Internationalization in Higher Education: Needs and Resources for International Students

Andrade, Maureen S. and Norman W. Evans, eds. 2009. *International Students: Strengthening a Critical Resource*. New York, NY: Rowman & Littlefield Education.

Marginson, Simon, Christopher Nyland, Erlenawati Sawir, and Helen Forbes-Mewett, eds. 2010. *International Student Security,* New York, NY: Cambridge University Press.

Montgomery, Catherine. 2010. *Understanding the International Student Experience*. New York, NY: Palgrave Macmillan.

Reviewed by Krishna Bista, Arkansas State University

Institutions of higher education in the United States, the United Kingdom, Australia, and Canada are leading in recruiting the best and brightest students from around the world. In the past three decades, the number of international students has been increasing significantly in all major host counties. These students represent different cultures, languages, and communication patterns inside and outside the classroom, and that results in more diverse multicultural teaching and learning environments for domestic students. In addition to educational benefits, international students are an important contribution to institutional and national revenues as they spend on tuition and living expenses. In recent years, international students' hosting countries have been changing their campus resources to address the substantial educational and cultural adjustment needs of these students.

In the context of student global mobility and internalization of education, in *International Students: Strengthening a Critical Resource*, Andrade and Evans (2009) discuss issues and challenges of international students in the United States and also recommend resources to strengthen the campus support systems to address the needs of students. Similarly, in *Understanding the International Student Experience,* Montgomery (2010) critically examines international student college experiences in the United Kingdom, whereas in *International Student Security,* Marginson, Nyland, Sawir, and Forbes-Mewett (2010) study social and economic security of international students in Australia. These three recent publications in the field of international student studies offer empirical research and best practices of college services for international students and present global students' challenges and concerns in a comparative perspective.

Andrade and Evans (2009) include seven important topics related to international students: adjustment issues, recruitment strategies, orientation practices, English language programs and academic supports, social supports and campus connections, intercultural learning, and immigration and legal issues. The editors and individual chapter authors have reviewed relative research and highlighted creative solutions and programming for the successful support of international students in the United States. The first few chapters deal with international students' retention and adjustment problems, and the authors suggest a need for on-campus connections between home students and overseas students to fix academic, social, and personal issues. The authors also compare institutional recruiting services, orientation practices, counseling services, and collaborations on seeking advice for increasing their efforts to maximize campus strategies to help international students. The book also includes some

exemplary services of support for international students at American institutions of higher education such as learning community programs at Kingsborough Community College, the Cousins Programs for intercultural friendship development at the University of Oklahoma, and so forth. The final section of the book illustrates immigration information for international students, and institutional responsibilities on students' visa status as they graduate from the program or transfer to another institution.

In *International Student Security,* with 200 in-depth interviews with international students at Australian public universities, Marginson, Nyland, Sawir, and Forbes-Mewett (2010) address the needs of international student security in terms of tuition and finance, on/off campus works, student housing, physical and mental health, immigration departments, academic institutions, and students' relationship with family, peers, and faculty. The authors also highlight cultural differences, learning varieties, linguistics, and socio-cultural challenges of international students. This book bridges a gap between student security and existing campus services for international students from the international students' own perspectives. The authors have included a plethora of narratives on international students' cultural identities, communication problems, economical challenges, health and insurance issues, and employment. In a student-as-customer approach to global education, authors are able to show why and how campus support systems should recognize the needs of mobile students. The authors also discuss the practice of professional staff development programs that train state and institutional staff to meet the human security needs of international students. In addition, they focus on the needs of national, international and cultural organizations, such as the National Union of Students, to represent diverse, multicultural, and multiethnic students and their concerns.

In her book, *Understanding the International Student Experience,* Montgomery (2010) clearly depicts how international students encounter both social and cultural academic differences and learn positively as a result of cross-cultural experiences while studying abroad. Montgomery examines the social factors and learning environments of international students. Through a constructivist approach, she suggests that international students establish an authentic meaning of their learning from their own perspectives of being embedded in social and cultural contexts. She addresses the dichotomy of the culture of internationalization in higher education as East versus West, and the cultural perspectives of students, faculty, and international student advisers as insiders and outsiders. With a supportive campus network or community of international students, Montgomery firmly believes that students and educators of overseas students can develop meaningful cross-cultural experiences. She dissects existing stereotypes, assumptions, and biases [perceived by host community] related to foreign students. Through several in-depth field observations and interviews, Montgomery demonstrates the values of the educational backgrounds and cultural identities that international students bring to the United Kingdom and how eager they are to layer new learning experiences and identities on top of home cultures.

All three books prepare faculty members, students, and support staff in offices of international programs to understand several unresolved issues of international students, including language proficiencies, mediocre finances, substandard housing, loneliness, and racism in the institutions of higher education. These books satisfy an academic audience of international and global education. The authors also encourage both insiders and outsiders to share their perspectives along with critical frameworks of policymakers, practitioners, and educators who directly and indirectly work with international students in the world.