



Rites of Passage: Academic Impact of Military Duty on Korean International Students

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Purpose and Background

- Why do S. Korean international male students serve during their college career?
- Why is the military service so important to their cultural and professional standing in S. Korea?
- What are academic impact of military service to students?

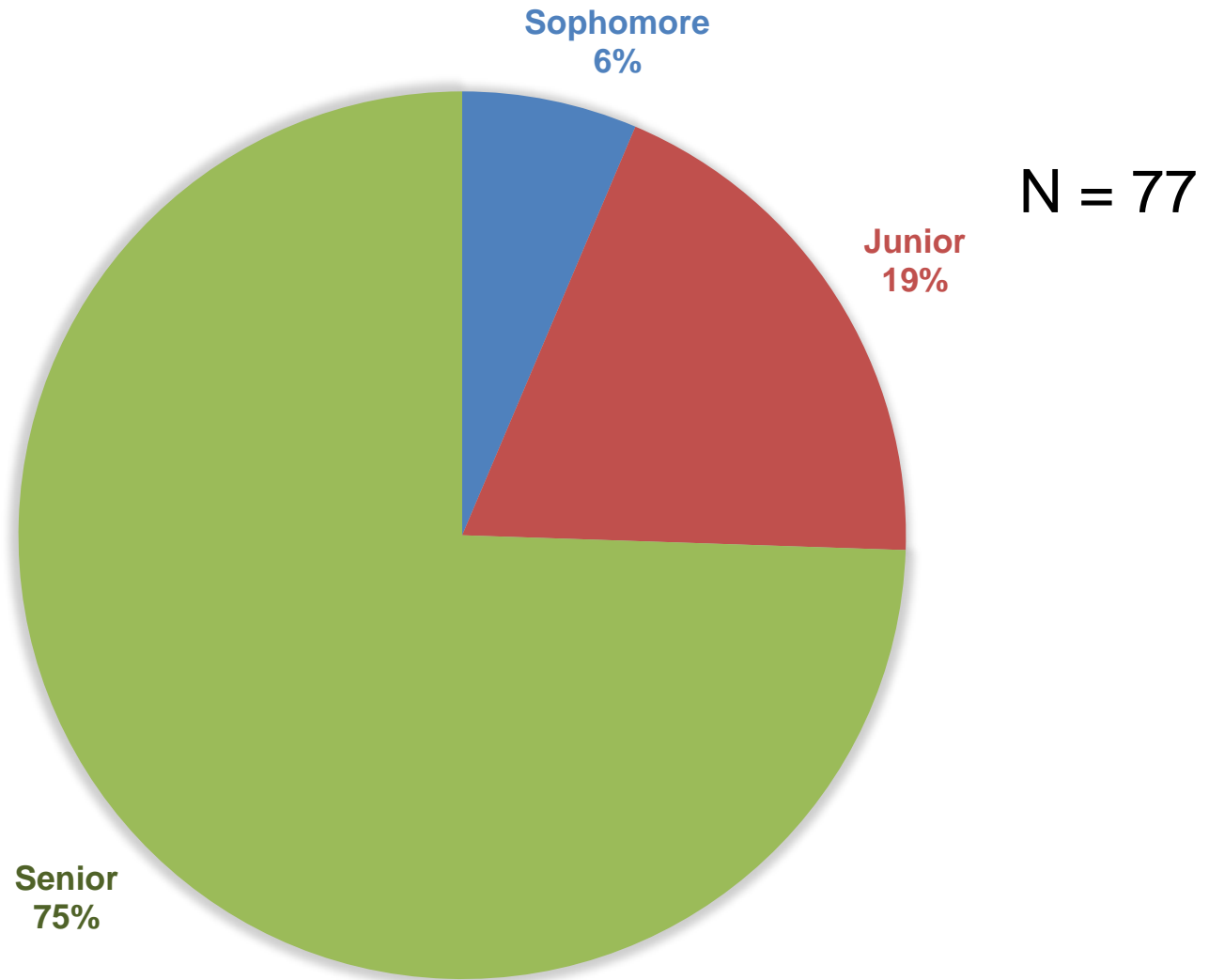
Data Collection

- IRB approved
- From students who have served:
 - **Survey** (Jan & Feb, presented at Tate conference 3/10)
 - Focus Groups (2 groups, April 16)
 - *Readjustment Workshop (9/23/2016)*
- From students who have not served:
 - Pre-Departure Workshop (April 30) feedback survey

Data Collection (cont.)

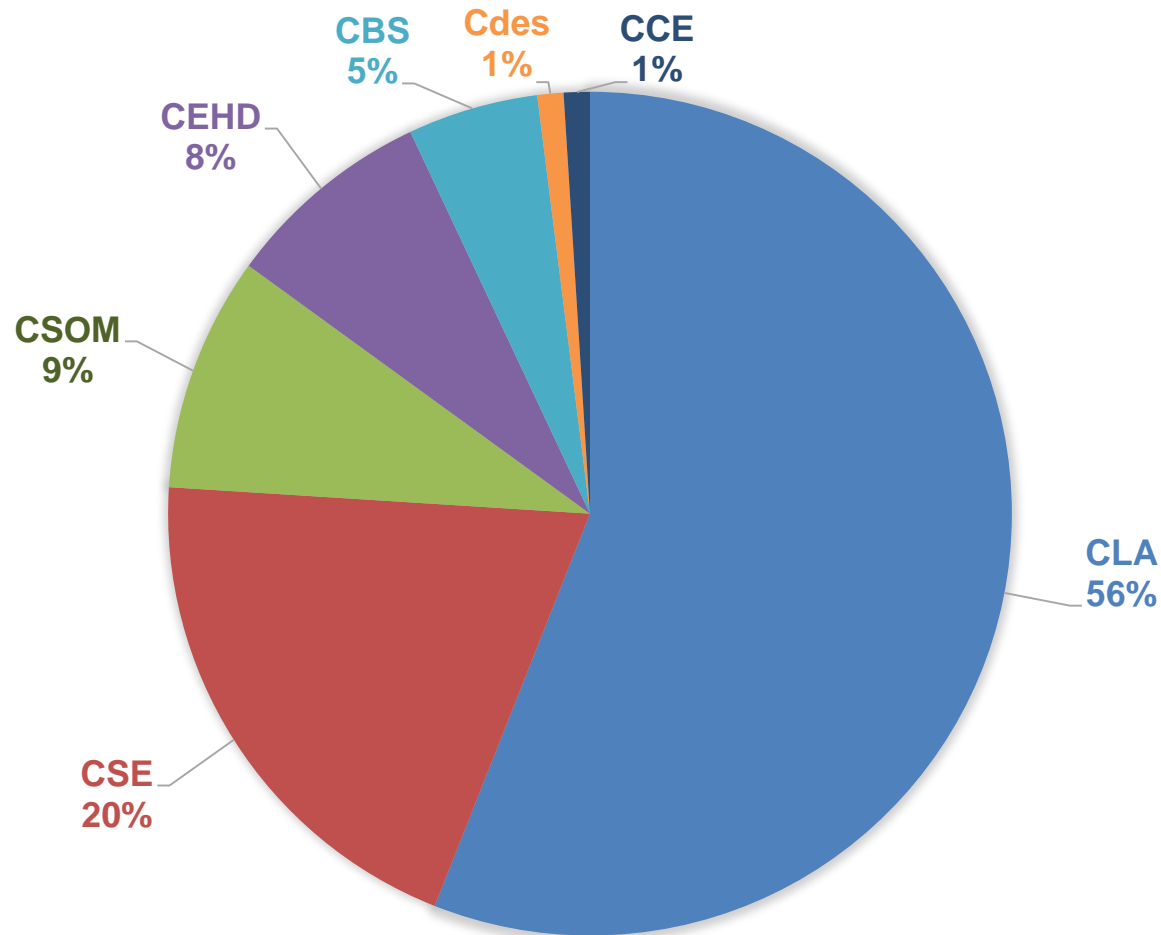
- 22-item survey
 - military service background
 - military service's impact on academic & career
 - college, year of standing
 - open-ended questions, answered in Korean
- 280 currently enrolled Korean male students, excluding freshmen (2016 Spring)
- N = 77; Response rate: 27.5%!!

Participants



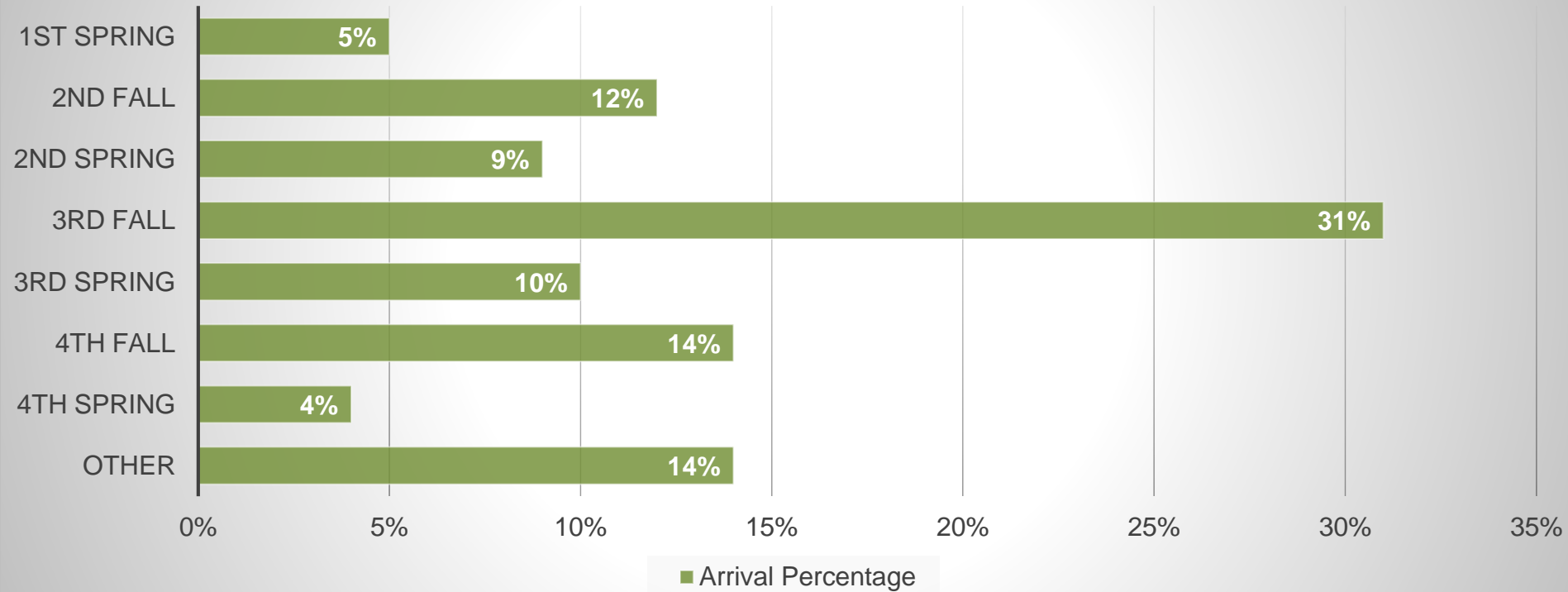
Participants by College

N = 77



Student Arrival Rate

Arrival Percentage

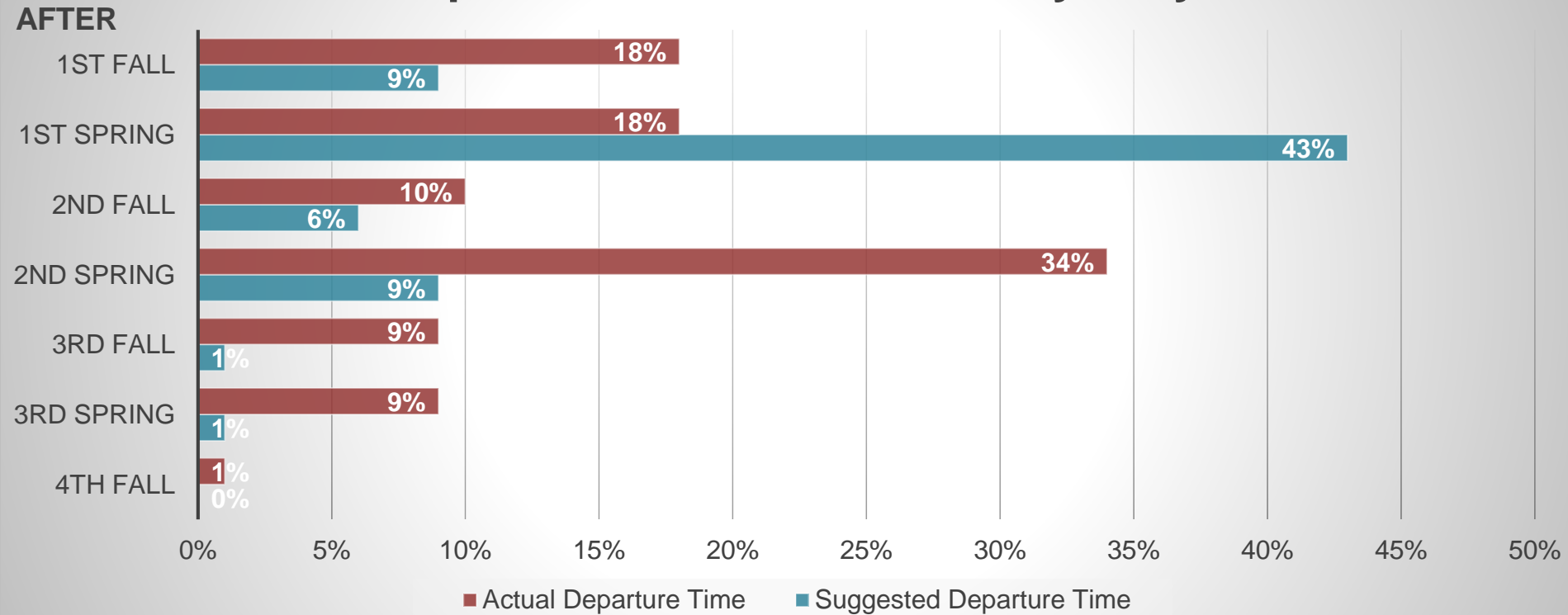


Student Departure Rate

CARLSON SCHOOL
OF MANAGEMENT

UNIVERSITY OF MINNESOTA

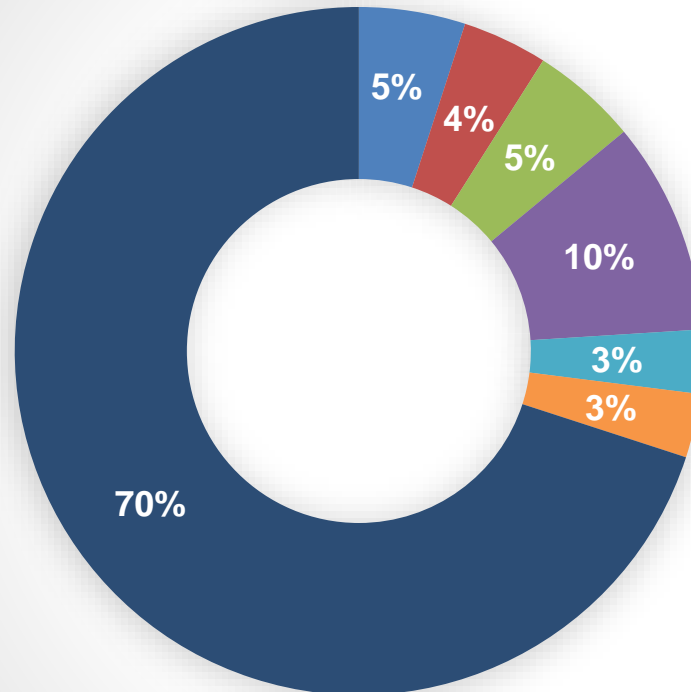
Departure Rate for the Military Duty



Military Branches Available for Service

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UNIVERSITY OF MINNESOTA

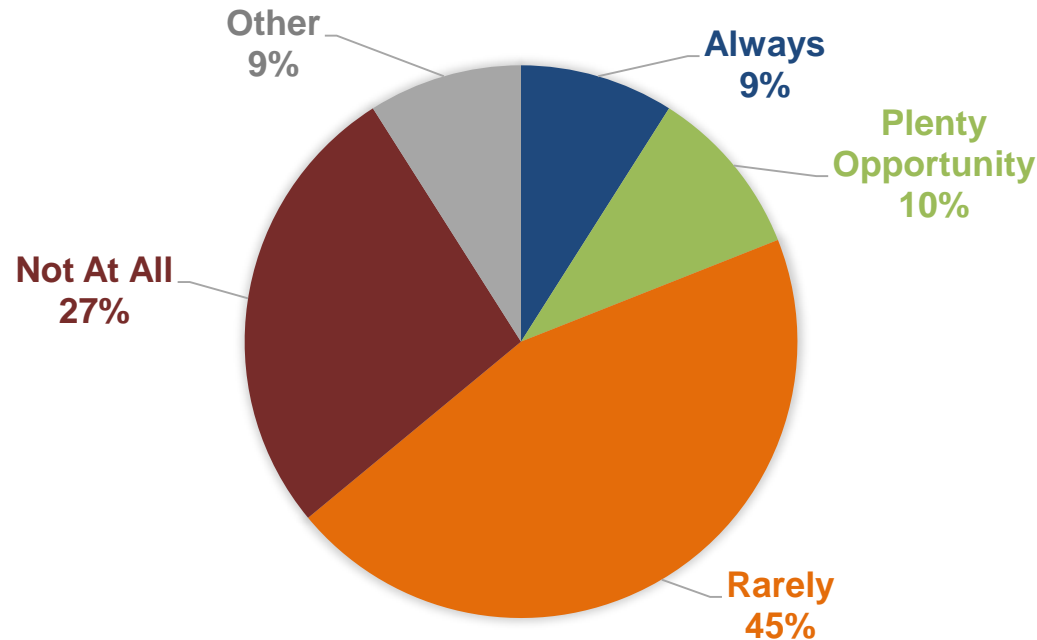


- KATUSA
- Public Service
- Police Force
- Air Force
- Marine Corps
- Navy
- Army

ISSS | International
Student & Scholar
Services

UNIVERSITY OF MINNESOTA

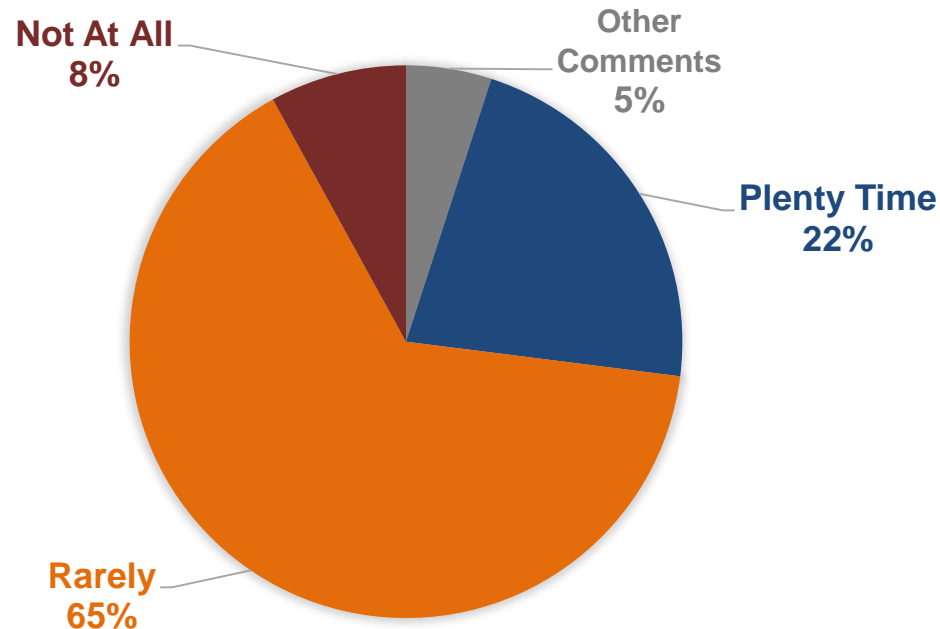
Practicing English in Military



- Opportunities to practice English exist, but very rare.
- Some students assume secondary military responsibility such as Army Interpreter to practice their English skill in the military.

"I interpreted at military events as a drill sergeant, and I was able to teach English to subordinates when I held higher rank as time passed."

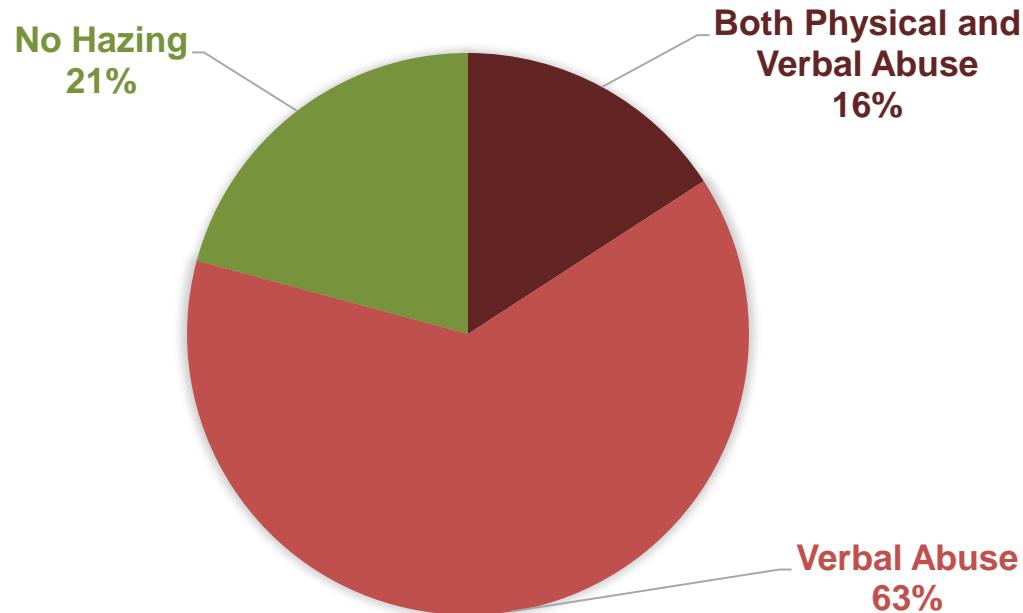
Personal Study Time in Military



- Many students reported that their units offered study time after duty-hours.
- However, some units have negative attitude toward those who study.
- Certain units tend to have less opportunity for personal study

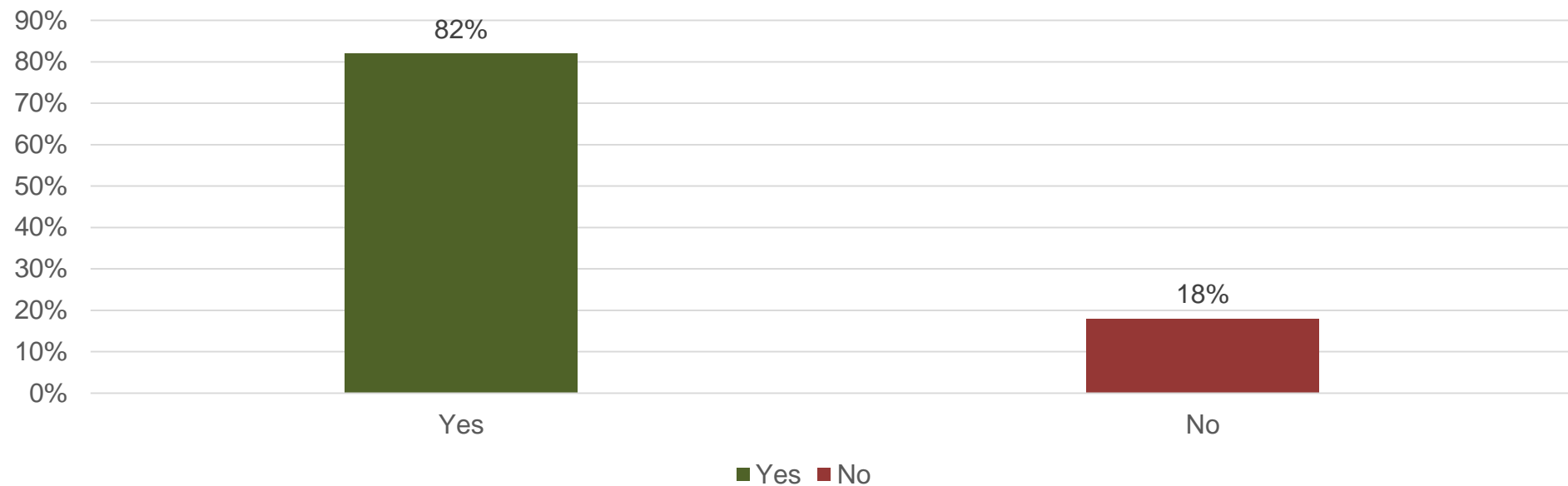
“The unit offers personal study time, but the superiors did not like subordinates having personal study time. From hour 2200 to 0000, soldiers were allowed to study, but it proved to be challenging due to overnight outpost shifts and overtime work responsibilities.”

Military Hazing Tradition



- ❑ While physical abuse within the military is now almost extinct, verbal assault and partial physical abuse still remains.
- ❑ This is one of the top reasons behind students' aversion and fear of military service.

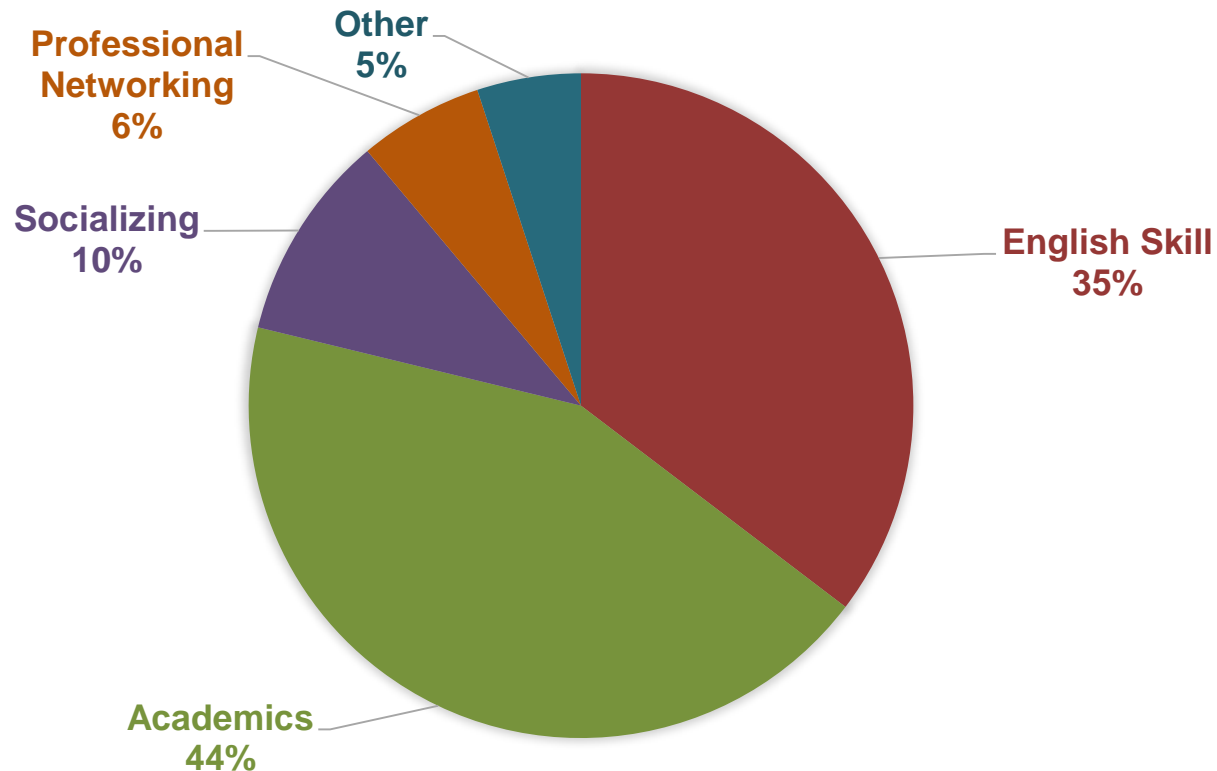
Leadership Experience in Military



Most of the leadership opportunities include, but not limited to:

- Squad Leader
- Team Leader
- Non-Commissioned Officer on Duty
- Army Interpreter

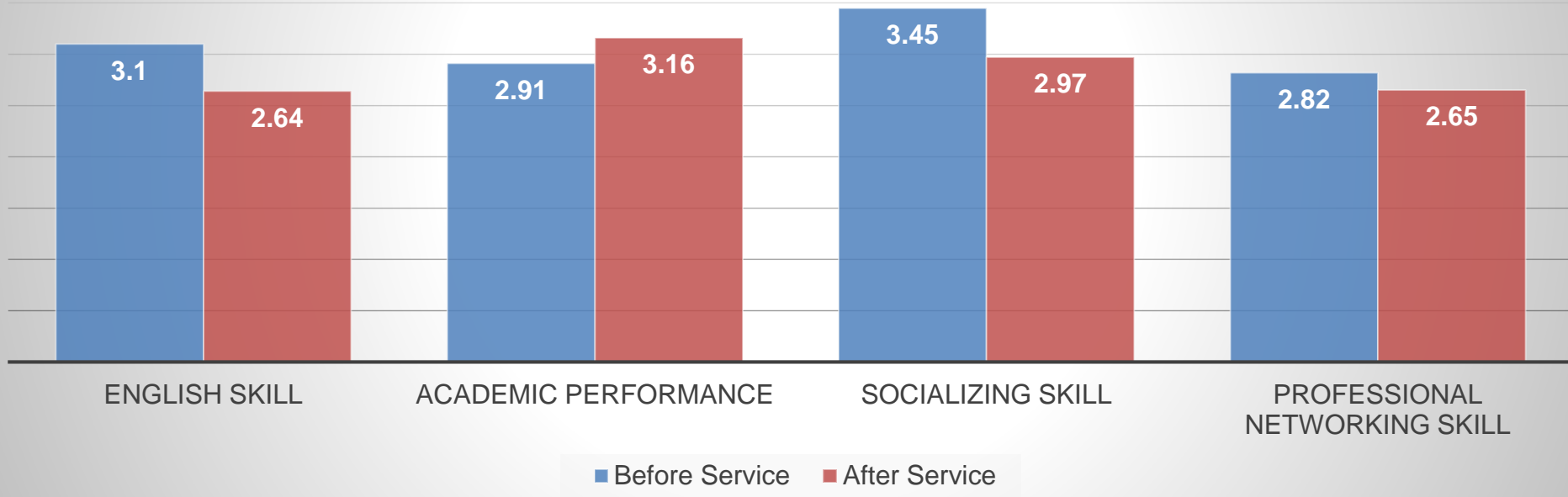
Student Concerns



❑ Students fear the decrease in their English and academic skills.

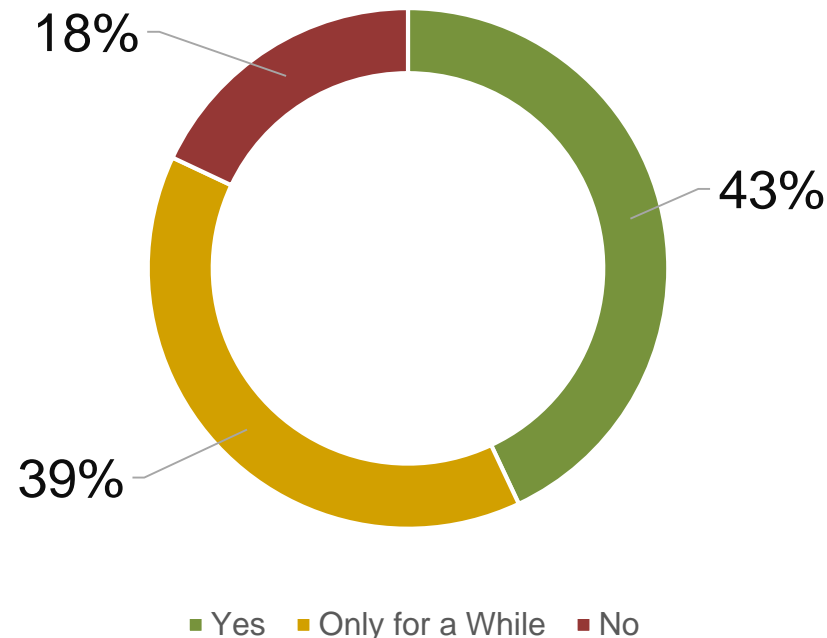
Academic & Social Skills Self-Ratings

Averaged Self-Rated Scores Before and After the Service



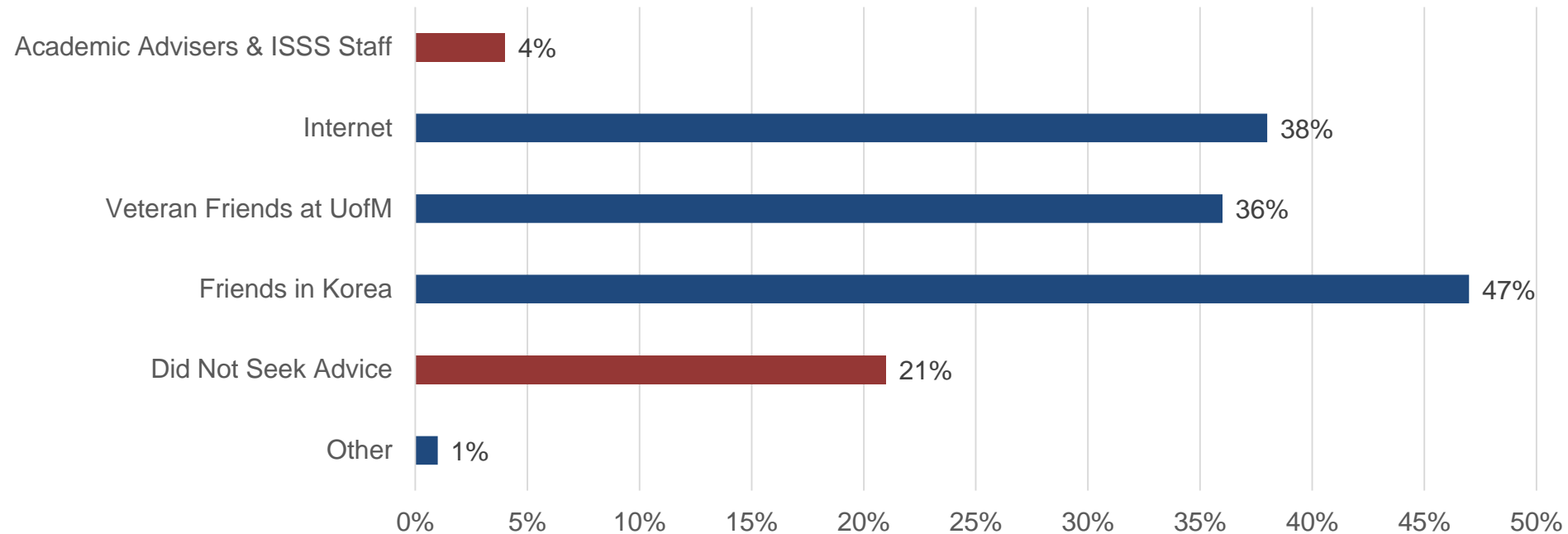
Military Discipline & Academics

“Did the military discipline help you perform better in academics?”



- Many students report the “Post-Military Academic Buff Effect” when they return.
- A rude awakening of life outside the military.

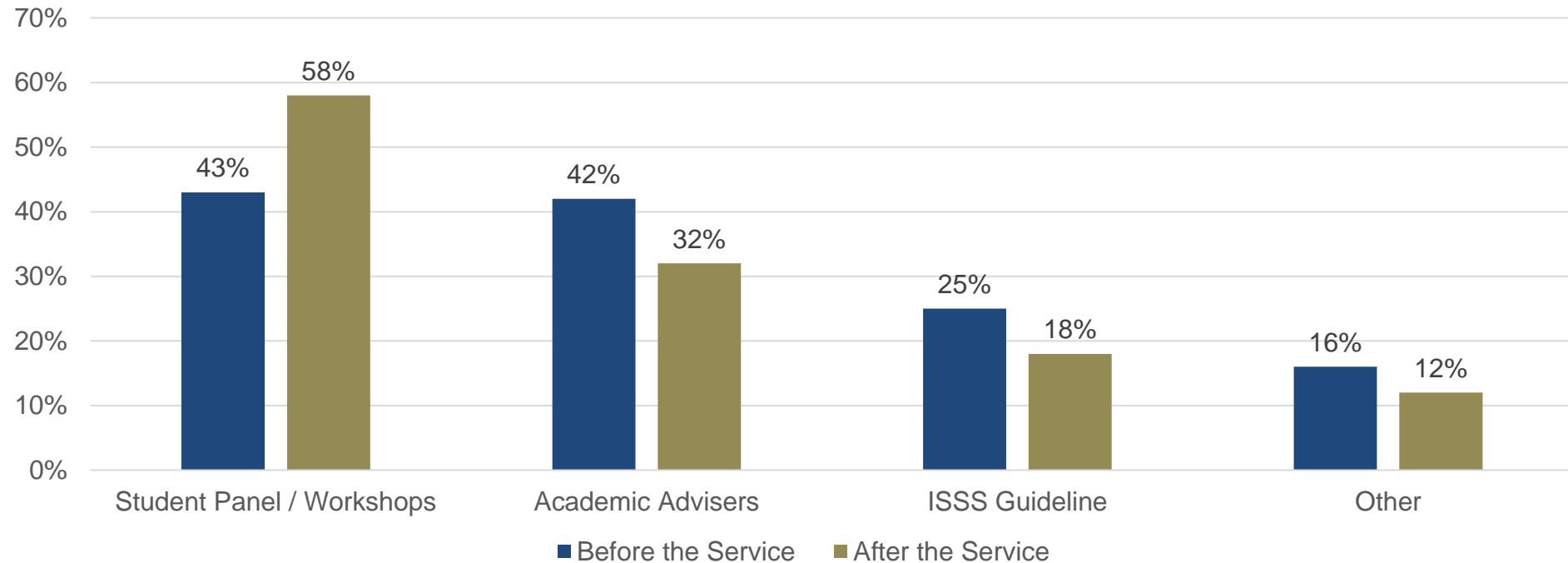
Students Seeking Advice



- Currently, many students do not expect the academic advisors to know a lot of their military duty.
- Most students seek advice from peer Korean International students, or external resources such as internet.

Students' Requests

“How may we provide the service you need?”



“Providing guideline regarding taking a leave of absence as well as returning to school. While in the military, I wish I had continuous communication from the advisory to share issues/concerns. ie: classes after returning to school, advising regarding graduation, getting a job, interests, etc.”

Recommendations

- ❑ Encourage students to finish military service as soon as possible (i.e. CLA and Carlson students, take LOA after first year; CSE students take LOA after the second year)
- ❑ Flag students on APLUS appropriately: Intends to/Has filed Leave of Absence → Personal → Military Deployment
- ❑ Know who Korean international students are
 - ❑ 1) on OFYP Tracking Database (NHS, NAS, IUT only. Select from Basic tab: Admit type; Advanced tab: Alien Temp and International filter. Click Apply. ICT students were part of NHS group)
 - ❑ 2) MyU.umn.edu—Reporting Center—Student Records—Student Roster Summary Statistics
- ❑ Realize that not all students will have similar military experience; what happened to some students might not happen to others.
- ❑ Help students choose manageable course load and credits the first semester upon return.
- ❑ Plan post military service academic plan before the military; think of military experience as a required course in the curriculum.

Recommendations (cont.)

- ❑ Career coach talks to them regarding job preparation and career services.
- ❑ Be aware of and inform students that they cannot do CPT for two semesters after they return to campus.
- ❑ More detailed instructions in ISSS website regarding Visa & passport renewal processes (It requires more official documents if student starts the return process while still serving in the military; make sure they are aware of such complications)
- ❑ MELP and ISSS could work together by providing on-line reentry module and a fall English refresher focusing on the challenging of language and academic readjustment. Prepare their English skills by planning social events.
- ❑ Become familiar with appropriate (or not appropriate) questions to ask when talking to students (handout provided).
- ❑ Better and clear communication with students.

A word cloud featuring the phrase "thank you" in various languages and colors. The central text "thank you" is the largest and most prominent, rendered in a bold red font. Surrounding it are other translations: "gracias" in green, "danke" in blue, "merci" in orange, "spasibo" in red, "dziękuje" in purple, "obrigado" in green, "sukriya" in purple, "terima kasih" in yellow, "kōp khun krap" in green, "ngiyabonga" in red, "teşekkür ederim" in purple, "moichhakkeram" in blue, "go raibh maith agat" in purple, "arigato" in purple, "dakujem" in orange, "merci" in orange, "sagolun" in blue, "hvala" in blue, "mauruuru" in blue, "dank je" in green, "tapadh leat" in red, and "ευχαριστώ" in blue. The words are scattered across the center of the page, creating a vibrant and multicultural display.

спасибо
danke 謝謝
ngiyabonga
teşekkür ederim
tapadh leat
moichhakkeram
go raibh maith agat
arigato
dakujem
merci
ευχαριστώ
dank je
gracias
bedankt
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dziękuje
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