



University of Houston - Clear Lake

Authors



KATHLEEN J. BUELL

Assistant Director of Community Development
University of Wyoming
kbuell@uwyo.edu



KALEB BRISCOE

Assistant Professor of Higher Education Leadership
Mississippi State University
kbriscoe@colled.msstate.edu



CHRISTINA W. YAO

Assistant Professor of Educational Leadership
and Policies
University of South Carolina
cy9@mailbox.sc.edu

“It Just Doesn’t Taste the Same”: International Students’ Perceptions of On-Campus Food and Dining

MEETING THE FOOD REQUIREMENTS OF INTERNATIONAL STUDENTS is one of the many responsibilities of campus dining services that can, if fulfilled well, contribute to the success and retention of these students. Colleges and universities are continuing to diversify their enrollment with the recruitment of international students. Because many of these institutions require first-year students to live on campus, most international students live in residence halls and must purchase meal plans at some point during their collegiate career. The findings of this paper illuminate the food-related experiences of international students living on campus in their first year. Food quality, cultural differences, and the impact on future living decisions are discussed.

Residence life and dining departments at higher education institutions provide many essential services, such as lodging, engagement, social and academic support, and quality food and meals, to on-campus residents. Because most colleges and universities require first-year students to live on campus, they also try to provide robust campus dining halls and other food locations to meet the dietary needs and preferences of students in residence. Options may include buffet-style dining halls, grab-and-go convenience stores, and chain restaurants contracted with national vendors. All of these offerings help meet the food needs of students living on campus.

Though student experiences in on-campus dining services vary due to differences in food service providers and dining options,

meeting their food needs is essential because “colleges are often embattled in their quest to retain students” (Andaleeb & Caskey, 2007, p. 52). Food quality is of high importance to student satisfaction, as are factors such as staff behavior, price, and cleanliness (Andaleeb & Caskey, 2007; Wooten et al., 2018). In general, positive dining experiences can contribute to students’ overall satisfaction with their institution and are especially related to greater feelings of community and sense of belonging (Gramling et al., 2005).

Dining services is an important aspect of residential campus life as it affects the overall experiences of residents and also helps to recruit new students (Gramling et al., 2005), including international students, many of whom are required to live on campus and purchase meal plans due to institutional

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first-year residency requirements. Understanding the residential experiences of international students is particularly important as they are not only transitioning to life in a new country but must also adjust to eating new and different foods. The question guiding this study is “What are first-year international students’ perceptions of campus food and dining at a Predominantly White Institution (PWI)?” The purpose of this study is to explore first-year international students’ experiences with campus dining, from their observations of food quality and taste to their perception of cultural differences. We sought to illuminate these experiences, given how essential factors like food quality, nutritional value, and menu variety may contribute to feelings of satisfaction among residential students (Wooten et al., 2018).

INTERNATIONAL STUDENTS AND CAMPUS FOOD

The recruitment of international students has been an institutional priority for many colleges and universities in the U.S., which resulted in an all-time high in their enrollment in 2015-16; however, in recent years, international student enrollment in U.S. higher education institutions has trended downwards, including a decrease of 1.8% from 2018-19 to 2019-20 (Institute of International Education, 2020). This decrease requires a closer examination of factors that may influence student satisfaction and retention, especially for first-year international students who may experience more difficulties transitioning to their new home on campus (Yao, 2016; Yao et al., 2019)

International students’ behaviors related to eating habits and food choices are highly affected within the first few months of transition to a new culture (Hartwell et al., 2011). As stated by Corcoran (2018), “Food is an integral part of the environment and culture of a host country” (p. 177). International students make food choices influenced by their upbringing in their home country “while simultaneously managing the transition to culturally different food environments” (Corcoran, 2018, p. 177). For many international students, food and dining can serve as a way to connect with peers and acculturate to a new place (Alakaam & Willyard, 2020).

Adapting to a new cultural environment and food choices may cause some initial difficulties for these students. For example, international students reported an overall decrease in health status after arriving in the United States, which was attributed to decreased consumption of water, fruit, and vegetables combined with an increased intake of sugar and fast food (Msengi et al., 2011). Similarly, Lee (2017) reported that the eating habits of many East Asian students changed when they chose to dine out more frequently after arriving in the U.S. In addition, they reported eating more processed food due to its convenience, availability, and taste and also because it is cheaper and “it makes them feel good” (Lee, 2017, p. 172).

Choosing to dine at restaurants may stem from dissatisfaction with on-campus dining options. Because many undergraduate international students live on campus, they are typically required to purchase an on-campus meal plan. For many interna-

tional students, the buffet-style, all-you-can-eat model that is typical in most U.S. dining facilities may be a new experience (Alakaam & Willyard, 2020). In addition, they have to adjust to an American diet that generally features larger portion sizes and includes more processed foods—along with preservatives, sugars, fats, and genetic modifications—than what they are used to (Alakaam & Willyard, 2020). International students who were part of Yan and FitzPatrick's (2016) study reported dissatisfaction with food from the on-campus cafeteria, citing that it "was very different from their 'home food' and the food was very rich (i.e., high in fat and calories)" (p. 61).

International students may seek alternative ways to satisfy their food needs, including dining out and purchasing groceries from stores such as specialty supermarkets (Yan & FitzPatrick, 2016). Most interestingly, many participants cited their desire to move off campus the following year so they could cook for themselves. Although international students attending higher education institutions in the U.S. benefit from living on campus (Goyal, 2017; Yao, 2016), they highly value the traditional foods of their home culture as a way to maintain their cultural identity, which is also true of international students who participated in studies done in the United Kingdom (Corcoran, 2018) and Canada (Amos & Lordly, 2014). As a result, food and dining options may influence other factors related to collegiate life for international students. Thus, in our study, we seek to answer the following research question: "What are first-year international students' perceptions of campus food and dining at a PWI?"

METHODS

This study used a qualitative single case study approach (Stake, 1995) to explore first-year international students' perceptions of

food and dining at a Predominantly White Institution. This study was designed so that the institution, Great Plains University (a pseudonym, abbreviated as GPU), was the case and the units of analysis were first-year international students. Using a single case study approach (Stake, 1995) allowed us to understand participants' experiences within a specific context. Given that contextual factors shape student experiences, we have chosen a single institution for this study in order to better understand the bounded nature of this specific institutional case, as international students are often historically excluded from discussions about housing and dining. Specifically, we selected and examined GPU for their outward commitment to international students' success and transition, as revealed in campus statements and social media. All participants were required to live on campus due to GPU policies and their status as first-year students. Our case study included up to three rounds of interviews with each participant and an in-depth analysis of housing and dining documents, allowing us to follow first-year international students' academic journeys through one full academic year.

Great Plains University: Case Context

GPU is a large public land-grant research institution located in the Great Plains of the United States. GPU had more than 25,800 enrolled students in the fall of 2017. Of the total enrollment numbers, undergraduates make up more than 20,800 students. GPU's growing international student body is considered an emerging population; overall, they represent 10% ($n = 2,087$) of the undergraduate population. The top five countries of origin represented by the international students at GPU are China (3.88% of total student population), Malaysia (1.06%),

Oman (0.70%), Vietnam (0.53%), and Brazil (0.44%). In addition to the demographic factors, GPU makes an interesting case study because all international students are required to attend a three-day orientation offered by the Office of New Student Enrollment separate from the rest of the first-year incoming class. However, the housing and dining services departments at GPU offer little to no publicly available documents regarding international students and their food requirements. Information on their website caters to incoming international students primarily by addressing topics relevant to their transition, such as getting to campus, where to eat, how to use campus Wi-Fi, and information on staff available for support. In fact, most of the material provided by GPU involves logistics related to transition to their campus and city.

GPU dining services made brief mention of cultural foods and/or ways for international students to connect with the campus. While dining locations at GPU listed all ingredients and nutritional information, the cuisine choices for international students were rarely shared or highlighted on daily menus or offered as an option within meal plans.

Participant Sampling and Data Collection

We employed purposeful sampling to gain insights on first-year international students' perceptions of housing and dining at a Predominantly White Institution. These provided the basis for information-rich cases (Merriam & Tisdell, 2016). We sent all first-year international students at GPU a solicitation email asking for their participation in the study. A total of 19 participants were interviewed, with 6 self-identifying as female or women and 13 self-identifying as male or men. Eight countries were represented among the participants, with approximately

half the sample originating from the same Central African country. The participants' home countries were categorized into five regions: Central Africa (10), South Asia (4), East Asia (2), South America (2), and North America (1). Participants' ages ranged from 18 to 25 years old (see Table 1).

The primary data collection process included conducting three 60-minute semi-structured interviews in English that focused on exploring participants' first three semesters on campus. The interviews allowed the research team to understand "the lived experience of other people and the meaning they make of that experience" (Seidman, 2006, p. 9). We conducted the first round of interviews between late September and mid-October of 2017. A total of 19 undergraduate first-year international students completed the first round of interviews and described their transition to the institution and their experience living on campus. The second round of interviews took place between mid-February and early March of 2018, with 15 returning participants who were asked to reflect on their first semester of college. During the second interview, we asked participants to share specifics about what they enjoyed and disliked about living on campus. We also asked explicitly about their experiences with GPU food and housing services. Finally, the third round of interviews took place in September 2018 and included 12 returning participants, who responded to questions about their overall reflections of the first year of college. Each participant received a \$10 Amazon gift card after each interview. Throughout the three interviews, participants shared a wealth of knowledge regarding dining and food. Additionally, we collected and analyzed housing documents related to international students in order to better understand the institutional context (Bowen, 2009).

TABLE 1

Participant Demographics

PSEUDONYM	AGE	GENDER	REGION OF ORIGIN
Abi*	19	Male	South Asia
Baby	22	Male	Central Africa
Betina*	19	Female	South America
Esther*#	18	Female	Central Africa
Hun*	19	Male	East Asia
Jan Are*#	21	Male	Central Africa
John Doe	20	Male	Central Africa
Johny*#	20	Male	Central Africa
Lenny*#	21	Male	Central Africa
Maria Alejandra*#	18	Female	South America
Muskan	18	Female	South Asia
Natalia*#	18	Female	East Asia
Nike*#	25	Male	Central Africa
NM*#	18	Male	South Asia
P*#	21	Male	Central Africa
Pinky	18	Female	South Asia
Ricky*#	18	Male	Central Africa
Sam*#	17	Male	North America
XL*#	22	Male	Central Africa

Note. * Indicates participation in the second round of interviews
Indicates participation in the third round of interviews

Coding and Analysis

All interviews were recorded, transcribed, and de-identified and then uploaded into Dedoose for analysis. The research team’s backgrounds (i.e., a current and former housing professional and a student affairs practitioner who worked directly with housing and residence life) influenced how they engaged in the coding and analysis process. First, we chose to start with Stake’s (1995) case study

suggestion that a “search for meaning is often a search for patterns” (p. 78). In our preliminary search for relevant codes, we developed a start list based on our interview protocol, as described by Miles et al. (2014), to review all transcripts from multiple interviews. Throughout the process, we utilized descriptive coding to establish “an inventory of topics for indexing and categorizing” (Miles et al., 2014, p. 74).

Next, we moved on to first-cycle coding, which included multiple categories of themes that specifically related to dining and food. We then continued coding subsequent interviews, paying special attention to emergent themes. In our second cycle of coding, we clustered to condense, consolidate, and synthesize the data as recommended by Miles et al. (2014). We utilized the analytic tactic of clustering to create pattern codes (Miles et al., 2014; Saldaña, 2016). Clustering was selected as the approach for the second-cycle coding, as it is a process of reformatting and re-sorting data to define similarities in the codes. Through this process, pattern codes were created in order to “attribute meaning” (Saldaña, 2016, p. 235) to the data. Ultimately, the following codes and clusters manifested as a result of our first and second cycle codes and were used to craft our findings section: dissatisfaction with food served on campus, cultural differences in food, and the influence of food on housing decisions.

Trustworthiness and Reliability

We employed several strategies to ensure trustworthiness, such as intercoder reliability, memoing, peer debriefing, and reflexivity. Prior to beginning the coding process, each member of the research team engaged in evaluating intercoder reliability during first-cycle coding to ensure consistency. Each transcript was coded separately by two different team members, followed by a third member who checked for dissimilarities. Any dissimilarities that existed were further discussed and corrected during peer debriefing sessions. Analytical memos were written at the conclusion of each interview and transcript coding, which was an effective strategy to reflect and re-engage with the data. Finally, regular peer debriefing amongst the research team ensured that they interpreted and made

meaning accurately. The research team debriefed on various highlights from the interviews and transcripts in order to make sense of larger themes and to solidify group understanding of the data.

We recognize the importance of reflecting upon our perspectives and understanding how our research lenses affect our approach to the research project (England, 1994; Janesick, 2000; Yao & Vital, 2018). As researchers, we were aware that our positionality affected how we made meaning of participants' worldviews and experiences at a university in the U.S. For example, the first and third authors have worked as housing professionals at PWIs, and the first is a current housing professional. The second author, who previously served as a mid-level student affairs practitioner, has planned several diversity and inclusion programs such as the international food festival at a PWI in the Midwest. All three authors have worked directly with housing and dining services in some capacity and recognize how these professional experiences influenced their interpretation of participants' perceptions of GPU housing and dining. In addition, all authors have conducted prior research projects related to international students in the U.S.; these prior experiences have shaped some of the barriers that may manifest during the research process, such as cultural differences and issues with language.

FINDINGS AND DISCUSSION

In our analysis, we found three themes running through our participants' discussion of dining on campus: dissatisfaction with the quality and taste of the food, difficulty in adjusting to cultural differences in the food, and feeling that they needed to move off campus in order to control their food choices.

Dissatisfaction with the Quality of the Food

Overall, most participants in our study expressed dissatisfaction—ranging from ambivalence to outright dislike—with the quality of food offered at campus dining locations. Some, like Abi (all names are pseudonyms), indicated that eating at the dining halls on campus was a difficult transition, but they were “getting used to it.” Abi, who objected to an overall lack of flavor in American food, said he was “used to eating lots of spicy food but here is, the way Americans define spice, it’s a little bit different from what [I am] used to.”

This feeling was echoed by other participants, demonstrating a general lack of satisfaction among international students regarding the taste of food on campus. Jan Are went further, saying that he did his best to try different foods at different locations, but that he was “pretty much” surviving on bread, since that was “always good.” Similarly, Betina also relied on one familiar food item: in this case, rice. Both participants stated how they and other international students will choose foods based on what is already familiar to them from their own traditions and values, similar to what Alakaam and Willyard (2020) reported of participants in their study. Baby said that “at first, I thought [the food] was cool,” but after only one month of eating American foods like pizzas and hamburgers, “I go to the dining hall and I be like, they don’t have anything to eat . . . I’m done with it.” These students expressed their frustration at the lack of quality food options available to them in the dining halls, but also indicated that

they had strategies to make their experiences better, like finding some of their preferred foods and rotating dining locations. Many more, however, expressed their perceptions of campus food with stronger displeasure.

Most of the participants described negative feelings about the quality of food on campus, recognizing that food is a powerful connection to feelings of home and belonging for college students (Wang & Mallinckrodt, 2006). Muskan said her experience eating on campus “sucks . . . Everything here is frozen. Like, we don’t get fresh food and it just [tastes terrible] after going in the freezer.” Unlike the fresh, homemade food she was accustomed to in her home country, the food served in U.S. dining halls is often processed and unhealthy (Lee, 2017; Msengi et al., 2011; Yan & FitzPatrick, 2016). XL described how, during a week in which he was required to eat in the dining hall each day, he usually just took “a drink and snack ‘cause some food is somehow sweet and we are not used to [eating] some food which contains sugar.” In short, he said, “I couldn’t last four years . . . eating it.” Both Muskan and XL shared negative feelings about how the food tasted and its lack of nutritional value, comparing it to the quality and freshness of food in their home countries (Yan & Fitzpatrick, 2016).

Likewise, Maria said the food served on campus was “not good,” and she was “really tired” of it, citing the frustration of having to eat the same food over and over. She mentioned trying to vary her diet, but “it’s not something I really like” and that just having a wide variety of options was unsatisfactory. Another participant, Natalia, stated that the

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“dining hall is [not] excellent but it got me breathing,” indicating that not only is the quality of food poor, but that eating it is merely a necessity to keep her alive. This may indicate that campus dining departments are less able to offer food from a wide variety of cultural backgrounds or have less knowledge of how to cater to the preferences of international students. Overall, dissatisfaction with the quality of food served on campus was observed by most of our participants and was also salient in the other two themes of our findings.

Cultural Differences in Food Offerings

In addition to describing the poor quality of food served in campus dining halls, our participants also noted the cultural differences they faced while eating on campus. Several students commented on how the food served in the dining locations on campus was not the same as it was at home, even when options from their culture were served. For example, Sam explained that, though a few options are similar to what his family makes at home, “it’s not the same . . . the food here isn’t that spicy . . . it also just doesn’t taste the same.” He described the time and care his mother took in preparing his family’s traditional food, noting that the preparation is different than what he has seen on campus. NM described a similar experience. When asked if the dining hall ever served food from his cultural background, he said yes, sometimes, but there is no comparison. “It’s like you can eat [it] . . . but you cannot even touch” the quality of the food from his home country. These students appreciated the institution’s efforts to provide them with familiar food but also indicated how the quality was not as high as what they eat at home.

Adapting to new food options can help connect international students to American culture (Yan & FitzPatrick, 2016), but because the food was of such poor quality, the participants’ transition to college in the U.S. was that much more difficult. Johnny noted how he was not able to find food from home on or off campus and that even the same foods are cooked differently, adding to the unfamiliarity of eating in a U.S. context. “In [my home country] the way of cooking is just to boil, boil not fry . . . put food in water and boil . . . here, everything is fried in oil.” Baby also noted a difference in taste, stating how food on campus has “a lot of sugar” and seems to be much sweeter than the same foods in his home country. All of them described how different the food on campus was from the food they grew up with in their communities, indicating the importance of food in creating connections to home and cultural identity (Amos & Lordly, 2014; Corcoran, 2018). One participant, John Doe, even said that he missed his home country’s food so much that, in order to miss it less, he went to the dining hall and ate just to feel full, “so full that [he] would not miss the food” from back home.

Some participants mentioned the wide variety of options dining halls offered to students at each meal, which to some seemed like excess. As Nike shared,

There are a lot of options [to eat on campus]. Compared to our home where we don't have many options for eating. . . . I don't know if there are reasons [for all of the options, but some] I cannot even approach 'cause I found they are not fitting to me.

Nike indicated confusion at why there are so many different types of foods and meals available in the dining hall, saying how different that is from his home country. Ricky noted the same, stating that some options he would “not even pick up” because he did not “know what it is . . . it was hard for me to try new things out” when he first arrived on campus, showing how overwhelming dining hall options can be for students from outside the U.S.

Johnny noted what he thought of as the greatest difference between what he experienced in the dining halls and in his home country: the abundance of food he saw there each day. “The number one problem . . . students face in [my home country] is a shortage of food and [its quality]. . . . But here there is a lot and you can eat whatever you want.” Johnny’s discussion of how much food is offered in on-campus dining locations shows just how different the circumstances are for some international students in transitioning to American campus life. It can be a major adjustment for students coming from countries that are more judicious about food portions to come to a place where the amount of food available seems endless. Even something as familiar to participants as pizza indicates a transition, as Esther noted. When asked if she ate pizza back at home, she said yes, but only “sometimes, like when I succeed in a class. Pizza was my gift,” noting that now she sees it served in the dining hall regularly. These participants described how not only is the type of food an adjustment for them but also how it is served (often buffet-style) and how much is served.

Influence of Campus Dining on Living Location

All participants in our study were first-year students and were required to live on campus and have a meal plan. With the freedom to decide for themselves where they wanted to live the following year, several described how the food served on campus would influence their decision. Jan Are indicated that he was considering moving to a different residence hall during his second year because the dining hall nearby had the best food and he wanted to be closer to it. “I’ve tried, I think, all the dining halls and I would say [this one] has the best food.” Johnny stated that even if his scholarship did not cover the cost of on-campus housing, he would still choose to live on campus because “I could eat anytime. [The dining halls] are just near. I don’t have to cook breakfast, lunch, or dinner. . . . Anytime I feel like I want to go eat, I just go.” Both convenience and the quality of food served were factors in Jan Are and Johnny’s decisions to live in different residence halls but stay on campus the following year.

Abi and Pinky moved to a different residence hall in their second year in order to be able to cook for themselves. Abi shared that “the main reason for living in [this residence hall] is we could cook our own food.” Similarly, Pinky chose an apartment-style residence hall to live in during her second year, along with two roommates from her home country, and they “cook food for [them]selves,” citing that as the “first reason” she chose to live in that hall. Abi and Pinky did not want to eat the food served on campus due to their perception of its poor quality. In choosing

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to move to a different location, they were able to cook food familiar to them, putting high value on their own cultural traditions and connecting their experiences with food to their home countries and cultural norms, as found in previous studies of international students' experiences transitioning to a new culture (Amos & Lordly, 2014; Corcoran, 2018; Ying & Han, 2006).

Some participants decided to move off campus entirely. Maria was most excited about cooking by herself. "I'm not going to have the meal plan anymore." She was moving to an off-campus residence because she did not like the campus food and was tired of always eating the same things. Natalia also had negative feelings about being forced to have a meal plan when living on campus, explaining that she moved off campus because the cost of the meal plan was too high when considering how little food she actually consumed. Both of these participants cited problems with food and their meal plans as reason enough to move off campus.

NM had similar experiences, stating that his primary reason for deciding to move off campus was because of the poor quality of food available to him, and living off campus allowed him to easily afford and make food that he wanted to eat. "I had a serious problem with the food. I don't like the food at [the dining halls]," he stated, after only one semester. His strong feelings, developed so early on in his time living on campus, indicated how important food choices and eating are to international students and how they can impact decision making, as found by Hartwell et al. (2011). Our participants' descriptions of how impactful food and on-campus dining was to their decision about where to live shows that

much improvement can be made to serve international students who live on campus.

IMPLICATIONS

This study sheds light on several implications for practice and research. First, as shared by our participants, food and on-campus dining are extremely important to first-year international students' overall campus experiences. Institutional efforts to provide foods familiar to international students were noticed and appreciated, but the quality of these foods left some students displeased. Many of our participants stated that eating foods they are familiar with while on campus helped with homesickness and aided in feelings of comfort. For these reasons, we recommend that higher education institutions provide opportunities for international students to cook their own food by housing them in halls with kitchens available for student use. In addition, practitioners in dining services should continue to strive for quality offerings with the demographics of their international student population in mind, particularly when these students are in their first year and adjusting to a new diet.

Participants noted that while their experiences with food varied, they felt more at home on campus if they could eat food to which they were accustomed because it connected them to their home culture. Practitioners in food and dining services can also consider ways to be more accommodating to international students' food requests. Participants' perceptions of food and dining revealed that food preparation matters; therefore, practitioners should consider involving international students in creating menus and practicing appropriate cooking techniques to ensure that they are getting

the food they want and with the proper preparation. Food was so important to international students in our study that negative experiences with dining influenced some of them to move off campus.

Finally, we recommend a deeper examination of the role of food and dining services in international students' collegiate experiences. We often discount the importance of food, but, as stated by participants, food is reflective of home. Thus, scholars should consider conducting more research on dining services and food options in order to provide additional insights for housing and dining services professionals. While we note several studies that have explored aspects of this scholarship (Alakaam & Willyard, 2020; Amos & Lordly, 2014; Edwards et al., 2010), they are often conducted by nutrition and health services scholars; we recommend more research that focuses on international students, food, and dining within the context of higher education and student affairs. A mixed-methods approach utilizing both qualitative and quantitative methods could measure student perceptions, as well as provide answers to research questions regarding satisfaction or retention in campus housing. Larger sample sizes would also further illuminate the on-campus dining experiences of international students. In addition, we call for researchers to critically

examine how reshaping policies and practices can potentially improve food and dining for international students.

CONCLUSION

Understanding the food of a country is essential to understanding its culture (Corcoran, 2018), and international students face both a cultural and dietary transition after they arrive on U.S. campuses. The findings from this study illuminate the experiences of international students while they adjust to eating on campus in their new U.S. context. Many of them felt dissatisfaction with both the quality of the food served in campus dining locations and the variety of the offerings, often relying on familiar foods to meet their needs. Some students described how difficult it was to adjust to campus food because of the taste, flavor, and preparation, while recalling their experiences with food in their home countries as being vastly different. Most importantly, these dining experiences influenced international students' decisions on where to live once they were no longer required to live on campus. Overall, it is imperative for researchers and practitioners to further examine how to improve satisfaction with the on-campus dining experience and potentially increase the retention of international students living on campus beyond their first year. ■

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DISCUSSION QUESTIONS

1. What dining initiatives does your campus have to support the sense of belonging for international students?
2. You have been asked to evaluate the dining services options for various student populations on your campus. How does this study inform the steps you will take to complete this comprehensive process?
3. What key take-aways did you identify from the study for how best to support the collective and diverse preferences for dining and other services on your campus?
4. In what ways could campus dining options potentially affect individual and community well-being? Individual student preferences matter, but so do those of the international and other identity-based communities living on campus or attending class. How can their needs be better met in terms of dining services?
5. Which community and campus stakeholders should be involved in the key decision points related to on-campus dining options and services? In what ways?
6. Could institutional type and geographic location influence campus dining options, particularly for international students? Why or why not? If so, in what ways?
7. How could decisions about dining services affect an institution's viability, both now and in consideration of anticipated future trends?

Discussion questions developed by Amber Fallucca, director of the quality enhancement plan, associate director of the Center for Integrative and Experiential Learning, and affiliate faculty member, education leadership and policies at the University of South Carolina, and Ryan Bronkema, director of first-year academic initiatives, associate professor of counselor education and college student affairs at the University of West Georgia.