

“What are you looking for in a candidate?” The career search process for international students in higher education student affairs

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Abstract

This study examined lived experiences of two international student affairs professionals in the United States. Through a series of interviews, the dialogues unfold rich narratives that explore the multifaceted journey from academic preparation to career placement in the field of higher education student affairs (HESA). It also underscores the unique challenges encountered by international students compared to their domestic counterparts during the job search process. Given the limited research pertaining to the experiences and support for international graduate students during the job search process in the field of HESA, this study provides valuable insights and implications for educators, institutions, and career support services to better address the needs of the diverse and growing demographic of the candidates.

INTRODUCTION

With the increase in globalization, it is easier for people to cross borders, be exposed to different cultures and diversity, and look for opportunities outside of their home countries (Hong et al., 2016). International students are “individuals enrolled in coursework at an accredited, degree-granting higher education institution in the United States on a temporary visa that allows for academic study” (Institution of International Education, n.d.). According to the Annual Open Doors report (2022), the number of international students studying in the United States higher education institutions surpassed the one million mark in the 2015–2016 academic year, which resulted in international students being 5% of the total U.S. enrollment number. Although the enrollment number of international students dropped below the 7 digits mark a few years ago, the number is now on the rise and has

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increased 4% in the 2021–2022 academic year compared to the previous academic year (Open Doors Report, 2022). These international students will soon graduate and stand at the crossroads of life postgraduation. Similar to their domestic counterparts, international students will decide whether to pursue their career or further their education in the United States or in their home country.

Shih and Brown (2000) found career maturity and vocational identity to be common issues that impact student experiences. When we address international student experiences, studies mainly focused on adjustment and acculturation issues (Ma et al., 2020; Smith & Khawaja, 2011), language learning ability and its implication on student's experience (Lee & Ciftci, 2014; Gao et al., 2007), and academic needs (Rai, 2002). As we center our practices in holistic support for students, we need to consider the complexity of the identities that international students hold, and additional factors that they encounter during the career search process such as visa and legal issues.

Research on the experience of international students' postgraduation and outside of the higher education setting is scarce, especially for those in higher education student affairs (HESA). The demographic data on the makeup of the student affairs profession showed that most racial demographics are underrepresented (Bauer-Wolf, 2018). According to the College and University Professional Association for Human Resources, only 8% of student affairs officials are Hispanic and about 3% of student affairs professionals are Asian (Pritchard & McChesney, 2018). This data set excludes the international professionals by lumping them in with the U.S.-centric race and ethnicity categories.

This duoethnography, narrative research explores the careers pathways and journey of international students in HESA programs in the United States. Schlossberg's (1995) transition theory is used to examine the various job search stages international students go through from career readiness to career placement. This chapter has two primary objectives: (1) to highlight the career search journey of international students in the United States and (2) to discuss and provide suggestions for career guidance of international students looking into starting a career in HESA.

LITERATURE REVIEW

International students face unique challenges when it comes to job searching and competition for work in the United States and they are not fully satisfied with their career preparedness conversations and support from colleges (Koo & Nyunt, 2022; Shen & Herr, 2004). According to the National Association of Colleges and Employers (2022), career readiness is defined as the foundation from which an individual can exhibit necessary core competencies to aid and prepare them for a success in the workplace and lifelong career management. International students are seeking more professional outcomes related to obtaining experiential learning experiences, employment skills, and conversations on career exploration (Urban & Palmer, 2016). As Akkermans and Tims (2017) suggested, candidates must master "career-related competencies that can help them navigate their career" (p. 170). Various research has suggested the need for targeted, and tailored career support to support international students hence indicating the lack of career related developments that exists at institutions for international students (Balin et al., 2016; McFadden & Seedorff, 2017). Institutions must prepare and train campus support units such as career services, experiential learning, and other student-facing units to provide more comprehensive, culturally sensitive, and inclusive support around career readiness for international students (Koo & Nyunt, 2020; Miller et al., 2016).

Research that focused on international graduate students are still underdeveloped, specifically in the HESA programs and their employment search in the United States. While studies discussed the international students' job search experience and highlighted the resources needed, it did not address the barriers and complexities of the process (Tan & Koo, 2023), when it comes to graduate students in non-STEM fields (Balin et al., 2016; McFadden & Seedorff, 2017). It is critical to broaden the career readiness and career development conversations to be inclusive to the various students' demographics and statuses.

THEORETICAL FRAMEWORK

Schlossberg's transition theory (1995) explains an individual's ability to cope with a transition, which are influenced by the following factors: situation, self, support, and strategies. For international students, we learn how to evaluate the challenges, explore options, and increase our coping strategies that begin postgraduation leading up to obtaining a full-time career. Schlossberg (2008) explained that each phase of the transition allows for a way of viewing and navigating it. As international students, obtaining a job immediately post-graduation that provides sponsorship can lead to the feeling of uncertainty. Learning how to network and navigate the immigration policies and job search process in the United States are new for them.

There are several factors that influence the *situation* when it comes to transitions. International students anticipate the situation of the job search process and consider assessing the situation that includes timing, duration, and previous experiences with similar transitions (Anderson et al., 2012). This is applicable to international graduate students' career journey as it takes into consideration the external and environmental factors, which are in play and can affect their job search experience and process.

Support is critical for everyday optimal functioning, during transition periods (Schlossberg, 2008). A strong and positive support system can help international students both physically and mentally. In college, international students build support systems with peers, faculty and staff, mentors, and professional associations. Instead of using career centers due to the limited services, international graduate student participants revealed that they utilized their support system in academic fields, and "personal help sources (such as family, friends, colleagues)" for career assistance (Shen & Herr, 2004, p. 21). These relationships and support allow for various dimensions of personal growth, including career development.

Anderson et al. (2012) explained *self* as the way that humans attach meaning and purpose to their experiences. Therefore, international students become self-aware of their own belief, self-perceived abilities, perceptions, and attitudes. As we navigate the job search process, we reflect on how our identities affect the way we make meaning of our lives and develop resiliency and self-efficacy.

Schlossberg (2008) described *strategies* as coping resources individuals bring to transition. As international students, we identify our coping resources through seeking assistance from career centers and institutions when it comes to the job search process, or we might attempt to use our personal network of peers and mentors to navigate the process and to help determine which strategy is the most effective for us.

METHODOLOGY

Sawyer and Norris (2013) defined duoethnography as "a conversation ... between people and their perceptions of cultural artifacts that generates new meaning" (p. 2).

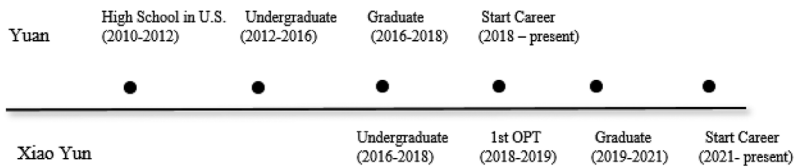


FIGURE 1 The two duoethnographers' career trajectories.

Duoethnography is often used as a method where two or more researchers can “engage in a dialogical critique of a social phenomenon” (Snipes & LePeau, 2017, p. 579). The researchers' acts of putting themselves and their experiences in the foreground as the participants stemmed from the autoethnographic tradition. The main difference between an autoethnographic and a duoethnography is that these stories are used to further explore a larger sociological phenomenon (Norris et al., 2016; Sawyer & Norris 2013). We selected this duoethnography approach as it captures both authors' narratives and to dive deeper into their unique lived experiences.

Researcher-participants

At the time of writing this chapter, Xiao Yun and Yuan identify as international student affairs professionals in the beginning of their careers (less than 5 years). We were born and raised in Southeast Asia: Xiao Yun in Penang, Malaysia and Yuan in Bangkok, Thailand. While working toward our undergraduate degree in the United States, we were involved in various student leadership positions across campus. Through these involvements we found our way into pursuing a master's degree in HESA. After earning the master's degree, Yuan continued into Housing and Residential Life, while Xiao Yun went into Career Services. Refer to Figure 1 for further information on chronicle pathways of the authors' career trajectories.

Data sources and analysis

For this study, we started by identifying what important stages are mutual in our job search journey. We were able to share our experiences tied to each stage in these online meetings. We crafted a semistructured interview protocol where we each asked questions and recorded the responses. This interview protocol helped structure our three 60-min conversations using Zoom Meeting. In each conversation, we go through the job search cycle from preparing for career readiness to the search process, and career placement.

We implemented consensual qualitative coding in our process of data analysis (Hill et al., 2005). We individually open-coded the interview transcripts and identified emerging themes that are tied to the various stages in our job search journey. This process resembled the constant comparative method used in constructivist grounded theory data analysis (Charmaz, 2014). As we review the initial collective codes and analyze our pathways to landing our first career postgraduation, we were able to reflect on the challenges, obstacles, and opportunities that were presented to us as international students.

FINDINGS—THE JOB SEARCH JOURNEY

The following section delves into the experience of two international graduate students as they navigated their paths toward career readiness during graduate school and beyond.

The story highlights the perspectives on career preparations for international graduate students, the visa sponsorship challenges, and the importance of finding their place in the field of HESA. We present these findings through a string of dialogue centered on questions that we have asked each other in conversation. The section concludes by offering reflective perspectives and highlighting personal strategies we used to overcome the unique challenges faced during our job search process.

Career readiness during graduate school

XY: How did your graduate program prepare you for career readiness?

YZ: There was only one international student in each cohort and sometimes there is none. The career conversation in my graduate program seemed like a one size fits all because of the attitude and language used in these conversations. For instance, it is very disheartening for international students to hear “job search can be difficult, but it is okay even if you do not like your first job. You can always leave in a year.” This advice can unintentionally cause harm. Rather than relieving the stress and pressure, it makes you feel alone because now the mindset you have is different from your peers. For us, we must like our first job to some degree because we, as visa holders, might not have enough time to job-hop during our first year on optional practical training (OPT).

XY: My experience is similar. In my program, there were only two, including me. Our professors did not know much about the international student job search process or how to navigate the visa conversation. My program provided me with the knowledge and background of HESA, but to prepare myself for the job market, I would give credits to my graduate assistantship, internship experiences and supervisors. I have developed skills and competencies through experiential learning from work experiences, supervisors and mentors that coached me through what a job search process would look like in HESA.

YZ: So how did you prepare yourselves beyond what the programs have shared with you?

XY: I attended the ACPA–College Student Educators International convention as a first-year graduate student and was introduced to the Commission for Global Dimensions of Student Development (CGDSD), and that was the first time I heard about individuals who were former international students that worked full-time in higher education spaces. I received information about preparing for the job search, career planning, visa, and other career related topics that pertained to visa-holding individuals through CGDSD.

YZ: Oh, my goodness! Same here. I also attended ACPA in my first year of graduate school. Since I was at a predominantly white institution, attending ACPA was a monumental moment where I found community within HESA. I was also involved with CGDSD and the Asian Pacific American Network (APAN).

Job search process

XY: It seems like both of us have started doing some research and information gathering in our first year. So, when did you start job searching?

YZ: I remember submitting my first application in December of my last year in graduate school. I was just eager to try it out. Nothing came about that. I started applying in

- full force after coming back from winter break in January. What about you? When did you start?
- XY: I started browsing in October to November and prepared my resume, cover letter, and networked with others. After I submitted my capstone project in December, that was when I started applying for jobs. I know that you are working in Housing and Residential Life, did you go through The Placement Exchange (TPE)?
- YZ: I did! Since my main functional area of interest was Housing and Residential Life, I tried to align my search process with TPE timeline. What about you?
- XY: I started applying because I was told that hiring processes in higher education takes time. Functional areas that I was interested in were in orientation programs, career services, college student unions, and student involvement.
- YZ: I love that we were searching in different areas. I wonder if your job search preparation is like mine! For instance, every time I open a job description, I always scroll down to the bottom and look for the sponsorship clause on the job description that would typically either say “this institution does not sponsor” or “this position does not qualify for sponsorship.”
- XY: Yeah! I did that too, however knowing each institution has different hiring policies, as a safety net, I researched those institutions for past statistics if they had sponsored anyone in staff positions on websites like H1bGrader (<https://h1bgrader.com/>) or Myvisajobs (<https://www.myvisajobs.com/>).
- YZ: What I am hearing is that a job description could say they do not provide visa sponsorship, but your research would show otherwise whether that is in the past year or 5 years. How did you proceed with this contradicting information?
- XY: That did not stop me from applying to those roles. I used that information to leverage my skills when interviewing and advocated on my behalf when I was in my final rounds. I was not afraid to navigate those tough conversations. I knew I had to fight for what I wanted, and if the department and hiring managers deemed that I was the right candidate, they would likely proceed with hiring me, and I had 1-year of OPT work authorization before I needed to be on an H1-B visa. That was my experience. How about you? Did seeing the clause on the job description saying they do not provide sponsorship deter you from applying?
- YZ: Wow. I was not as advanced as you at the time. I only looked at the job description. Back to your question, it did not deter me from applying because you never know. I felt like I was advised to shoot all my shots, at least in the application stages. I have not seen any job descriptions that straight out saying they provide sponsorship. So, in a way, I am already blind applying. However, it did lead me to decline a few on campus interviews, especially with institutions where I would have to pay them back for the on campus expenses if they were to offer me the position, but I rejected it, which I would have to do because they do not sponsor. Before declining the on campus offer, I would ask the hiring manager whether their institution can provide H1-B sponsorship. If they say no, then I would proceed to decline the on campus offer.
- XY: That is new to me! I know a lot of international students have this question in mind, and I had that too. When is the best time to bring up sponsorship or disclose your visa status in the interview process?
- YZ: Let us jump right in with this controversial topic. I am just kidding. It is not controversial as in, there is a right or wrong way to do it, but I think there are many ways each individual can go about it. For instance, in my entry-level job search, I did not bring up this conversation until my on campus interview and in the sessions with the hiring managers. However, I have switched my strategy for my mid-level job

- search process. I brought this up after I received my offer letter. But let me be clear! I disclose that I need visa sponsorship in all my applications from the beginning.
- XY: Oh yes, I did that as well. It was either disclosed when receiving a job offer or after the first round of interviews. My approach was the latter.
- YZ: You did not wait until you were in the final interview stages?
- XY: Nope, I did not. It was important for me to manage my expectations and for transparency, I felt that I did not want to waste both parties' time if sponsorship negotiation was not on the table. Even if I did not move forward with my candidacy, hiring managers were really open to sharing if it was because of sponsorship, or if I was not the right fit. In the end, I saw this as a positive outcome as I got to learn from my interviewing experiences through feedback and gained a professional network in higher education. I am not saying that everyone should follow what I just said, but this is an option that you can choose should you decide to take this approach.
- YZ: I think the moral of the story is that there is no perfect formula to ensure that—like if you do A, B, and C you will land yourself a job with sponsorship after you graduate. The job market for visa-holding individuals is impacted by many things aside from the institution's willingness to sponsor, for instance, the political climate and the institution's financial well-being.

Career placement/on the job

- YZ: So how did you land your current position?
- XY: I landed my job through networking. The position was advertised as sponsorship is not available for this employment and through conversations I had with current employees in the department and hiring manager, I learned that they are willing to sponsor if it is the right candidate. I know that networking might seem scary, but in the job market in the United States, it could benefit you so much and help you succeed in landing an interview. I am grateful to have mentors and colleagues that referred me to positions and connected me with professionals in the field to learn more about their roles and functional areas. That is my story, how about yours, Yuan?
- YZ: I heard people use the phrase, the right candidate, and sometimes I wonder what it means for international students. I was also described as the right candidate for my previous position. After I got hired, I asked my former supervisors what the process was like for them. They shared that it was not smooth sailing. They were asked why they should hire me instead of another candidate who does not need sponsorship. I am fortunate enough to have supervisors and hiring managers who believed in my capability and advocated for fair hiring. They said that if she is our number one candidate from the pool then we need to hire her. I also know that my close mentor who acted as my reference was able to speak to my character and championed for me.
- XY: In my second job search, I was also described as the right candidate by many institutions. However, many of them did not come to fruition because they were not able to provide sponsorship due to various reasons. I do not want people in our community to burn out before landing their first job by striving to be the perfect candidate because sometimes there are things that are not within our control. They might think that you are the right candidate, but the advocacy effort could still fail.
- YZ: Well, let us get back to the topic of career placement. Once you landed the position that provides sponsorship, are there any other things you were still concerned about?

XY: Hmm...for me, my only hesitation was how can I justify or build a case that my degree earned relates to my day-to-day. I might be jumping far ahead since I am not an immigration attorney, but that really worried me a lot. I told myself that I needed to prove my worth to the department that I was a good hire by showing results, and taking on new initiatives while ensuring that it is within my job scope. The imposter syndrome really shined through the first 6 months before my department began my sponsorship process, and it was not easy at all.

YZ: The waiting period is rough! I can totally relate. How did you manage those worries while learning and wanting to perform well in a new job?

XY: I give credit to my supervisor who supported me in my onboarding process and my ideas on how I wanted to shape my role and position. All the while, ensuring I was adjusting to a new environment and juggling the ambiguity of what could happen after my work authorization ends. It was a concern for me because I was only provided a verbal offer that they were willing to sponsor me, and my department had to jump through hoops to get the H1-B process started. I know you had similar experiences; do you want to elaborate more?

YZ: I know that the H1-B sponsorship will happen because that was a part of the offer, but I did not know how or when to bring it up. I was in the same mindset of wanting to prove my worth. I felt the need to prove to the department and the institution that I am a good investment. I spent the first few months doing that before I brought up the conversation with my supervisor. Another thing is that my entry-level position in housing and residential life has a cap. Although I just started in the role, I had to think about the future. I have to think about the two expiration dates: my visa and my job status.

XY: I hear you and echo the same sentiment. We need to understand our motivation, values, and goals. To everyone reading about our journey, there is no rubric for you to follow, you need to craft your own job search and career development plans that align with what you want.

Postjob search reflections (Xiao Yun and Yuan)

It is unavoidable to talk about the job search process within HESA without mentioning The Great Resignation. This is not something that happens out of the blue. The reasons why people left the field are not new, but they were exacerbated and brought to light by the pandemic when people started questioning their institutional or department practices and prioritizing their well-being. According to McClure (2021), the nonexistent work-life balance, lack of support from leadership and administrators, and the shifts in values from people to money are pushing people out of the field. Individuals left the field feeling burnt out, frustrated, and seeking to find a healthier way of living.

The field needs quality individuals to join their teams. However, without transparency, updated and equitable hiring practices, and salary reviews, our community alongside other minority communities will continue to be displaced. The Great Resignation has allowed people to pursue a different career or lifestyle that better fits their needs. Domestic colleagues can switch out of their student affairs position into corporate roles without having to prove to the United States Citizenship and Immigration Services (USCIS) that their academic degree aligns with their new job. We, international students, do not have that luxury.

The predominant method for foreign citizens to remain and work in the United States currently is through the H-1B visa program, in which foreign workers are sponsored by U.S. businesses such as higher education institutions (Han et al., 2015). The hiring practices do

not favor international candidates due to the employer's inability to sponsor or afraid that we are not competent to support domestic students. We received the same education and training as our domestic peers, yet we are treated with double standards. Many positions seek candidates who are interculturally competent, multilingual and have an international background to develop students holistically and globally. It is heartbreaking to see that many of these positions cannot or would not provide sponsorship to individuals in our community that meet these qualifications.

Despite the challenges mentioned above, we appreciated the connections made within the international community that includes both student affairs professionals and faculty. A new cohort of international individuals emerges every time there is a graduating class of master's and PhD students from the field. Through different professional associations, conferences, and networking opportunities (i.e., webinars), we, international students, and professionals, gravitate toward each other seeking support on our lived experiences and affirmations of our identities.

UNPACKING THE JOURNEY

HESA is made up of many functional areas. This is the beauty of our field and work that we do. These functional areas come together to create and provide holistic support and experiences for our students. To do so, higher education institutions need staff members with vast skills and interests. More importantly, the staff members should reflect the student population.

We, like many domestic student affairs professionals, fell in love with the field and want to support and empower college students through different functional areas. The first-hand experiences we bring to the table can help advance the institutions' mission of globalization as we expand our global footprint and impact to benefit the community and the world. However, when it comes to career opportunities, international student affairs professionals are limited by that due to work sponsorship willingness.

As a field that is H1-B cap-exempt, it is disappointing to see that various barriers to hiring international candidates still exist. We may be the right candidate that checks the boxes for the required and preferred qualifications in the position description and may fit the departmental culture. Nevertheless, at the end of the process the employers may still turn us down citing their inability to sponsor. The lack of awareness from hiring managers on how to hire and retain international, foreign-born staff members are often not made top priority and included as institutions develop policies and practices to retain staff of color. Many international student affairs professionals leave an institution, not because they are not qualified to stay, but because of their visa expiration and the employer's inability to sponsor the visa needed for the individuals (Koo & Mathies, 2022).

When we think about what happens after graduation, multiple layers come into play when we decide to stay or leave. Many might be familiar with the push-pull framework (Lee, 1966) that has been adopted into the context of international mobility. Our *push* factors are the familial sacrifices that were made for us to pursue a degree in a foreign country, plus the lack of employment opportunities in our home country as the HESA programs are US-centric. At the same time, the *pull* factors are better postgraduation opportunities and the social network and identity development we have built in the United States. We are always caught in a series of push-pull factors that influence our decision-making process.

Utilizing Schlossberg's (1995) transition theory, we assessed how our situation, self, support, and strategies take stock during the transition of postgraduation to job search.

We determined the different phases of transitions that happened concurrently with job searching, networking, and securing a full-time offer. Everyone experiences both predictable and unanticipated transitions throughout their lives, and this framework provides an understanding of how we identify support and develop coping strategies. In both of our stories, it is evident that we relied on the help of our support systems to navigate the different transitions. Finding employers that would provide visa sponsorship is one of our biggest concerns, which is often the situation we find ourselves in. A few strategies we employed are (1) expanding our network through our existing support systems and (2) being transparent about the unique challenges for international students during the job search process so they can be a better advocate for us in various spaces (i.e., reference calls).

As mentioned in Lipura and Collins (2020), they viewed international student mobility investments as positional and transformative that yield different types of capital. Both of our career journeys are a testimony of how we play into our strengths, increase the essential skills obtained during graduate schools, and apply theories to practice. Many international students position themselves as having foreign language and intercultural competence, academic capital, and advanced diploma from their respective institutions (Koo et al., 2021). In addition, our experiences were transformative as we cultivated independence, intercultural competence, and personal and professional growth (Wu & Wilkes, 2017).

IMPLICATIONS

We have a better snapshot of international students while they attend colleges than before their arrival or postgraduate. Once we graduate, our experiences become numbers and another data set with no name that is used by the USCIS. Research on international students' experiences and their destinations postgraduation can help institutions evaluate and revamp their own services and approaches to mentoring international students around job search. Qualitative research will allow researchers to dig deeper into how these services are being utilized and how they impact international students' success beyond the college experience.

Every international student views career and professional development differently due to their cultural upbringing. In the United States, career development has been viewed as essential and should be introduced early in the students' development (Conley, 2012). We recommend HESA programs include professional or career development initiatives to coach students on the importance of career readiness, and discuss why their experiences through internships, graduate assistantship, coursework, or research add to the value of their growth and how it can impact their job search process. Furthermore, these efforts should also be intentional by including international narratives. Programs can consider which alumni they invite to sit on the postgraduation career pathway panel. Faculty advisors can educate and familiarize themselves with the unique challenges that international students face when it comes to employment.

Additionally, higher education professional associations can use their voices to advocate for more inclusive hiring. Many associations are positioned in a way that serves as the megaphone that represents higher education. They can use their voices to amplify the concerns faced by the students, staff, and faculty, plus construct policies that can positively impact the trajectory and the political and social climate of higher education. In contrast to people's belief that the human resources team decides who to hire for the organization, hiring managers from the departments are the ones that play a huge

role in the final decision-making and advocacy of the visa process (Sim, 2022). Besides getting trained on ethical and inclusive hiring practices, it is also crucial to educate hiring managers on the processes of recruiting international candidates.

CONCLUSION

We have both stayed in the United States for more than 6 years and have considered this place our second home. We have built reputations for ourselves and have put in the effort to cultivate long-lasting relationships that make up our support systems. Leaving the United States will mean leaving all these behinds. This motivates us to pursue our career postgraduation in the United States. We acknowledge that each person's job search journey looks different. We seek to use our collective voices to advocate for more inclusive and transparent hiring practices and expand the career readiness resources to include the international community. This is only the beginning.

For us, the job search process is more than just getting a job. There are various reasons why international students want to stay in the United States after attaining their degrees. Han et al. (2015) found that international students still see the United States as the center of innovation and the land of opportunities. Some international individuals are interested in research and feel that pedagogy is more progressive in the United States. Moreover, we must deal with the negative sentiments directed toward us, international students, as we embark on our job search process. For instance, the misconception that international students who remain will take away jobs from U.S. citizens persist. Most economic research found a contrasting result and note that the impact of immigrants is small, especially over a long period of time (Kugler & Oakford, 2013). They claimed that immigrants do not harm Americans' wages and job opportunities because the economy can adjust itself by increasing the labor demand to meet the influx of immigrants.

HESA is constantly evolving as we adapt and come up with more innovative ways to support diverse populations. This should also reflect the way institutions talk about career readiness with their students and ensure that their students, both domestic and international, feel confident and prepared to enter the workforce. Research and literature exist to identify the gap in the historical development of higher education and address best practices. As more international professionals join the field, these efforts should capture the trends and amplify the voices of international staff and faculty to better identify support for their professional development and career growth.

DEDICATIONS TO OUR COMMUNITY

You will feel frustrated and question your decisions. We hope you find yourself in our stories and know that you are not alone in this journey. There are people who have walked this path before you. Although it will not get easier, we hope you find comfort in our stories and know that you will always have a community.

你可能会质疑你是否还想留在这个行业,我们希望我们所分享的亲身经历、成败经验、可以帮助你并激励你勇往直前!虽然这条路不一定会变得更容易,要知道在这段旅程中你并不孤单。我们希望你在我们的故事中找到安慰和力量。我们会一路陪伴并为你加油打气!

คุณอาจจะตั้งคำถามกับตัวเองว่าเส้นทางของอาชีพที่คุณเดินอยู่นั้น คุณควรเดินไปกับมันต่อหรือจบการเดินทางเพียงเท่านั้น? หวังว่าเรื่องราวของพวกเราจะเป็นแรงบันดาลใจให้กับคุณ พวกเราอยู่ตรงนี้คอยเป็นกำลังใจให้คุณเสมอ!

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