identities (Phinney, 2003), and their social behaviors in relation to the groups in contact.

Overall, the eventual adaptations also have core psychological features, including a person's well-being and social skills that are needed to function in their culturally complex daily world (Ward, Bochner, and Furnham, 2001). Due to unfair discrimination faced by these students, it becomes difficult for them to feel free and adapt to the culture or accept the values of this country. In a study conducted by the authors Jenny Lee and Charles Rice (2007), it was revealed that students from the Middle East, Africa, East Asia, Latin America and India, underwent far greater difficulties in U.S institutions than students from Canada and Europe.

The authors classify this kind of racism as neo-racism, which they propose is associated with skin color and culture, national origin, and the relationships between

countries (Lee and Rice, 2007). As students of color and foreign students in this country; international students are usually subject not only to racism, based solely on race, but also to neo-racism. The authors contend that neo-racism occurs in contexts ranging from political regulations to educational settings. The Patriot Act, in illustration, allows detention without limit, denial of due process, and violations of personal freedoms of some individuals. Cumbersome foreign student tracking procedures; new hurdles for obtaining visas to enter the U.S; and fingerprinting and profiling procedures in the name of maintaining national security are other manifestations of the Patriot Act. Similar policies which can be classified as neo-racist are also present in the educational institutions of this country.

Neo-racism that takes place in the educational systems in America take the form of less than objective academic evaluations; loss of employment or an inability to obtain jobs; difficulty in forming interpersonal relationships with instructors, advisors, and peers; negative stereotypes and inaccurate portrayals of one's culture; negative comments about foreign accents, among others (Lee & Rice, 2007). These hinder international students to freely adapt to the culture of the United States in that they don't feel welcome and thus out of self-protection develop the attitude of defending and clinging to their national cultures instead of adapting. Overall, all college students go through the process of adapting to new educational and social environments, however, adapting to these environments may be acutely more stressful for international students who have the added strain of differing cultural values, language, academic preparation, study habits, and the "uprooting disorder" (Misra, Crist, & Burant, 2003).

Additionally, difficulties in cultural adjustments (e.g. American food, entertainment, etc.) have also been observed among, in particular, African students (Puritt, 1978). High academic achievement and performance is a critical stressor for these students because they have higher expectations for academic success (most rank in the top levels of their native country's schools). The pressures they receive in the process of trying to maintain their scholarship and financial support (Svarney, 1991) is enough stress on its own to impede African students to stay focused on their academic success in school, which might make them put more attention on adapting to certain aspects of American culture and values that they may deem unessential to their academics.. These difficulties to American traditions and customs in accommodating to American food, holidays, social values, interpersonal communication, and other differences have been reported to be stressful for most international students (Sandhu & Asrabadi, 1994).

According to a study carried out by Blake (2006) on the adjustment issues among African students at a historically Black institution, almost 50% of the African students encountered adjustment issues, some in the form of discrimination, from instructors and fellow students. This finding is noteworthy considering its African-American setting, thereby suggesting the problems are likely magnified in predominately White universities. Also, feelings of exclusion, a lack of belonging and inferiority were consistently experienced by most of the student-athletes in a study conducted by Jenny Lee and Thomas Opio (2011), to discuss how possible mistreatment towards Africans is not easily equated to mistreatment towards African-Americans. Many African student athletes reported that they were perceived as unwelcome 'foreigners' and treated unfairly compared to their American counterparts,

and some of them discussed that the only way to 'fit in' would be to drop or hide their cultural identity.

It is important to mention that some American communities are accepting of cultural pluralism resulting from immigration, taking steps to support the continuation of cultural diversity as a shared communal resource; this position represents a positive multicultural ideology (Berry & Kalin, 1995). On the other hand, other societies seek to eliminate diversity through policies and programs of assimilation (Berry, 1997). Those groups that are less well accepted in a particular society, experience hostility, rejection, and discrimination, which is one element that is projective of poor long-term adaptation (Beiser et al., 1988; Fernando, 1993). According to John Berry (1997), when acculturation experiences overwhelm the individual, creating problems that make the person feel he or she does not have control, there is little success in dealing with it, which sometimes causes withdrawal, and sometimes results in culture shedding without culture learning. This can result in marginalization. Thus, in order for foreigners or international students to more easily adapt to the culture in America, there should be a definitive welcoming environment and indigenous people should be made aware of and be receptive to the culture and other differences that these students or other foreigners bring to the country.

International Students and Employment in America

It is hard for one to miss the issue of international students or immigrants taking up jobs in America, as it has been a hot topic of discussion throughout the various available sources of information and the media. This may be particularly true in some instances, such as with international students with Science, Technology,

Engineering, and Mathematics (STEM) degrees, which is actually beneficial to this economy as it has been documented that most American students do not pursue degrees in those four areas. However, for other degrees, it is hard for international students to even find jobs, not to mention the immigration laws that limit them the right to find the jobs of their choice, as it usually requires employers to file for H1B visa for those students.

Even in the case of H1B visas, employers are required by the immigration laws to prove that the prospective employee has special skills that no American citizen who applied for the same position has, or there are no American citizens to fill that position, or that a prospective employee has a minimum of a bachelor degree. Typically, it is hard for employers to prove such things; thus, they usually are reluctant to employ international students. Also, researchers have noted culturally based barriers to employment, such as negative perception of an accent (Carlson & McHenry, 2006), unfamiliarity with available employment options (Spencer-Rodgers, 2000), and acculturation stress (Fritz, Chin, & DeMarinis, 2008). These factors and more make it difficult for international students or immigrants to compete with American citizens for available jobs or employment.

Before students get their visas to come to America, or any other country, to study, they must be documented as a bona fide student, and qualified and accepted to pursue a full course at an institution recognized by the Attorney General. They must also have the requisite funds or have made other arrangements to cover 12 months of expenses, as well as have foreign residence and no intention of abandoning it. They must also enter the United States “temporarily and solely” for the purpose of education (Mayberry, 2009). The last requirement makes it difficult for international

students to enter this country to work, as they have to then leave the country once they complete their studies. If students are not able to prove that they are coming here specifically for school, they are usually denied visas.

Any international student wishing to obtain employment in the U.S. after ending their studies, thus finishing out their F-1 student visa status, is not only eligible for the H-1B, but will require it to stay in the country. H-1B visas are the only specialty occupation non-immigrant path for inbound or resident foreign workers not hailing from a country having a trade treaty with the U.S. Foreign graduates and employers must have the jobs lined up while the student is in the final year of education. This is not exactly an accessible, welcoming, or efficient system (Mayberry, 2009). With these restrictions at hand, it becomes hard for international students to find employment. Consequently, it makes it difficult for them to compete for employment with their American counterparts.

Even though it is predicted that the workforce will become more diverse (Hodge & Lear, 2011), the chance of international students taking over jobs is faint considering all the immigration restrictions standing in the way. Most importantly, protecting American jobs is the most obvious solution for assigning a fixed number to skilled and qualified foreign job-seekers, and keeping that number very low. However, the H-1B skilled worker visa fails to protect American skilled and high-tech jobs. The jobs exist, but enough skilled Americans to fill the positions do not (Mayberry, 2009). Moreover, foreign graduates already dominate the STEM field, thus allowing them to work under the H-1B visas would create new jobs without displacing American workers (Mayberry, 2009). For instance, existing regulations help prevent displacement of American workers as there is no guarantee that H-1B applicants will

get the H-1B visa. The international students who are refused do not get to stay in this country and work, leaving them with no choice but to go back to their countries or back to school. These restrictions limit American employers in employing international students (Mayberry, 2009).

The U.S. elects to produce new jobs by supplying student visas easily. Into the educational system walks an intelligent and driven non-national; out walks an intelligent, driven, and professionally qualified foreigner, equipped with American expertise and training. The foreigner may elect to enhance his home country or the United States with his skills; refusing him/her the H-1B admission often means the job is outsourced to other countries. The only genuine choice left is between outsourcing and American-based skilled labor. It would be better if those jobs, and the consequential productivity and tax dollars, stayed in America (Mayberry, 2009). Therefore, the presence of international students does not threaten American jobs that much to cause those educated and qualified for a particular job due to the regulations in place preventing this from happening.

International Students and U.S. Security

Another concern that most Americans are apprehensive about when international students come into this country is that each student who comes in is now perceived as a possible threat to the national security of this country (Academe, 2003). This may be true considering the recent bombings and terrorist attacks in the country. However, not all of those events involved international students, such as the recent school and theatre shootings, which were carried out by Americans themselves. This belief that international students are threats to the national security, a perpetuated

theme since 9/11, puts pressure on the government to constrain the flow of international visitors, creating serious unintended consequences for the American science, engineering, and medicine fields. Evidence has shown that continuing research has been hindered by prohibiting or delaying exceptional young scientists, engineers, and health researchers from entering this country and that significant international conferences have been canceled or negatively obstructed, with those conferences to be moved out of the United States in the future if the situation is not amended (Academe, 2003).

By tightening regulations to restrict international students from entering this country, it prevents the country from gaining access to workers in the STEM career fields, as many international students tend to pursue career path, unlike American students. In 2002, about 20% of foreign applicants accepted to physics graduate programs in this country were originally denied entry into this country; the group suffering the biggest problems hasn't been from the Middle East, but rather China, which offers the largest number of foreign physics graduate students (Smaglik, 2003).

Student non-immigrants are screened carefully before their entry into the country, thus preventing possible law breakers from entering – so there should not be any scare of international students posing threats to people. For instance, by November 2001, the Attorney General formed the Foreign Terrorist Tracking Task Force (Task Force) to warrant that to the maximum extent permitted by law, Federal agencies synchronize programs to accomplish the following: 1) deny entry into this country of aliens connected with, alleged of being involved in, or supporting terrorist activity; and 2) locate, detain, prosecute, or deport any such aliens already in this country (Bush, 2001).

Once international students arrive in this country, Customs and Border Protection (CBP) officials process them through customs and upon the end of the interview procedure, CBP officials hold the power to deny entry to students. This is despite the fact that they may have already cleared the Department of State's (DOS) screening process in their home country of origin. This helps to provide one additional layer to the anti-terrorism efforts embedded throughout the visa procedure, thus, if a student is approved of entry, his/her arrival is recorded with Immigration and Custom Enforcement (ICE), where information is loaded into SEVIS (Hughes, Keller, & Hertz, 2010). These demonstrate the complicated and intensive processes that international students go through before they enter this country in order to satisfy the goals of U.S. officials, ensuring that national security is completely enforced.

International Students and their Contributions to the U.S

Despite all the negativity associated with the presence of international students in America, these students contribute significantly to this country. The U.S.A remains at the cutting edge of technology, despite frequent complaints about quality deficiencies in its secondary education system. Actually, among the key developed countries and the newly industrialized countries, the U.S. ranks near the bottom in mathematics and science success among eighth graders. However, what may help to resolve these issues is that the US draws large numbers of graduate students and expert immigrants who enter such technical fields as medicine, engineering, and software design.

The U.S. sustains a significant net-export position in the graduate training of scientists, engineers, and other technical workforces (Chellaraj, Maskus, & Mattoo,

2008). Furthermore, a study conducted by the authors, Chellaraj, Maskus, & Mattoo, (2008), revealed that enrollments of foreign graduate students have a strong and positive control on the development of ideas in the United States. Additionally, Levin and Stephen (1999) argued that foreign-born scientists play a disproportionate role in generating knowledge in this country, thus, the presence of international graduate students could support rising aggregate real incomes in the long-run.

According to Cohen (2006), at 25% of the nation's physician workforce, international medical graduates (IMGs) contribute meaningfully to the U.S health care system. By working in the specialty fields less attractive to U.S. medical graduates (USMGs), IMGs have filled critical gaps that otherwise would have seriously comprised the effectiveness of the U.S healthcare system. The Educational Commission for Foreign Medical Graduates (ECFMG), through its certification practice, has permitted the best and the brightest medical students from other nations to train in this country and can take permissible pride in the indisputably positive impact IMGs have had on U.S. health care system (Cohen, 2006).

In illustration, among full-time MD faculty at U.S. medical schools, 17% are IMGs and among 1,941 U.S. medical school department chairs with medical degrees, nearly 11% are IMGs; more specifically, some 17% of department chairs in the basic sciences and close to 10% of department chairs in the clinical sciences are IMGs. Indeed, examples abound with IMGs who have enhanced health care supply, provided care to medically underserved populations, composed leading-edge discoveries in biomedical research, introduced new surgical procedures and pioneered groundbreaking teaching approaches, among others (Cohen, 2006). Also, Walter Parker (2011) claims that international education is a productive site of knowledge

construction and competition in this country today. Thus, this international education is hoped that it will reinforce the nation's economic and military defenses, to spread multiculturalism outward from the nation, to arouse world citizenship, and to make the best of an ongoing structural, resource-scarce dilemma (Parker, 2011).

RESEARCH PURPOSE, QUESTIONS & HYPOTHESIS

Research Purpose

The presence of non-immigrants and immigrants in this country has called for several debates and conflicts because most Americans believe that their culture, employment opportunities, amenities, and other values are being threatened by non-immigrants and immigrants. Thus, most Americans have called for immigration laws to be stiffened. For both legal and illegal migrants, many American's actions towards them have been inconsistent and often racist (Greenblatt, 2008). This strongly indicates that most Americans feel that non-immigrants or international students are threats to the culture and values of this country because they are taking up existing jobs that would have been occupied by Americans; they change the American culture by refusing to assimilate into it, and are threats to national security. Yet, most international students are more than willing to take low-wage jobs rather than remain unemployed (Jost, 2012). Thus, this study seeks to determine the views of both national and international students and staff members at the University of Wisconsin Oshkosh on non-immigrants and their threats and benefits to this country.

Research Questions

- What is the number of undergraduate and graduate international students enrolled at the University of Wisconsin Oshkosh from 2009 to 2013 academic years?

- What orientation programs are available to help international students to assimilate into the American culture and how do those immigrants feel about the assimilation process?
- Do the American students and staff feel threatened by the presence of international students in the school regarding their job and personal security?
- What are the views shared by the school population about immigration laws for international students and what suggested ways should those laws be revised, if at all?
- What benefits and disadvantages do the American students and staff think international students bring to the school and the country?
- Can the call for strict immigration laws for international students lead to international conflict, and if so, why?

Research Hypothesis

International students at the University of Wisconsin Oshkosh are not threats to the cultures and values of the United States.

RESEARCH METHODOLOGY

About the University of Wisconsin Oshkosh

The University of Wisconsin Oshkosh continues to provide the residents of northeastern Wisconsin with high quality, reasonably priced education since 1871 and is the third largest campus in the UW System. Furthermore, the campus community promotes amelioration and “active learning with opportunities for sports and recreation, arts and culture, service learning and career building.” There are about 13,500 students who benefit or have benefitted from the “nationally recognized expertise of the faculty, with a wide variety of courses and degrees offered including 60 undergraduate majors, 17 master’s degree programs and one doctoral degree (Doctorate of Nursing Practice).” UW Oshkosh “offers modest class sizes that foster one-on-one and collaborative learning with professors, rather than teaching assistants” (UW Oshkosh, 2013).

“International students from around the world have come to study and live at the University of Wisconsin Oshkosh. For over 30 years, students from more than 100 countries have studied at UW Oshkosh, and their experiences are deeply ingrained in the rich heritage of this University. Currently, students from more than 40 countries can call UW Oshkosh “home”. The University of Wisconsin Oshkosh’s Office of International Education (OIE) is responsible for providing international students and visiting scholars with immigration services, advising, and campus and community programming. As of the beginning of the academic year 2013, there are 13,500 undergraduate students; 60 undergraduate majors; 1,500 graduate student populations; 28 graduate programs and 109 international students, compared to the 62,000

population of the city of Oshkosh, as stated on the school's website (as of October 7, 2013). However, it is worthwhile to mention that Oshkosh counts its prison inmates (Oshkosh Correctional Institution) as part of the population of Oshkosh" (UW Oshkosh, 2013)."

An analysis will be carried out to capture the views and perspectives of UW Oshkosh students and staff members about international students and their threats or contributions to the U.S. This will be done through the use of a combination of surveys, content analysis of various primary data, an interview with the adviser of international students (who is also responsible for recruiting international students at UW Oshkosh), quantitative analysis of financial information, and the analysis of secondary data. It will be conducted in the following manner:

Research Design: Experimental

1. Population: Students and staff members at UW Oshkosh
2. Data: Online surveys, interview, data from articles, journals and books about similar research topics
3. Data Analysis: SPSS, Excel, and Word
4. Quantitative Analytical Techniques: Descriptive statistics (Crosstabs), tables, charts, and graphs.
5. Qualitative Analysis: Content analysis and narrative summary analysis

Survey Sample

Due to the large number of students in the school, a random sample comprising 25% (or 6000) of the student population was selected. Also, all the employees of the school were selected as part of the survey participants. Both groups

were emailed to respond to the survey questions. A total response of 483 from the two groups was received and used to support the arguments raised in this paper. A separate survey questionnaire was sent to all 109 international students in the school, including the exchange students, to further gain more information on specific issues or perceptions of international students only.

Survey Population

The survey responses from students (Fig. 1) show the breakdown of the survey participants according to their positions or status at UW Oshkosh – Students: 418; Faculty and Instructional Academic Staff: 22; Classified Staff: 18; Non-Instructional Academic Staff: 12; Other (Non-specific): 13. Some of the participants responded that they can be identified by multiple groups, thus, they were lumped together as “Other (non-specific)” for easier analysis of the results. Also, out of the 483 participants for the first survey, there were 472 or 97.72% U.S. citizens, 8 or 1.66% people were from countries other than the U.S., and 3 or 0.62% participants chose not to respond to their citizenship status.

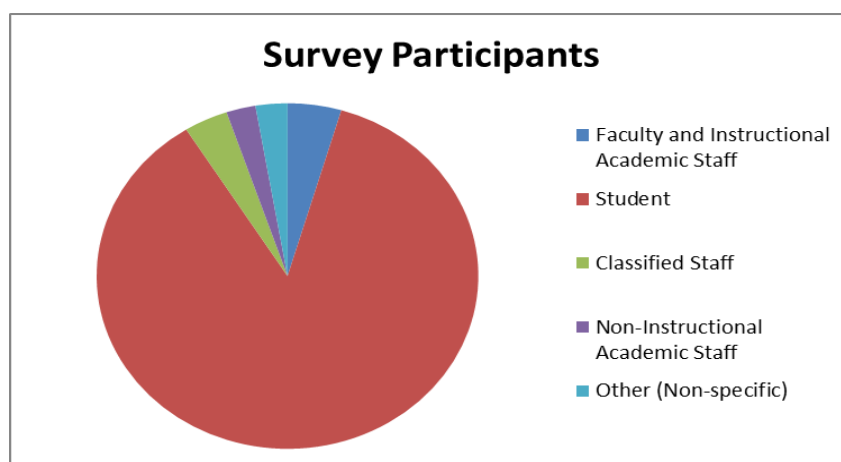


Figure 1: Classification of Survey Participants

U.S. Citizen	472
Citizen of a country other than the U.S.	8
No Response	3

Figure 2: Citizenship of participants

The participants were very diverse regarding their citizenship status (Fig. 2); there were 472 U.S citizens; 8 citizens of a country other than the U.S.; and 3 No Responses. Due to the small number of international students and employees in this survey, a second survey targeting international students was sent out in order to obtain a larger sample of international students, since they are the main focus of this research.

Also, to measure the amount of exposure the survey participants had to international students or immigrants in general, they were asked whether they have anyone in their extended family that is an immigrant, whether they have an international student as a friend, and whether they have studied abroad. Figure 3 below shows the responses for the three exposure questions. From Fig. 3, a good amount of the survey participants (636 respondents) have had exposure to foreigners or foreign countries, which makes them very diverse.

Is anyone in your extended family an immigrant?	# of Responses	Do you have good friends who are international students living in the U.S?	# of Responses	Have you studied abroad in another country, even if for a short time?	# of Responses
No	376	Yes	155	Yes	105
Yes	94	No	328	No	378
Not Sure	13				

Figure 3: Participants exposure to immigrants and international students

Procedure

Prominent information was gathered from the website of the University of Wisconsin Oshkosh about the population of the school including some information about the international students there and about the school in general. Also, 6000 random students were selected from school emails and were emailed to voluntarily partake in the survey. All the staff and employees of the school were emailed the same survey to voluntarily respond to. However, after realizing that out of the randomly selected students only eight were from countries other than the U.S., another short multiple-choice survey was sent to all the international students on campus. Finally, the adviser for the international students, who is also in charge of recruiting international students and taking them through orientation as well as dealing with any issues concerning immigration, was interviewed (face-to-face on October 23, 2013), using another set of questions, which can be found in the appendix.

The surveys were collected via Google Drive, which included an Excel spreadsheet that automatically recorded and categorized the responses under each of the questions in the survey. The spreadsheet was then exported into another Excel spreadsheet at the end of the survey deadline. Some of the information (citizenship status, study abroad, immigrant family, and international student friend questions) were exported to a SPSS statistical spreadsheet to be analyzed. All the responses from the international student only survey were exported to the SPSS sheet for analysis as well. Finally, the information generated from the interview was used to supplement the information from the journal articles to either support or counter-support the

arguments and hypothesis raised in this research. Various graphs, charts, crosstabulations, and tables were used to show the results of the two surveys.

ANALYSIS OF DATA: RESULTS

Survey for Randomly Selected Students and all Employees at UWO: Survey # 1

The SPSS crosstabulations below stipulate the relationship between those who are U.S. citizens and their responses to the exposure they have had to international students or immigrants and whether they have studied abroad. This is relevant in that perhaps the amount of exposure to international students forecasts the perceptions the respondents have of the international students on campus. From the citizenship international friend table, out of the 472 or 31.1% U.S. citizens that took part in the first survey, 147 or 68.9% of them responded that they have international student friends who live in the U.S. Furthermore, 100 or 21.2% (Citizen Study Abroad Table) have studied abroad, and 89 or 18.9% (Bart Chart) of them have immigrant members in their extended family. This shows that the U.S. citizens or students used for this survey have some amount of exposure to international students or foreign environment. Thus, it is expected that they possess an informed opinion as to whether international students are threats to American culture and values.

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Citizenship * International friend	483	100.0%	0	0.0%	483	100.0%
Citizenship * Study Abroad	483	100.0%	0	0.0%	483	100.0%
Citizenship * Immigrant family	483	100.0%	0	0.0%	483	100.0%

Figure 4: Summary of International Experience

Citizenship * International friend Crosstabulation

			International friend		Total
			Yes	No	
Citizenship	U.S. Citizen	Count	147	325	472
		% within Citizenship	31.1%	68.9%	100.0%
	Citizen of a country other than the U.S.	Count	8	0	8
		% within Citizenship	100.0%	0.0%	100.0%
	No Response	Count	0	3	3
		% within Citizenship	0.0%	100.0%	100.0%
Total	Count	155	328	483	
	% within Citizenship	32.1%	67.9%	100.0%	

Figure 5: Comparison of Citizenship & International friend

Citizenship * Study Abroad Crosstabulation

			Study Abroad		Total
			Yes	No	
Citizenship	U.S. Citizen	Count	100	372	472
		% within Citizenship	21.2%	78.8%	100.0%
	Citizen of a country other than the U.S.	Count	5	3	8
		% within Citizenship	62.5%	37.5%	100.0%
	No Response	Count	0	3	3
		% within Citizenship	0.0%	100.0%	100.0%
Total	Count	105	378	483	
	% within Citizenship	21.7%	78.3%	100.0%	

Figure 6: Comparison of Citizenship & Study Abroad

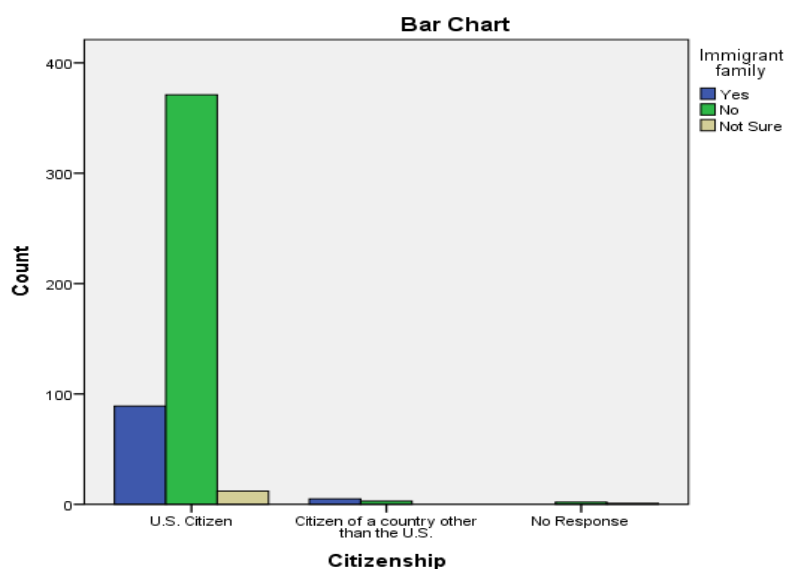


Figure 7: Bar Chart of Citizenship

The crosstabulations that follow investigate the relationship between the citizenship statuses of the survey respondents to the following questions:

- Do you feel threatened by the presence of other international students in this school regarding national security? OR **Security Issues Crosstab**
- Do you feel the presence of international students in this country is affecting the availability of national employment? OR **Decline in National Employment Crosstab**
- Are you in support of the current immigration law that declares international students should only work part-time, fully aware that those students do not get any federal or state aid and student loans? OR **Support for Immigration Law Crosstab**
- Do you feel that the call for stricter immigration laws for international students could lead to international conflict? OR **International Conflict Crosstab**

According to Fig. 9, 449 (n=472) of the U.S. citizen respondents said international students are not threats to the security of this country and 11 (n=472) of them said international students are threats; in Fig. 10, 345 (n=472) of the U.S. respondents said international students do not take up U.S. jobs and 46 (n=472) indicate they do take up jobs. In Fig. 11, 237 (n= 472) of the U.S. respondents said they do not support the current immigration laws, while 91 (n = 472) of them said they do support that law. Finally, Fig. 12 shows that more of the U.S respondents (176) believe that the call for stricter immigration laws for international students could lead to international conflict and an almost equal number (172) were not sure. It is also important to mention that 4 (n= 472) said both yes and no, 6 (n= 472) said both yes

and not sure, while 5 (n= 472) said both no and not sure (these were not shown on the bar chart)

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Citizenship * Security Issues	483	100.0%	0	0.0%	483	100.0%
Citizenship * Decline in National Employment	483	100.0%	0	0.0%	483	100.0%
Citizenship * Support for Immigration Law	483	100.0%	0	0.0%	483	100.0%
Citizenship * International Conflict	467	96.7%	16	3.3%	483	100.0%

Figure 8: Summary of Citizenship vs. Security Issues, National Employment, Immigration Law and International Conflict

Citizenship * Security Issues Crosstabulation

			Security Issues			Total
			Yes	No	Not Sure	
Citizenship	U.S. Citizen	Count	11	449	12	472
		% within Citizenship	2.3%	95.1%	2.5%	100.0%
	Citizen of a country other than the U.S.	Count	0	8	0	8
		% within Citizenship	0.0%	100.0%	0.0%	100.0%
	No Response	Count	0	2	1	3
		% within Citizenship	0.0%	66.7%	33.3%	100.0%
Total		Count	11	459	13	483
		% within Citizenship	2.3%	95.0%	2.7%	100.0%

Figure 9: Comparison of Citizenship & Security Issues

Citizenship * Decline in National Employment Crosstabulation

			Decline in National Employment			Total
			Yes	No	Not Sure	
Citizenship	U.S. Citizen	Count	46	345	81	472
		% within Citizenship	9.7%	73.1%	17.2%	100.0%
	Citizen of a country other than the U.S.	Count	0	7	1	8
		% within Citizenship	0.0%	87.5%	12.5%	100.0%
	No Response	Count	0	2	1	3
		% within Citizenship	0.0%	66.7%	33.3%	100.0%
Total		Count	46	354	83	483
		% within Citizenship	9.5%	73.3%	17.2%	100.0%

Figure 10: Comparison of Citizenship & Decline in National Employment

Citizenship * Support for Immigration Law Crosstabulation

			Support for Immigration Law			Total
			Yes	No	Not Sure	
Citizenship	U.S. Citizen	Count	91	237	144	472
		% within Citizenship	19.3%	50.2%	30.5%	100.0%
	Citizen of a country other than the U.S.	Count	2	5	1	8
		% within Citizenship	25.0%	62.5%	12.5%	100.0%
	No Response	Count	0	2	1	3
		% within Citizenship	0.0%	66.7%	33.3%	100.0%
Total		Count	93	244	146	483
		% within Citizenship	19.3%	50.5%	30.2%	100.0%

Figure 11: Comparison of Citizenship & Support for Immigration Law

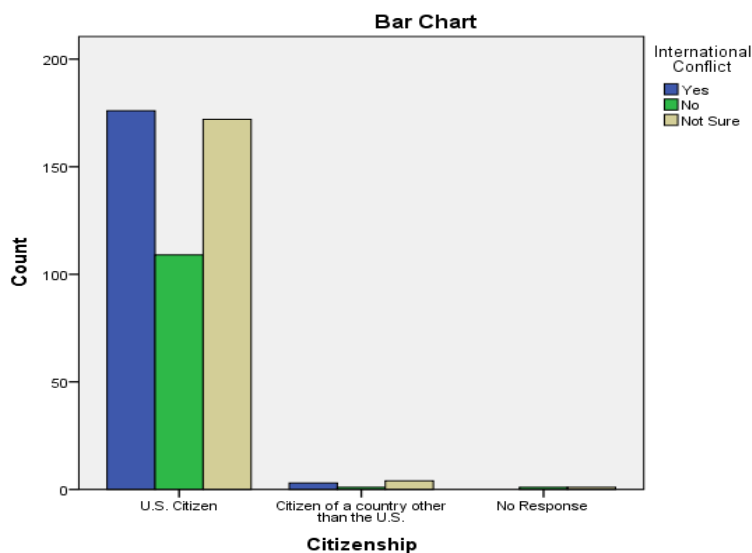


Figure 12: Bar Chart of Citizenship

Another insight into the same four questions, without being grouped according to the participants' citizenship status, reveals the perceptions overall of the students and employees of the school. Figure 14 shows that, out of the 483 respondents based on their employment or student position in the school, 46 said international students take up U.S. jobs, 354 said no, they do not, and 83 were unsure. Check the figures below for more specific responses based on each of the categories. Note that multiple employee positions refer to the respondents who occupy more than one employee

position in the school while employees/students are the respondents who are both employees and students of the school.

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Employee/Student status * Decline in National Employment	483	100.0%	0	0.0%	483	100.0%
Employee/Student status * Security Issues	483	100.0%	0	0.0%	483	100.0%
Employee/Student status * Support for Immigration Law	483	100.0%	0	0.0%	483	100.0%
Employee/Student status * International Conflict	483	100.0%	0	0.0%	483	100.0%

Figure 13: Summary of Employee/Student Status vs. Security Issues, National Employment, Immigration Law and International Conflict

Employee/Student status * Security Issues Crosstabulation						
			Security Issues			Total
			Yes	No	Not Sure	
Employee/Student status	Faculty and Instructional Academic Staff	Count % within Employee/Student status	0 0.0%	21 95.5%	1 4.5%	22 100.0%
	Student	Count % within Employee/Student status	10 2.4%	397 95.0%	11 2.6%	418 100.0%
	Non-Instructional Academic Staff	Count % within Employee/Student status	0 0.0%	12 100.0%	0 0.0%	12 100.0%
	Classified Staff	Count % within Employee/Student status	0 0.0%	18 100.0%	0 0.0%	18 100.0%
	Multiple Employee Positions	Count % within Employee/Student status	0 0.0%	1 100.0%	0 0.0%	1 100.0%
	Employee & Student	Count % within Employee/Student status	1 8.3%	10 83.3%	1 8.3%	12 100.0%
	Total	Count % within Employee/Student status	11 2.3%	459 95.0%	13 2.7%	483 100.0%

Figure 14: Comparison of Employee/Student Status & Security Issues

Employee/Student status * Decline in National Employment Crosstabulation

			Decline in National Employment			Total
			Yes	No	Not Sure	
Employee/Student status	Faculty and Instructional Academic Staff	Count	5	16	1	22
		% within Employee/Student status	22.7%	72.7%	4.5%	100.0%
	Student	Count	37	305	76	418
		% within Employee/Student status	8.9%	73.0%	18.2%	100.0%
	Non-Instructional Academic Staff	Count	1	10	1	12
		% within Employee/Student status	8.3%	83.3%	8.3%	100.0%
	Classified Staff	Count	2	15	1	18
% within Employee/Student status		11.1%	83.3%	5.6%	100.0%	
Multiple Employee Positions	Count	0	0	1	1	
	% within Employee/Student status	0.0%	0.0%	100.0%	100.0%	
Employee & Student	Count	1	8	3	12	
	% within Employee/Student status	8.3%	66.7%	25.0%	100.0%	
Total	Count	46	354	83	483	
	% within Employee/Student status	9.5%	73.3%	17.2%	100.0%	

Figure 15: Employee/Student Status & Decline in National Employment**Employee/Student status * Support for Immigration Law Crosstabulation**

			Support for Immigration Law			Total
			Yes	No	Not Sure	
Employee/Student status	Faculty and Instructional Academic Staff	Count	3	7	12	22
		% within Employee/Student status	13.6%	31.8%	54.5%	100.0%
	Student	Count	79	218	121	418
		% within Employee/Student status	18.9%	52.2%	28.9%	100.0%
	Non-Instructional Academic Staff	Count	4	6	2	12
		% within Employee/Student status	33.3%	50.0%	16.7%	100.0%
	Classified Staff	Count	4	9	5	18
% within Employee/Student status		22.2%	50.0%	27.8%	100.0%	
Multiple Employee Positions	Count	1	0	0	1	
	% within Employee/Student status	100.0%	0.0%	0.0%	100.0%	
Employee & Student	Count	2	4	6	12	
	% within Employee/Student status	16.7%	33.3%	50.0%	100.0%	
Total	Count	93	244	146	483	
	% within Employee/Student status	19.3%	50.5%	30.2%	100.0%	

Figure 16: Employee/Student Status & Support for Immigration Law

Employee/Student status * International Conflict Crosstabulation

			International Conflict						Total	
			Yes	No	Not Sure	All of the Above	Yes & No	No & Not Sure		Yes & Not Sure
Employee/Student status	Faculty and Instructional Academic Staff	Count	4	10	8	0	0	0	0	22
		% within Employee/Student status	18.2%	45.5%	36.4%	0.0%	0.0%	0.0%	0.0%	100.0%
	Student	Count	171	88	145	0	4	5	5	418
		% within Employee/Student status	40.9%	21.1%	34.7%	0.0%	1.0%	1.2%	1.2%	100.0%
	Non-Instructional Academic Staff	Count	3	3	6	0	0	0	0	12
		% within Employee/Student status	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Classified Staff	Count	0	7	11	0	0	0	0	18
	% within Employee/Student status	0.0%	38.9%	61.1%	0.0%	0.0%	0.0%	0.0%	100.0%	
Multiple Employee Positions	Count	0	1	0	0	0	0	0	1	
	% within Employee/Student status	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
Employee & Student	Count	1	2	7	1	0	0	1	12	
	% within Employee/Student status	8.3%	16.7%	58.3%	8.3%	0.0%	0.0%	8.3%	100.0%	
Total	Count	179	111	177	1	4	5	6	483	
	% within Employee/Student status	37.1%	23.0%	36.6%	0.2%	0.8%	1.0%	1.2%	100.0%	

Figure 17: Employee /Student Status & International Conflict

Survey for ONLY International Students at UWO: Survey # 2

Currently, there are 109 international students at the University of Wisconsin Oshkosh. The number includes exchange students (which includes students who are here for either a semester or a year) and students who are admitted for a full four year academic program. The countries these students are citizens of are: China, Ghana, Japan, Colombia, Croatia, Dominican Republic, France, Germany, Gambia, Nigeria, Haiti, India, Jamaica, Jordan, Kenya, Russia, Brazil, Pakistan, Saudi Arabia, South Korea, Uzbekistan, Venezuela, Vietnam, and Zambia. Thus, they are a large pool of diverse students from all over the world.

There is a student organization, International Student Association (ISA) that brings all these students together to share their diverse experiences with the rest of the

students, administration, and employees of the school. The mission of the International Student Association at the University of Wisconsin Oshkosh is to share and explore different cultures and meet new and continuing students. ISA executive board members and active members plan activities and events such as Taste of Nations, Culture Night, International Education Week, among others, to bring together international and American students.

As mentioned above, a second survey (also see Appendix) was emailed to all 109 international students on campus and 26 (23.9%) people responded. According to Fig. 18, which pertains to the survey respondents, there were 10 countries represented; China had the most student representation, followed by Africa. This shows that even though the number of survey respondents was not even half of the number of international students (thus, 109 in total) in the school, there was a fair amount of representation regarding the countries in which all the international students in the school fall under. Fig. 19 shows that there were more F-1 visa international students than J-1 students in the sample. Finally, Fig.20 shows that most of the respondents have been in this country for less than a year and most for 1-2 years.

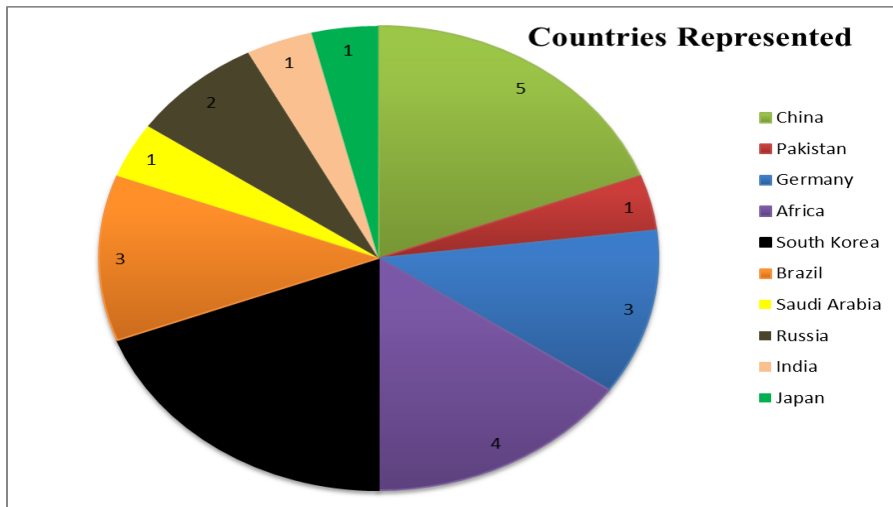


Figure 18: Countries/Continent Represented by International Students

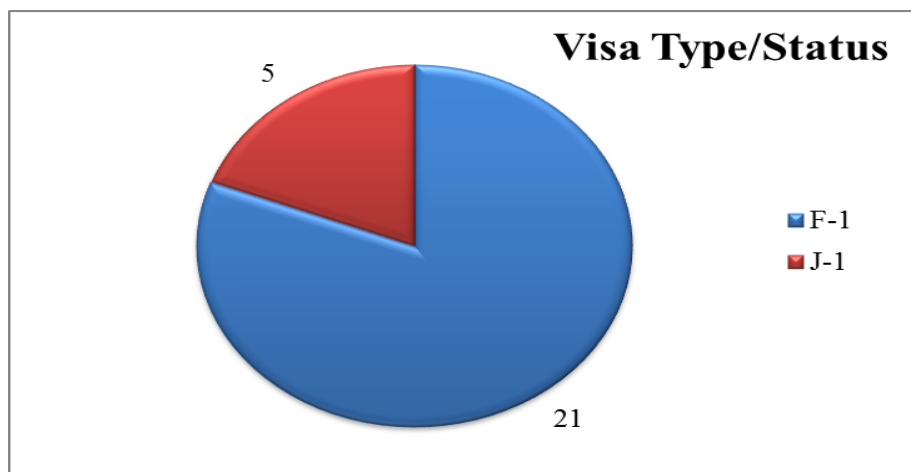


Figure 19: Visa Type/Status of International Students

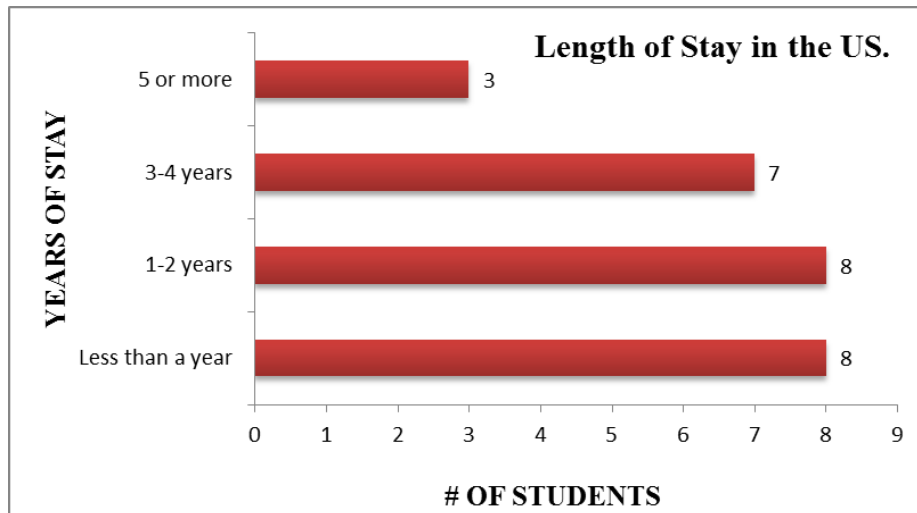


Figure 20: Length of Stay in the U.S.

Figure 21 below shows the breakdown of the majors of all the respondents. Most of the students are business majors, which is followed by the science students. In other words, out of the 26 respondents of this survey, 65.38% of them are in very competitive fields in the United States, but fields that have less Americans, as stated in the literature review section above. It is important to note that this number may be either higher or constant if all 109 international students in the school had responded to the survey.

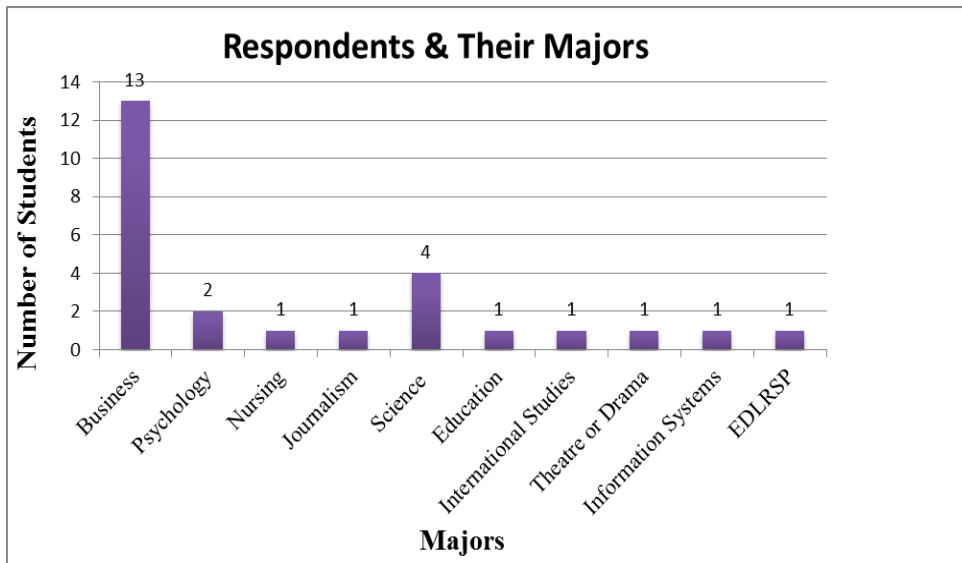


Figure 21: Majors of International Students (i.e. EDLRSP = Education and Leadership)

Another interesting fact about the survey respondents as depicted in Fig.23 is that not only do a majority of them take the most sought after majors, but the majority of them also fall under 3.0 to 3.5 and 3.6 to 4.0 cumulative GPAs. Only a few fall in the 2.6 to 2.9 cumulative GPA, which is even above the GPA of 2.0 requirement of the school. Thus, these students are above the average cumulative GPA requirement.

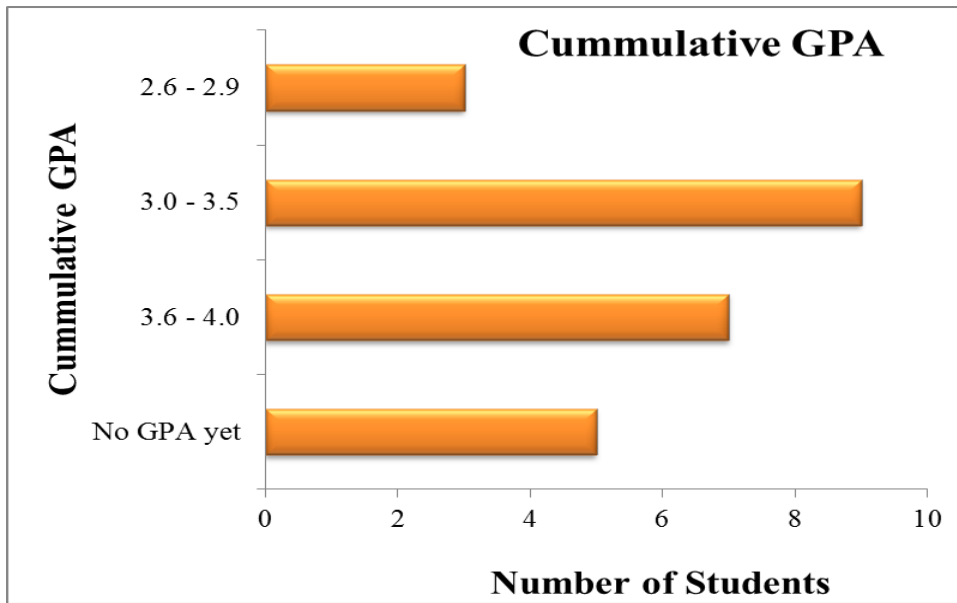


Figure 22: Cumulative GPA of International Students

DISCUSSION & RESULTS

Survey for Randomly Selected Students and all Employees at UWO: Survey # 1

The participants were asked open-ended questions about immigration policies concerning international students. “Are you in support of the current immigration law that declares international students should only work part-time, fully aware that those students do not get any federal or state aid and student loans?” Following are the statistics of the answers given to the immigration questions (Fig 23): Even though most of the respondents chose that they do not support the law, 19.25% or 93 of them said they support it. Out of the 93 people that support the law, 91 are U.S. citizens and 2 are citizens of a country other than the U.S.

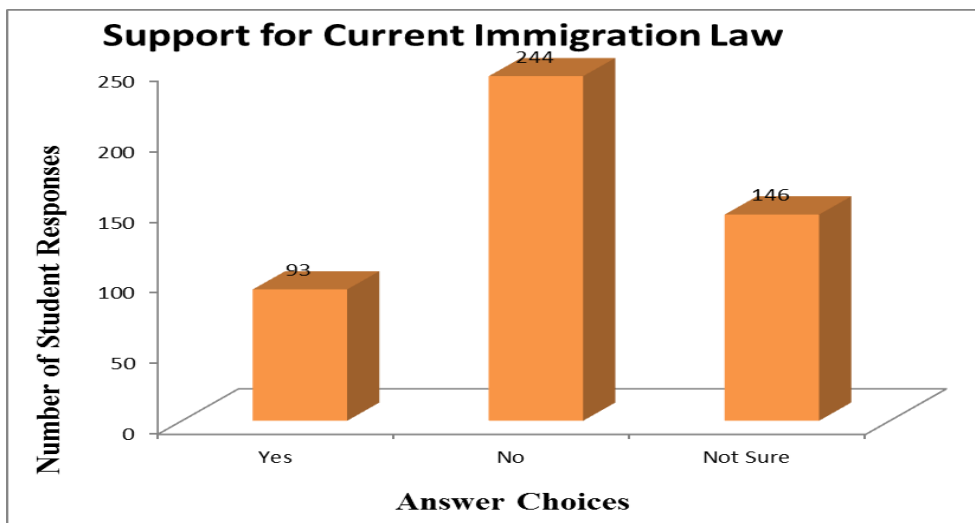


Figure 23: Support for Current Immigration Law

When the respondents were asked if they feel that the call for stricter immigration laws for international students could lead to international conflict, the following results were generated (Fig. 24): Most of the respondents (179 or 37.06%) said they feel stricter immigration laws can lead to international conflict, as compared

to the 36.65% or 177 respondents who were not sure, and 22.98% or 111 people who said the stricter laws will not lead to international conflict. This shows that the belief of stricter immigration laws leading to international conflict should not be ruled out, but must be seriously considered, at minimum.

Answer Choices	# of Students
Yes	179
No	111
Not Sure	
No, Not Sure	5
Yes, Not Sure	6
Yes, No	4
Yes, No, Not Sure	1

Figure 24: Effect of Stricter Immigration Laws

When the respondents were asked the question, “If you are an international student, how would you describe the American receptive environment in terms of how you perceived it to be before coming here and how it actually is now?”, the responses from the 7 out of the total of 8 non-U.S. students who were randomly selected for this survey (Survey # 1) – indicated a disapproval. Out of 7 responses, 6 of them are about the negativities felt by these students, which are in line with what the authors Bagnato (2005), Wong (2006), and Maslen (2008), stated in their articles – many international students discover an overzealous, unfriendly, and intolerant atmosphere rather than a welcoming and inviting environment. Subsequently, for many years, fewer international students were interested in attending American

colleges and universities and chose other countries for their college study. Below are quotes from the survey.

- “In terms of cost, it’s tougher to live by as a student in the U.S. contrary to beliefs that it’s a country for all classes of people and as such, daily life is comparatively easier to get by than other developed countries.”
- “Before coming to the U.S., I wasn’t aware of the numerous regulations limiting international students from working. Upon my arrival, I felt very limited and restricted. These limitations create some undue hardships, especially coming from a third-world country where standards of living are relatively low.”
- “It is full of opportunities, but in reality, it is, but you have to work for them.”
- “Before arrival I had a picture of American people similar to the American action movies that we used to watch in our home country. We had an image that American people hate each other and are ready to kill the ones whom they have conflict with in cold blood. It was a horrible picture. When I arrived in the US, I found that the picture is completely the opposite. I have not had any offensive act at all and all American people I have met are so kind and friendly.”
- “Before coming here, I knew Americans were cautious about international students and workers, but I thought the government would be receptive, since they grant out so many visas. I now know that it is the opposite, with the government split in relation to international immigration.”

- “I would think that the United States would be a very welcoming place because it is such a diverse economy. Upon arrival I would think that it is not all like I expected. Some areas are very friendly like the Fox Cities, but some other areas are not as accepting to international people.”
- “Before getting here I believed it to be positive, having visited the US many times before. After arriving here and staying for as long as I have I believe it to be generally positive interspersed with very negative experiences.”

As a follow up question, participants were asked, “If you are an international student, in what country would you prefer to earn your education, based on a welcoming atmosphere of that country to international students?” Out of the eight responses, half, or four, said they would still want to study in the USA. This is somehow contradicting to the responses they gave for the previous question above, however, one of them gave the explanation below for his/her choices:

- “Yes, I think it does, but only in certain fields, especially in the sciences and in the computer industry. I am not sure this is a bad thing, though.”

With regards to the benefits international students bring to the U.S., the survey participants were asked, “What benefits do you think international students bring/provide to the schools and this country at large?”

- “Many, for one thing they bring culture, that’s a good enough benefit on its own. But even more important is that people from different countries often have different perspectives on things, different ways of thinking and looking at the world. It is very important that these things are shared because it will ultimately help with the growth and development of how

people think in our country. Otherwise we stand the risk of becoming very narrow minded.

Another huge benefit is that it simply makes people care more about the world. For example, if an earthquake kills people in country X, Bob might not care because he doesn't even know where that is let alone know anything about the strange people that live there. But, if Bob has a good friend from country X, all of a sudden the earthquake becomes a much more real thing, and he realizes country X has people just like himself and his friends.”

- “Getting to know people from different cultures helps decrease discrimination against that group. It also helps with networking.”
- “They bring different perspectives and new ideas. They expose U.S students (and faculty) to a more diverse environment. They bring vitality and enthusiasm. Some of our U.S. students may take their education for granted, until they realize the difficulties some international students have overcome to gain an education here and how much they value it.”
- “Opportunity for people in the U.S. to learn more about the student’s culture, etc. Help people in the U.S. realize that they are not a threat. Also, it helps us have a face to put with the people of a country--make that ‘country’ more human and not the enemy.”
- “Perspective on other cultures--knowledge of other cultures--depending on the student, leadership and academic ability--the international students I have in class are willing to work hard, interested in global issues, see the U.S. and world in a unique way...”

- “International students provide an array of different views, customs, and insights into American’s lives. When I was a student at this University I met a wide range of international students and having discussions with them in class, as well as outside of class, offered me an insight into their culture as well as offering different perspectives to current issues plaguing the U.S.”
- “First, they bring diversity to campus and can help home grown students have an idea of cultures outside the USA. More so, international students may benefit their host campus in terms of skills and experiences, work ethics, and also help stimulate a healthy competition among their college peers.”
- “International students bring a huge benefit to higher education because they allow students to meet someone from another culture and learn about another country. I don’t think the benefits of having international students on campus are utilized as much as it could be. Additionally, international students bring a huge amount of revenue into higher education, because they are not supported by federal or state funds.”

The above results from the survey support the literature reviews that international students do bring diversity and are beneficial to this country, financially and culturally. That is the same information given to me during my interview session with the international student advisor at the school. According to her, international students bring diversity and globalization to the classrooms since it is impossible for all American students to study abroad. She also stated that some schools use the money derived from recruiting international students to improve or supplement their

budget, however, UW Oshkosh doesn't benefit from that since the international students are given tuition waivers that allow them to pay in-state tuition.

Furthermore, the participants were asked about their perspectives on whether international students will reduce or challenge their chances of employment over the next ten years. The international student adviser identified this perspective of people about international students taking up jobs as the biggest misconception. The following were some of the positive and negative answers that were shared:

- “Yes, I believe employers are looking for diversity in the work-place so as a majority member of our society I will have to work harder to stand out than I would have in the past.”
- “Yes, until all the baby boomers retire I believe it contributes to the unemployment rates.”
- “Yes, because there is an increasing number of graduates who are of foreign citizenship and they tend to make competition more difficult for employment.”
- “Yes, if I am stupid and do not work hard and am disrespectful, these guys(international students) who study hard, do their work and are respectful to all in the workplace and are grateful for a job will get all the jobs. We Americans need to get off our duffs if we want to succeed or those who do want to succeed can, will, and should take the jobs.”
- “No. In my field, there are very few international students, and I treasure the perspectives of the few there are.”
- “In our modern contemporary global economy the playing field should be level for all participants.”

- “In my experience, international students in a small demographic area similar to the Fox Valley are given an advantage over traditional ones when it comes to jobs and promotions.”
- “Challenging; in an ever increasing way, the world is getting smaller and people are mobile and move more easily around the world. The employment market in America is competitive and desirable. It will attract people from across the globe.”

The responses given were half and half regarding whether international students are taking up U.S. jobs. Most of the participants that responded that international students are taking up U.S. jobs based their argument on the fact that international students bring diversity, which companies are looking for. They also indicated that international students increase the competition for jobs in the U.S. and that international students are usually hardworking or have skills that companies are looking for, among others. The participants that responded that international students are not taking up U.S. jobs based their argument on the fact that international students usually want to go back home after their studies; that there are not enough international students in their field of studies; and that international students are not interested in English; etc.

There were some participants who were unsure or thought international students will slightly or insignificantly challenge the chances of U.S. citizens of getting employment in the next ten years. Also, according to the international student adviser, the immigration rules are set in such a way that international students are prevented from taking up U.S jobs. International students take jobs anyone can apply for on campus and within the community and these students usually take jobs to gain

experience and connections. She also mentioned that the international students usually take up jobs that U.S. students or citizens do not want anyways as well as jobs in the STEM areas where there is lack of Americans with the needed skills and expertise.

Finally, when asked the disadvantages international students bring/provide to the schools and this country at large, the participants gave some of the following responses:

- “As with any competitive enterprise, I suppose there is the risk that spots are taken up by international students that could be given to others. I’m not sure exactly how international students are accepted to universities, if spots are taken up at the expense of other students, etc.”
- “I think the only disadvantage, which is no fault of the students, is that these differences scare people and encourage ill feelings. This, like I said, is not the fault of the students; rather, it’s a natural occurrence with groups of people who are not used to being around others different from them which (for most of Wisconsin) is the case.”
- “Some concerns of international students taking limited spots in enrollment. I believe priority should be given to citizens.”
- “Sometimes there are difficulties in adjusting, and the international students might use a disproportionate share of resources (such as tutors and help labs) since they have additional obstacles to overcome (cultural and language). Perhaps very rarely there are individuals who represent a security threat who may try to use the international student programs as a way to enter the country.”

- “I don’t think the disadvantages are anywhere near as important as the advantages. Obviously, some of the 9/11 terrorists entered the USA on student visas, but I don’t think this is reason enough to stop international students from coming. I don’t think international students bring ANY disadvantages to schools they attend. In certain fields, such as the sciences and the computer technology field international students outnumber US students at many universities. I think Americans should go into these fields too, but I don’t think stopping international students is a way to encourage that.”
- “I do not believe they bring any disadvantages to schools and the country.”
- “I don’t know. The only thing that comes to mind is enrollment/admissions caps. Assuming applicants are academically equal, I don’t believe international students should have an admissions advantage over U.S. citizens.”
- “I do not think they bring any disadvantages. Our country has always been a melting pot, and they add to the cultural diversity of the campus and of our country.”
- “Language barriers which can be frustrating to the instructor and student(s).”

Once again, the responses shown are mixed pertaining to what the participants perceive of the disadvantages international students pose to the school and the country at large. Some of the results support the points raised in the literature review section while others reject them.

Survey for ONLY International Students at UWO: Survey # 2

The participants in this survey were asked the question (Fig. 25): What level of difficulty have you faced in terms of finding employment in the U.S? The table below depicts the results. As explained by some of the literature reviews above, 13 or 50% responded that they face difficulty while 23.08% chose not so difficult, 23.08% were unsure, and 3.84% chose not to respond. This supports the fact that international students may not even affect, or will slightly/insignificantly contribute to, the unemployment levels in the U.S., as they find it hard to even find jobs or gain employment while in school and following graduation.

Very difficult	11
Difficult	2
Not so difficult	6
Unsure	6
No response	1

Figure 25: Difficulty faced in finding employment in the U.S.

Figure 26 shows the distribution of the plans the international students in this survey have after graduation. Most of them (9 or 34.62%) responded that they have plans to pursue a graduate degree; 8 or 3.77% want to go back home; 5 or 19.23% want to find employment through which they can get an H-1B visa; 2 or 7.69% want to work with the 12- months OPT documentation (or 18-months for students with degrees in the STEM areas); and 1 or 3.85% want to work towards becoming citizens and go back to get a doctoral degree. Overall, a majority of them want to go back to pursue higher degrees (10 students in total) compared to only 7 students who want to

work, thus, competing with U.S. citizens for jobs. However, as the previous results show, it is usually hard for these international students to find jobs, thus, the competition may not even exist or if it does, it would be insignificant.

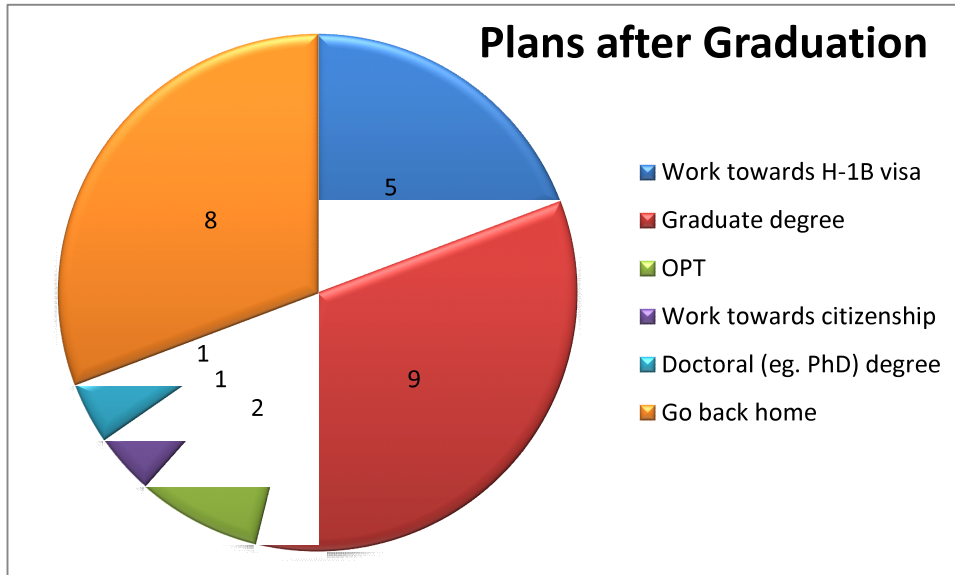


Figure 26: Participants Plans after Graduation

The issue on international students being accused of not being able to fit into American culture and values, thus posing as threats to U.S. citizens since they abandon the culture in this country and try to either integrate theirs or hold the strong beliefs that their culture and values are better than those here, was examined in this survey. The participants were asked: “How difficult has it been for you to fit into or learn American culture and values?” The crosstabulations and frequency tables below show the results to this question as it relates to the follow-up questions: “Which of these might or has helped you assimilate into American culture and values?” and “What may hinder your progress of assimilating into American culture and values?”

Statistics				
		Fitting into or Learning American culture and values	Sources of help to Assimilate	Sources of hinderance to Assimilate
N	Valid	26	26	26
	Missing	0	0	0
Mean		2.19	2.08	2.92
Median		2.00	1.00	3.50
Mode		2	1	1 ^a
Sum		57	54	76

a. Multiple modes exist. The smallest value is shown

Figure 27: Summary data

Fitting into or Learning American culture and values					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficult	4	15.4	15.4	15.4
	Not so Difficult	14	53.8	53.8	69.2
	Easy	7	26.9	26.9	96.2
	Unsure	1	3.8	3.8	100.0
Total		26	100.0	100.0	

Figure 28: Adjusting to American Culture/Values (The assigned values on SPSS data sheet are: Difficult = 1, Not so Difficult = 2, Easy = 3, and Unsure = 4)

Most of the participants (14 students or 53.8%) responded that they do not find it difficult to fit into or learn American culture and values (Fig. 28), which goes to show that Americans should not be worried about their culture and values being altered or ignored by international students. The mode number fitting into or learning American culture and values shows that most of the respondents chose “Not so difficult” for that question while most of the respondents chose “American Friends” and “Language” under sources of help to assimilate and sources of hindrance to assimilate questions, respectively.

Figure 29 shows that, most of the participants (14 or 53.8%) responded that they assimilate into American culture and values much better with the help of their American friends. Thus, the fear of international students posing as threats to

American culture and values can be solved if American students, especially those at UW Oshkosh, can make friends with the international students and help them assimilate as expected. The international student advisor also mentioned during the interview session that the assimilation process for exchange students is different since they are usually on campus for a semester or a year. However, she said the fewer students there are from a particular country or region, the better they assimilate since it's usually hard for them to make American friends when they form groups with people from their own country or region. She explained that when international students break away from groups from their country or region, they tend to assimilate more easily.

Sources of help to Assimilate					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American Friends	14	53.8	53.8	53.8
	American family (host family/parents)	5	19.2	19.2	73.1
	Other students from your country or region	2	7.7	7.7	80.8
	International Student Association	1	3.8	3.8	84.6
	Media	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Figure 29: Source of Help to Assimilate. (The assigned values on SPSS data sheet are: American friends = 1, American family (host family/parents) = 2, other students from your country or region = 3, International Student Association = 4, and Media = 5)

Sources of hinderance to Assimilate					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Language	10	38.5	38.5	38.5
	Discrimination	1	3.8	3.8	42.3
	Prejudice	2	7.7	7.7	50.0
	Surrounding yourself with people from your country or region	10	38.5	38.5	88.5
	Non-cooperativeness	1	3.8	3.8	92.3
	No problems	1	3.8	3.8	96.2
	None	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Figure 30: Sources of hinderance to Assimilate (The assigned values on SPSS data sheet are: Language = 1, Discrimination = 2, Prejudice = 3, Surrounding yourself with people from your country or region = 4, Non-Cooperativeness = 5, No Problems = 6, None = 7)

From Fig. 30, an equal amount of participants (10 students or 38.5%) responded that language barriers and surrounding themselves with people from their countries or regions prevent them from assimilating into the American culture and values. This goes to show that the problem of international students not fitting or not being comfortable accepting American culture can be remedied. If American students will be open enough to make friends with these students by conversing with them, the international students can learn the English language more easily. This will also prevent international students from surrounding themselves with other students from their countries and region, thus, removing the major hindrances to their ability to assimilate, to fit, and to learn American culture and values.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Fitting into or Learning American culture and values * Sources of help to Assimilate	26	100.0%	0	0.0%	26	100.0%
Fitting into or Learning American culture and values * Sources of hinderance to Assimilate	26	100.0%	0	0.0%	26	100.0%

Figure 31: Summary Data on Adjusting to American Culture

Fitting into or Learning American culture and values * Sources of help to Assimilate Crosstabulation

			Sources of help to Assimilate					Total
			American Friends	American family (host family/parents)	Other students from your country or region	International Student Association	Media	
Fitting into or Learning American culture and values	Difficult	Count	2	0	0	1	1	4
		% within Fitting into or Learning American culture and values	50.0%	0.0%	0.0%	25.0%	25.0%	100.0%
	Not so Difficult	Count	9	2	1	0	2	14
		% within Fitting into or Learning American culture and values	64.3%	14.3%	7.1%	0.0%	14.3%	100.0%
	Easy	Count	3	3	0	0	1	7
		% within Fitting into or Learning American culture and values	42.9%	42.9%	0.0%	0.0%	14.3%	100.0%
	Unsure	Count	0	0	1	0	0	1
		% within Fitting into or Learning American culture and values	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
Total		Count	14	5	2	1	4	26
		% within Fitting into or Learning American culture and values	53.8%	19.2%	7.7%	3.8%	15.4%	100.0%

Figure 32: Crosstabulation of adjusting to culture & Sources of help to Assimilate

Fitting into or Learning American culture and values * Sources of hinderance to Assimilate Crosstabulation

			Sources of hinderance to Assimilate							Total
			Language	Discrimination	Prejudice	Surrounding yourself with people from your country or region	Non-cooperativeness	No problems	None	
Fitting into or Learning American culture and values	Difficult	Count	3	0	1	0	0	0	0	4
		% within Fitting into or Learning American culture and values	75.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Not so Difficult	Count	5	1	1	5	1	0	1	14
		% within Fitting into or Learning American culture and values	35.7%	7.1%	7.1%	35.7%	7.1%	0.0%	7.1%	100.0%
	Easy	Count	1	0	0	5	0	1	0	7
		% within Fitting into or Learning American culture and values	14.3%	0.0%	0.0%	71.4%	0.0%	14.3%	0.0%	100.0%
	Unsure	Count	1	0	0	0	0	0	0	1
		% within Fitting into or Learning American culture and values	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Total		Count	10	1	2	10	1	1	1	26
		% within Fitting into or Learning American culture and values	38.5%	3.8%	7.7%	38.5%	3.8%	3.8%	3.8%	100.0%

Figure 33: Crosstabulation of adjusting to culture & Sources of hinderance to Assimilate

Figure 32 crosstabulation shows that 50% (n=2) of those who said it is difficult to fit in and learn American culture and values also said they mostly rely on their American friends to help them assimilate while 25% (n=1) rely on the media and the International Student Association in the school; 64.3% (n=9) who find it not so difficult to fit in said they rely on American friends; 14.3% (n=2) rely on their host families and the media; and 7.1% (n=1) rely on other students from their country or region to help them assimilate. Furthermore, 42.9% (n=3) of the respondents who find

it easy to fit in said they rely on their American friends and families to assimilate, while 14.3% (n=1) rely on the media to assimilate. Finally, only 1 respondent who was unsure of whether he/she fit in also chose that he/she relies on other students from the same country or region in order to assimilate into American culture and values. This result also supports the results mentioned above that the majority of the international students on this campus rely on their American friends to assimilate into the culture and values of this country. Figure 33 indicates the results of the sources from the hindrance question (see last sentence on page 48 for the hindrance question). It is not surprising to see that the majority of the respondents chose language barriers as the main hindrance to their success in assimilation, since most of these international students come from non-English speaking countries. This is where American friends come to into play since they can associate with the students and help them practice their English by constantly communicating with them in English.

Additionally, the respondents were asked the question: “If you are given a chance to change the immigration laws for international students, what will you change? Why?” The following are some of the responses:

- “Try to educate employers about the H1B visa and make it easy for all the qualified students.”
- “I would change the limit in work hours and the kinds of jobs we are allowed to have. This way, it would be easier for us to compete on the job market.”
- “The CPT requirement allows international students to work only 20 hours whilst in school. Given the chance, I will allow international students to

work a maximum of 40 hours. This gives them the discretion to work as many hours as they see fit depending on their workload in school.”

- “Opportunity to work after completion of studies.”
- “That we could work on anything. It doesn’t have to be related to a major, because we often find ourselves in search of something different, or even doubting our major.”
- “I think the current laws are fair.”
- “Make it easier to obtain a visa and make the validity period of a visa longer. Five years vs. having to renew a visa every single year.”
- “I would make it easier to come to the U.S. and to stay here longer because this is a huge hindrance factor for a lot of people from my home country.”
- “We can have the green card with lower requirements, like fewer years for jobs.”
- “I would not change anything.”
- “Sorry, I’m just an exchange student.”
- “I don’t want to live here anymore, that’s why I don’t reflect about this question. I don’t have any idea.”
- “Allow international students to work without permission after graduating.”

Of course, many people may assume that these comments are biased since they favor the respondents, however, there were a few who said they would not change anything at all or were not adequately informed to make a decision or suggestion. It can be deduced from these comments that most of these international students have issues with finding employment, whether while in school or after due to limitations placed on them via immigration rules and policies, thus, the claim that

international students are taking up jobs or are increasing competition for U.S. jobs could be considered based on misinformation.

The participants were also asked about their experiences thus far in the U.S. in order to gain wider insights into what they feel about their studies here. The question asked was: “What has been your experience (academic, employment, and social) so far in America?” and the following responses were provided by some of them:

- “It’s been wonderful. I really enjoyed the freedom of speech.”
- “My experiences in America are very good at the moment. I have made lots of friends.”
- “I have been in the U.S. for more than five years now and through my academics I have gained a lot of insight in the field of business administration. I got to learn from my professors and colleagues which have broadened my international perspective on issues. My work experiences were great avenues to learn about business practices in the US. Socially, I have enjoyed the recreational activities such as the movies, clubs, dining, mini golf, go-karts, etc. available here in the U.S.”
- “Great experience. Friendly people, many activities to do, I didn’t face any prejudice or discrimination. It is much harder to even find an internship though.”
- “I have learned a lot in class. I realized that the classroom environment in America is quite different from that of Japan. The classroom environment here is more interactive. People here tend to be more on individualism while people in Japan prefer collectivism. I have also experienced

American culture by spending time with my friends and joining club activities.”

- “In class experience and the differences to German class (smaller classes, more discussion, less theory and more related to practice here in America) contact to other students + my roommate (no big differences, but Americans are more helpful and friendlier than Germans).”

CONCLUSION

International education is likely to continue as an active subject of construction and contestation in the U.S. for the foreseeable future, and these activities are well worth watching. The role of skilled international students could be essential, as most countries around the globe are not in a position to produce locally all the skilled labor necessary for swift technological development and innovation that is so solely needed. It seems reasonable that a fairly open skilled immigration policy could play an important role in innovation and development, as we have come to realize the vital role international students play in filling up jobs with STEM (Science, Technology, Engineering, and Mathematics) classes in this country alone.

The United States educates many international students who later become profitable to their countries and those who do tend to stay in the U.S. after their studies also add up to the valuable capital of the country. As indicated in the comments made by some of the students in the first survey, international students broaden the perspectives of U.S. students as well as increase their appreciation for cultures around the world, while the international students, in turn, gain a greater understanding of U.S. culture. Thus, positive exchanges are important to improving diplomatic relations, increasing international students' awareness, and furthering multiculturalism, all critical components of a thriving global society.

Truly internationalizing U.S. campuses will require educators to move beyond merely recruiting international students and counting international student enrollments. The U.S. campuses must combat neo-racism and consider their important responsibility for improving foreign relations and for providing a quality experience

for international students. The onus is on educators, administrators, and domestic students to encourage genuine and positive international exchange within the classroom and abroad. The benefits will accrue for all of higher education and to individuals across the globe. The international students identified in the second survey said they usually assimilate into the American culture and values easily with the help of their American friends. This must be encouraged on both sides, as concern then about international students being threats to the American culture and values could be minimized. Assimilation will likely be more positive, encouraging, and on-going.

The information collected and analyzed in this paper concludes, that the international students at the University of Wisconsin Oshkosh are not threats to American culture and values, and even if perceived to be, the effect (especially on employment) is insignificant. The U.S. students in the survey sample as well as the international student adviser of the school even confirmed the fact that the benefits international students bring to the school and the Oshkosh community are invaluable in that they are both intellectually and culturally meaningful. All the U.S. students cannot go on study abroad, thus, they are very lucky to have students from all over the world in the school, both ready and willing to share the awareness of their cultures and unique personalities. Not only that, during International Education Week, the international students in the school go to designated elementary schools to teach children about their cultures and languages, which benefits the community.

RECOMMENDATIONS

From what was revealed through the survey responses, I would recommend that during International Education Week (IEW), colleges and universities highlight the significance of international education and exchange through various programs. Some of the recommended activities by the government sponsors of IEW include hosting an International Career Day by inviting alumni or local international experts as speakers; producing a video about the experiences of international students on campuses and students from a semester or year abroad; organizing a festival spotlighting a particular country or region; and participating in a Model UN or playing host to a high school Model UN. Furthermore, U.S. higher education campuses can develop and implement programs that facilitate international education.

Another way to promote awareness of international education in order to facilitate the enhancement of global understanding is to balance regional coverage by study abroad programs and foreign language courses for improvement. Study abroad programs in non-English-speaking countries such as the French-speaking African countries should be promoted to provide valuable learning opportunities for American students to experience and understand diverse cultures, religious beliefs, and languages.

Even while demands for compliance of federal regulations continue to increase, international student advisors or service providers should still be able to create welcoming support for students by surveying international students to encourage them to express their reasons for visiting their campuses. The responses collected as well as admissions experiences can provide essential data for

international student advisors or service providers in that they can use the data to develop services and programs to better serve these students and their transition to college or university. Additionally, a program such as International Student Friend (a relationship program as seen in the Big Brother and Big Sister programs) can be created on campus. This will connect willing U.S. students with new international students so they can help them feel welcomed and overcome the various barriers (especially language barrier), mentioned in the second survey. It will also help the international students meld better into the American culture and values.

As for professors at U.S. higher institutions, they should strengthen the educator-student relationships with international students to help make them adjust into the culture at a reasonable pace, or at least feel welcome. Professors should bear in mind that cultural values discourage some students from speaking out in class and challenging authority by calling professors by their first name, etc. This is considered disrespectful in many other countries. As a result, some of the brightest students may be the most silent in class, thus, international students should not be penalized too quickly for failing to openly question dominant opinions.

Instead of forcing these students to adapt to American modes of open debate, professors should consider using multiple discussion formats that allow diverse approaches to reacting and voicing opinions. This may include one-on-one meetings between professors and students and small group discussions as well as increase internationalization of the curriculum and co-curriculum to improve the learning environment for all students. This also will allow U.S. students to gain insight into and appreciate non-Western ideas and encourage international students to share their ways of life with others (Lee & Rice, 2007).

The issue of discrimination in the classroom and on campus should also be duly taken care of in order to create welcoming environments for international students. This can be achieved by teaching international students their rights, as many international students are unaware that they share certain rights the same as domestic students. Educating professors about the issues pertaining to international students should also be a priority. As seen in the survey result, language and cultural barriers are a common concern. Too many wrongly assume that a foreign accent and limited English-speaking ability indicate a lack of intelligence, which has resulted in many international students feeling unwelcomed and intimidated. To create a welcoming environment for international students, institutions should move beyond cultural sensitivity training and institute enforcement of strict codes of conduct regarding discrimination (Lee & Rice, 2007).

International students should never have to fear reprisal or bear the fallout of the threat of global terrorism, as well. This should not be allowed to compromise the contributions of international students and scholars to the nation's academic and scientific advancement and economic prosperity. The enhancement of international education in U.S. higher education can be promoted while maintaining the national security. Possible mechanisms for streamlining the process without compromising security might include reinstating a procedure of pre-security clearance for international students and scholars. Instituting a special visa category for established students and academics and involving the U.S. scientific and technical community in determining areas of particular security concern would be another aid. As we have seen in the survey results, international students do not pose as threats to this country or the Oshkosh community; rather, they come here mainly because of academic

pursuit. It is only in very rare occurrences that we hear an international student was involved in a terrorist attack.

LIMITATIONS

The first survey had only a limited number of international students, staff and professors as opposed to domestic participants. Therefore, not enough balanced information was gathered to reflect the perspectives of non-domestic students, staff and professors about the various questions that were raised by the survey. Also, the second survey, which was not based on a random selection, did not have the responses of all 109 international students on campus. Thus, the results may be different (or the same) had all of them participated. Additionally, very few of the countries were presented and so any concrete conclusions will be hard to make. Finally, I am an international student who probably holds the same views as the respondents in this survey. Some of my comments and insights may be biased and favorable towards international students or my comments may be drawn or influenced by my personal experiences as an international student at the University of Wisconsin Oshkosh.

FUTURE RESEARCH

Future study can be conducted on research organizations that have employed international students to find out the students' benefits to those companies and the U.S. economy at large in order to throw more light on whether international students are actually creating challenges for domestic students in getting employment. Also, research can be done to assess how international students may contribute in any way to national terrorist attacks and how many international students have actually been involved. This will help to give clarity to the perspective that most Americans hold that international students are threats to the national security. Finally, further intensive research can be carried out to find the various barriers that are preventing international students from fitting into and accepting American culture and values.

APPENDIX A

Interview Questions for International Students' Adviser

Interview Date: October 23, 2013

Duration: One hour

Location: UW Oshkosh Campus (Dempsey Hall): International student adviser's office

Method: Face-to-face or one-on-one

The following interview is part of a graduate project for the University of Wisconsin-Oshkosh Masters in Public Administration program. **The purpose of this interview is to determine whether current student immigrants are threats or contributors to American culture and values.** This interview is one of two components being examined to determine the contribution or threats of international students at UW Oshkosh and thus, ultimately, to the United States. The interviews should only take about an hour and there may be a follow-up interview of about one half hour.

There could be a risk if the participant during the interview reveals information that they were not legally allowed to provide and they will be told not to do this. The adviser in this interview has expertise in her field and should already be aware of these restrictions. This is the only perceived risk and it is minimal at best since international students already work under these restrictions. The adviser will not receive any tangible benefits for their participation in this research, but she may experience intangible benefits from creating a positive and welcoming academic environment where different cultures are embraced by international students that study in the school instead of domestic students living in fear that international students are threats to the school. The school may also benefit as those positive outcomes may help attract more international students to the school.

Information collected will be kept confidential; no identifying information will be used in the reporting of the results, unless permission is obtained for any direct quotes. **This interview is completely voluntary.** You are not required to participate and may stop at any time. If you have any questions about this survey, its results, or your rights, you may contact:

Nana Adjoa Coleman, colemn97@uwosh.edu.

Questions regarding rights as a research participant should be referred to the IRB chair: Anca Miron (mirona@uwosh.edu).

1. What are some of the major functions of your position as the international students' adviser?
2. What are some of the reasons why this university, especially, your office, accepts international students to come here to study?
3. What orientation programs are available on campus that you are aware of to help international students assimilate into the American culture and how well do they assimilate?
4. With your knowledge in the visa and recruitment process, what is your take on international students possibly posing as threats to the national security of this country?
5. From your interactions with international students, what are some of the things that make them accept and assimilate quickly into the culture of this country AND what hinders their assimilation?
6. Considering the immigration laws that international students have to follow, what is your take on the view that international students are taking up jobs in this country at the expense of the natives/citizens?
7. What benefits and disadvantages do you think international students bring to the school and the country at large?
8. Can the call for strict immigration laws lead to international conflict? If so, why? If not, why?
9. Will strict immigration laws reduce the number of students that come into this country to study? Why or why not?
10. What are some of the things this school or country should put in place to attract more international students?

11. If you are asked to change anything at all in the SEVIS or immigration requirements, what would you change to make the studies here more attractive to international students?
12. How hard is it for this school to retain the international students that come here? What efforts should this school make to retain international students?
13. Any other comments, ideas, or suggestions?

APPENDIX B

Survey for randomly selected students and all employees at UWO

Survey for randomly selected students and all employees at UWO

The following survey is part of a graduate project for the University of Wisconsin-Oshkosh Masters in Public Administration program. The purpose of this survey is to determine whether international students are threats or contributors to American culture and values. This survey is one of two components being examined to determine the contributions and/or threats of international students at UW Oshkosh and thus, ultimately, to the United States.

By completing the survey, you agree to participate in this research project.

Your responses are completely anonymous. There are no identifying marks on the survey. This survey is completely voluntary. You are not required to participate and may stop at any time. This survey will be opened for responses until **OCTOBER 15**. If you have any questions about this survey, its results, or your rights, you may contact: Nana Adjoa Coleman, colemn97@uwosh.edu. Questions regarding rights as a research participant should be referred to the IRB chair: Anca Miron (mirona@uwosh.edu).

1. Which citizenship status best describes you?
 - a. U.S. Citizen
 - b. Citizen of a country other than the U.S.
 - c. No Response
2. If you chose the second option for the question above (a) what country do you come from, (b) how many years have you been in this country, and (c) what were the reason(s) you came here?
3. If you chose the second option for question above, (a) what country do you come from, (b) how many years have you been in this country, and (c) what were the reason(s) you came here?
4. I am a
 - a. Student
 - b. Faculty and Instructional Academic Staff

c. Non-Instructional Academic Staff

d. Classified Staff

5. If you are an employee, which department do you work for?
6. Do you feel the presence of international students in this country is affecting the availability of national employment?
7. If yes, please explain briefly
8. Do you feel threatened by the presence of other international students in this school regarding national security?
9. If yes, please explain briefly
10. Are you in support of the current immigration law that declares international students should only work part-time, fully aware that those students do not get any federal or state aid and student loans?
11. Why or why not? Please explain briefly
12. What benefits do you think international students bring/provide to the schools and this country at large?
13. What disadvantages do you think international students bring/provide to the schools and this country at large?
14. Do you feel that the call for stricter immigration laws for international students could lead to international conflict?
15. What are your reasons(s) for your answer? (Please be brief)
16. If you are an international student, how would you describe the American receptive environment in terms of how you perceived it to be before coming here and how it actually is now? Precede to the next the next question if you are NOT an international student. PLEASE LIST PERSONAL PERCEPTION BEFORE ARRIVAL & PERSONAL PERCEPTION ONCE LIVING IN U.S
17. Is anyone in your extended family an immigrant?
18. Do you think international students will reduce or challenge your chances of employment over the next ten years? Why or why not?
19. Do you have good friends who are international students living in the U.S?
20. Have you studied abroad in another country, even if for a short time?
21. If you have studied abroad in another country, which country was it, and how would you compare the view of those citizens concerning international students to the current views about international students as witnessed in America? IF YOU HAVE NOT STUDIES ABROAD IN ANOTHER COUNTRY, PLEASE CONTINUE TO THE NEXT QUESTION

22. If you are an international student, in what country would you prefer to earn your education, based on a welcoming atmosphere of that country to international students?

23. If you are an international student in America, to what degree have you found difficulties in getting overseas/personal paperwork etc., processed?

APPENDIX C

Survey for ONLY international students at UWO

Survey for ONLY international students at UWO

The following survey is part of a graduate project for the University of Wisconsin-Oshkosh Masters in Public Administration program. This survey is attempting to determine the perceptions of respondents about whether or not international students are threat or contributors to American culture and values, not the truth of the matter. This survey is one of two components being examined to determine the contribution/ or threats of international students at UW Oshkosh and thus, ultimately, to the United States. This survey is limited to international students **ONLY**; if it was sent to you by mistake, please disregard. It should take you no more than **5 MINUTES** to finish this. By completing the survey, you agree to participate in this research project.

Your responses are completely anonymous. There are no identifying marks on the survey. This survey is completely voluntary. You are not required to participate and may stop at any time. This survey will be opened for responses until **OCTOBER 29**. If you have any questions about this survey, its results, or your rights, you may contact: Nana Adjoa Coleman, colemn97@uwosh.edu. Questions regarding rights as a research participant should be referred to the IRB chair: Anca Miron (mirona@uwosh.edu).

1. Where do you come from?
2. How long have you been in the US?
3. What is your major?
4. Which cumulative GPA point do you have?
5. What level of difficulty have you faced in terms of finding employment in the U.S?
6. What are your plans after graduation?
7. What is your visa status?

8. How difficult has it been for you to fit into or learn American culture and values?
9. Which of these might or has helped you assimilate into American culture and values? (Assimilation here is defined as: to conform or adjust to the customs, attitudes, etc., of a dominant cultural group)
10. What may hinder your progress of assimilating into American culture and values?
11. If you are given a chance to change the immigration laws for international students, what will you change? Why?
12. What has been your experience (academic, employment, and social) so far in America?

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