

# 1 International Student Experiences and Graduate Employability: Perspectives and Issues

**Xin Zhao**

*University of Sheffield, UK*

**Michael Kung**

*University of Florida, USA*

**Krishna Bista**

*Morgan State University, USA*

**Yingyi Ma**

*Syracuse University, USA*

## Abstract

*This chapter offers literature on international student experiences and their graduate employability in higher education as well as an overview of the book. It also highlights the socio-political environment that impacts international students' employability and provides a holistic understanding of international student employability on a global scale, incorporating various higher education contexts, including the US, UK, Netherlands, Vietnam, and Japan.*

**Keywords:** higher education, employability, international students, study abroad, internationalization, student mobility, international programs

## Introduction

As the world becomes an increasingly globalized society, higher education institutions (HEIs) are transforming right along. Global universities are connecting more than ever with improving technologies, increasing numbers of students are traveling across the world to pursue new opportunities, and faculty are collaborating together on multi-continental projects. Global student mobility plays a critical role in building and rejuvenating a host country's economic, social, cultural, and research development as well as driving the development of research agendas (Humfrey, 2011).

Any HEI that wants to attract, recruit, and graduate talented international students into their academic program needs to have a solid understanding of what it is that international students seek in their educational experience as well as what support they need to achieve

these goals and any concerns they may have about their program and job prospects after graduation. For example, the universities themselves need to continually develop, grow, and offer robust academic programs, while also providing a safe and comfortable environment for their students. While these needs constantly change to reflect world politics and current events, not unexpectedly, the major concerns of international students frequently include career preparation and employment opportunities.

This book aims to contribute to the literature on international student experience and their graduate employability in higher education. For international students, study abroad may have major intended and unintended impacts on their career opportunities and development. Yet, the literature on international students tends to focus more on their motivations for study abroad and their campus experiences, and we know relatively little about their career development and destinations. This volume intends to fill the void. In this book, we explore the socio-political environment that impacts on international students' employability and discuss student experiences of employability development during and after their studies. The book also aims to provide a holistic understanding of international student employability on a global scale, incorporating various higher education contexts, including the US, UK, Netherlands, Vietnam, and Japan.

## **International Student Mobility**

International students participate in study abroad programs for multiple reasons, such as for potential immigration opportunities, accumulation of scientific capital, high-quality research training, and cultural exchange and experiences in another country, financial gains, family expectations, and political freedom; however, the most common factor is for career preparation and advancement (Li, Shen, and Xie, 2021; Lin and Flores, 2011). To add to this, many employers are now seeking students with additional skills, such as intercultural communication, or expecting their applicants to have had some international experience.

International student mobility has increased considerably from 1.3 million students in 1990 to 2.1 million in 2001 to six million in 2020; following this trajectory, the 2030 predictions for student mobility are often close to the 10 million range (Liu, 2021; Statista, 2021). This enrollment data has not included those who stay in their home country—enrolled in the model of “Internationalization at Home”, which could have made the number of international students even bigger. From a global perspective, Western countries (such as the US, Canada, UK, Australia, and so on) are usually viewed as having more prestigious

and reputable educational institutions, and thus are the most common destinations (Zhao and Kung, 2021). They tend to have expansive degree program options, the most modern educational facilities, and practical training, which explains why the United States, United Kingdom, Canada, Australia, and New Zealand combined host over 50% of all globally mobile students; the United States (24%) and UK (11%) alone make up the two largest hosts for international students (Institute of International Education, 2017).

The increasing student mobility has brought benefits to all, such as to society and the world of academia, as well as to local governments and universities. International students introduce a new level of culture and play a critical role in fostering diversity across the campus and community. They expand and enrich the classroom learning environment by bringing diverse, cultural perspectives, and new ideas and knowledge (Todoran and Peterson, 2020). Thanks to them, their classmates are often able to discover the world and start developing a professional global network especially since many returning international students strengthen and sustain ties with US companies and communities (Todoran and Peterson, 2020). Additionally, besides the cultural value international students bring, they also contribute economically to the host country. International students tend to pay full tuition, and some universities heavily rely on this tuition to cover university expenses. For example, according to the US Department of Commerce, in 2020, international students contributed \$39 billion to the US economy (Institute of International Education, 2021).

### **International Student Employability**

Student employability has received considerable attention in the literature, although a consistent definition of the term remains lacking. Yorke and Knight (2006), define employability as “a set of achievements – skills, understandings, and personal attributes – that make individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (p. 8). This emphasizes not just personal attributes, alongside skills and knowledge, but also points to the idea of longer-term success and satisfaction in an employment role as being part of employability. While not the only way of looking at employability, one important aspect is how the skills, knowledge, and attitudes developed through study abroad contribute directly to a student’s ability to create a sustainable career.

In the context of an increasingly internationalized agenda, enhancing employability has become a key motivation for students to seek

education abroad and a benchmark for measuring performance at an individual and institutional level (Crossman and Clarke, 2010; Irwin et al., 2019; Huang, 2013; Potts and Kim, 2021; Li, 2013). From a student perspective, there is little doubt that employability is a key driver for studying abroad, particularly in terms of skills and knowledge acquisition and personal development (Huang and Turner, 2018; Nilsson and Ripmester, 2016; Singh, 2020). From the educator's perspective, it is also crucial to embed employability in the curriculum design to ensure high quality teaching (Yorke and Knight, 2006; Valero et al., 2020). Finally, from an employment perspective, students with international experiences are often viewed more favorably compared to students without these experiences; indeed, many employers now expect students to have some form of international experience and have intercultural communication skills (Wickramasinghe and Perera, 2010; Rayner and Papakonstantinou, 2015; British Council, 2018).

With the number of international students significantly increasing, it is imperative for universities to meet the expectations of employability development of these students. However, literature on international student mobility typically focuses on the academic transition of international students (Bista, 2019; Bista, Allen, and Chan, 2022). Relatively fewer studies have been focused on the way study abroad affects international student employability (Cai, 2014 ; Kommers and Bista, 2021; Huang and Tuner, 2018). What are the potential benefits or drawbacks of studying abroad in terms of employability? We urgently need to explore this topic from a global perspective and from the perspectives of various stakeholders. A lot of research is needed to understand the underrepresented international student groups, including those with different religious backgrounds, those with undocumented and refugee students, those from less wealthy countries, as well as those studying different types of programs (e.g., short-term, long-term, exchange, internationalization at home) and degrees (e.g. foundation degrees, doctoral degrees). Research comparing students studying research degrees with those studying taught degrees is also lacking. Furthermore, research suggests a lack of engagement of employers and alumni, particularly those based overseas, calling for attention from researchers and practitioners to strengthen the tie between industry and higher education and mapping out the different perspectives and expectations.

### *Part I Social and Political Climate of International Student Employability*

Our book opens by addressing the social and political climate of international student employability. With the ultimate goal of many

international students being employment or career advancement, having a thorough understanding of the global situation is quite important as they graduate and start to look for jobs. An unstable political climate could easily prevent a recent graduate from obtaining work authorization in a host country or from even being allowed to stay after graduation. Similarly, views in the workplace or not being able to fit into a country's work culture could lead to misunderstandings as well. A recent significant example of this includes the series of executive orders restricting travel from Muslim-majority countries in 2017, initiated by then president Donald Trump (Jan 20, 2017-Jan 20, 2021), which lead to widespread fear and uncertainty within the international community. Rose-Redwood and Rose-Redwood (2017) described the situation for international students as being in a "world of flux" and "precarious world of insecurity" (p. II) where international students were being targeted and discriminated against because of race, religion, ethnicity, and national origin. Despite the executive orders being challenged in court and later revised, the lasting repercussions had far-reaching effects, with even large numbers of students not from the affected countries feeling anxious and oppressed (Todoran and Peterson, 2020). A country's social and political climate can often include policies directly affecting international students, causing them to not only worry about their own legal immigration status during their study, but also whether they are allowed to stay after graduation to look for employment or must return home, as well as possible impacts to their potential job prospects (Rose-Redwood and Rose-Redwood, 2017; Todoran and Peterson, 2020). This is why it is crucial to first understand a country's social and political climate when examining international student employability.

Kommers starts by analyzing a critical factor associated with study abroad - how a study abroad experience affects early career income. It is commonly assumed that study abroad leads to a higher starting income, although the results of this study report otherwise. This study raises the question of whether studying abroad is genuinely as beneficial to students' careers as currently assumed from the economic returns perspective. Next, Asada and Ryu reflects on literature and policies related to international students' employability in Japan, especially as recent policies focus on their potential contribution to revitalize Japan's society and economy by developing *guroburu jinzai* (global human resources). International students are viewed as a potential source for *guroburu jinzai* to bolster Japan's global economic competitiveness as they have the skills and knowledge needed to compete in a globalized economy; however, the chapter also addresses the realities as international students struggle to integrate with Japan's *Shūkatsu* (job-hunting) system. The first section concludes with Amuedo-Dorantes, Lopez, and Muchow examining recent international student visa trends in the US and the effects of the

Trump administration on international graduate student enrollments. The number of international students in the US has declined since 2015, coinciding with less favorable global views toward the US, and this chapter examines the extent to which global awareness of Trump (via Google search data) relates to international student enrollments.

*Part II Embedding Employability in the Curriculum: Internships and Internationalization at Home Programs*

In today's competitive labor market, employers are increasingly looking for graduates with prior work experience or additional skills that help them stand out. In recent years, higher education institutions have emphasized internships and placements through career services, often by integrating employability opportunities into the curriculum. However, research suggests that international students face more challenges than domestic students when participating in these opportunities, such as language and cultural barriers, visa restrictions, lack of understanding of the labor market in the host countries, lack of opportunities for global markets, and so on (Bista et al., 2022; Gribble et al., 2017; Goodwin and Mbah, 2019; Jackson, 2017).

The second part of our book looks at the embedding of employability opportunities within the curriculum, particularly through internship and internationalization at home programs to support the employability development of the international students. Gopal's study explores how international students access internship opportunities as well as the outcomes of their internship participation at a U.S. higher education. Through the lens of intersectionality theory (Crenshaw, 1991) and in-depth interviews with fifteen international students, her study advances the international education field and understanding concerning the outcomes of internship participation among international students by: (1) providing clarity on the influence of career services as students' search for internships; (2) exploring the impact of visa regulations on students ability to acquire internship experiences; (3) connecting intersectionality with international students' experiences; and (4) challenging deficit thinking when describing international students' needs in accessing work experience due to their temporary status in the U.S. In her study, Gopal also provides useful recommendations for educators to better support the career development of international students, highlighting the importance of strengthening the ties among student support services, policy structures and resources provisions within higher education institutions and engaging with stakeholders in the global labor market.

Another form of embedding employability within the curriculum is the internationalization at home programs (IaH) (Crowther et al

2001). It is often considered as “purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen and Jones, 2015, p. 76). Many higher education institutions have invested in the internationalization of their curriculum at home in recent years to provide students who cannot go abroad for study or placement with opportunities to experience meaningful intercultural experiences and develop transferable employability skills (Jones, 2014; Watkins and Smith, 2018). There is also a recent trend that universities start to embed IaH into the curriculum as a preparation for study abroad programs. Van Puymbroeck, Gerretsen, and Shinnick examine how the IaH could help to prepare students for studying abroad. They took a quantitative approach to look at the moderating effects of the IaH program in helping students to develop intercultural competence, which is an important employability skill for international students. Their study follows students from a 4-year undergraduate program to identify the impact of IaH program on student intercultural competence development, which is a core employability skill. The results demonstrated that students that had followed an IaH program prior to their stay abroad significantly outperformed students that had not participated in an IaH program prior to their stay abroad. Their study highlights the importance of embedding IaH (short-term or long-term) into the curriculum prior to study abroad degrees to increase student employability.

Parry and Zhao next reflect upon literature on international student employability and highlight a lack of innovative research methods in understanding student study abroad experiences. They propose the use of visual methods as a way to advance our understanding of international student employability. Their chapter provides an in-depth discussion of innovative visual methods, using digital drawings to add a narrative spin to traditional methods of study abroad studies. In their study, they also showcased the visual data from published work to illustrate the value of non-traditional data in advancing research on international student employability.

### *Part III Graduate Careers at Home and Abroad: Demystifying International Graduate Experiences and Career Destinations*

In the context of an increasingly internationalized agendas, universities need to not only prepare graduates for domestic job markets but also for work overseas. Recent decades have witnessed an increase in the number of students returning to their home countries after study abroad (Zhao and Cox, 2022; Zweig and Ge 2018). However, there is relatively limited research into the impacts of study abroad for international students when they return to their home countries for employment (Huang et al.,

2014; Kommers et al., 2021; Pham, 2021; Zweig and Han, 2010). What happens after international students graduate often remains a myth to many educators. There is an urgent need to fill in the research gap by exploring the experiences of our international alumni and those who recruit them. Similarly, research should also focus on comparing the employability experiences of international students within and outside the host countries.

In the final section of our book, Pham and Phan provide insights on the employment experiences of eight Vietnamese English teachers who had completed a graduate degree overseas and then returned to Vietnam to look for jobs, describing barriers, constraints, and adaptations needed to re-integrate into the job market. Their study shows that international qualifications are no longer sufficient to facilitate career advancement of graduates in the home labor market. They highlighted the utilization of different forms of intellectual capitals in enhancing their employability, such as local professional networks at home. Their study also warns educators and students not to overlook the process of knowledge transfer across cultural contexts, i.e., the skills that returnees need to develop in order to apply the knowledge and skills developed abroad into the work context at home.

Next, Zhu and Zhao explore the perspectives of Chinese employers on overseas returnees. Informed by Hernández-March et al.'s employability skills framework (2009), they mapped the essential employability skills valued by Chinese employers and how these skills have been enhanced by study abroad programs from the perspectives of these employers. Their study offers great insights into the experiences of Chinese employers recruiting and working with international returnees. It highlights a mismatch between skills taught by academic programs in Western universities and those expected in the overseas labor markets. Furthermore, their study also identifies the effective career websites often used by Chinese employers, providing practical career support suggestions for international students as well as the educators with a responsibility for teaching and supporting these students.

In the final chapter, Li describes the strategies and struggles of international Chinese graduate students as they seek to find employment after graduation, both within and outside the host country. By conducting in-depth interview with 15 international Chinese graduates in the US, Li highlighted the common career challenges faced by these students in both the US (e.g., visa sponsorship issues and restrictions, lack of local professional networks) and in China (e.g., intense competition with other returnees, low familiarity with the professional culture, barriers of transferring knowledge obtained abroad back home). Li also identifies effective strategies employed by these students for achieving a successful post-graduation career. The study offers great insights into



the international student's career journey as well as practical suggestions for both international students and the educators in the West.

### **The Implications and Future Directions**

Student mobility and employability are closely entwined, and this book has shown with empirical evidence that transnational students cross borders with concerns over employability in their minds. Some want to return to their home country, and others want to stay in the host country, and still others may go to a third country for employment beyond home and host countries. What they share in common is that international students want to improve their employability through study abroad. However, we know little from the current research on international students regarding their employability, as researchers have rarely examined these questions.

This book has filled the gap in linking student mobility with employability. It has included various empirical studies on the impact of study abroad on employability. For example, the impact on earnings is not necessarily positive. However, more studies are needed in providing a longer-term picture of earnings trajectories, as well as more comparative studies involving different countries with diverse contexts of receptions. In addition, several top destination countries such as the US and UK have adopted new policies to ease international students' employability in the host country. In the US, most recently the Biden administration has expanded the list of STEM fields that give international students 36 months of Optional Practical Training (OPT)—the time international students can work in the U.S after graduation before employers could sponsor the work visa H1B (The White House, 2022). In contrast, non-STEM fields have only 12 months of OPT. In the UK, starting from July 1<sup>st</sup>, 2021, all international students regardless of fields can work up to two years under the new Graduate Visa. These new policies are all created to attract global talent and welcome more international students. Many changes are expected in the near future and questions that we need to ask ourselves include: Are they able to achieve the intended purposes? Will international students who seek employability in host countries pay closer attention to these policy changes when they decide their study abroad locations? Future studies can research the impact of these new policies linking international students' mobility with employability.

This book also includes both conceptualizations of international students who participate in "Internationalization Abroad" (IA) through physically crossing the border and those who participate in "Internationalization at Home" (IaH). The COVID-19 pandemic has potentially transformed international education as many international students were forced to stay in their home country and resort to online

education. Although some international students were able to travel after 2021, many of them, especially those enrolled in a master's degree program, completed their education entirely in their home countries. In other words, the COVID-19 pandemic has effectively made the IaH model more prevalent. Is the IaH model going to be increasingly popular in the post pandemic world? Or will it morph into some blended version with IA? Will employers be receptive to international graduates from IaH models? Future research could aim to collect data and compare the different impacts of IA and IaH on the employability of international students.

Finally, it is incumbent for higher education institutions to provide better support for international students' career services. Higher education institutions of host countries need to connect international student recruitment and career services and provide a more holistic approach to supporting their international students (Ma, 2020). This book shows with empirical evidence that university career services are currently ill-equipped to provide necessary information for international students' career development including internship opportunities, which negatively influences international students' satisfaction. In order to continue attracting international students, HEIs need to be more globally-minded in assembling a team of staff and administrators with expertise and experience in supporting international students' career development, in order to enhance the employability of international students, and ultimately enhance the reputation of the HEIs.

## References

- Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (eds.). *The European higher education area* (pp. 59-72). Springer
- Bista, K. (2019). *Global perspectives on international student experiences in higher education: Tensions and issues*. Routledge.
- Bista, K., & Allen, R., & Chan, R. (2022). *Impacts of COVID-19 on international students and the future of student mobility*. Routledge.
- British Council. (2018). Employability in Focus: Exploring employer perceptions of overseas graduates returning to China. [https://www.agcas.org.uk/write/MediaUploads/Resources/ITG/British\\_Council\\_Employability\\_in\\_Focus\\_China.pdf](https://www.agcas.org.uk/write/MediaUploads/Resources/ITG/British_Council_Employability_in_Focus_China.pdf)
- Cai, Y. (2014). Enhancing overseas Chinese graduate employability: The case of Chinese graduates with Finnish academic qualifications. *Frontiers of Education in China*, 9(3), 377-402. <https://doi.org/10.3868/s110-003-014-0031-x>
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43, 1241-1299.

- Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens, H., & Wächter, B. (2001). Internationalisation at home EAIE. <https://www.univ-catholille.fr/sites/default/files/Internationalisation-at-Home-A-Position-Paper.pdf>
- Crossman, J. E., & Clarke, M. (2010). International experience and graduate employability: Stakeholder perceptions on the connection. *Higher education*, 59(5), 599-613. <https://doi.org/10.1007/s10734-009-9268-z>
- Gribble C., Rahimi M., & Blackmore J. (2017) International students and post-study employment: The impact of university and host community engagement on the employment outcomes of international students in Australia. In L., Tran, & C. Gomes (eds) *International student connectedness and identity*. Springerdoi:10.1007/978-981-10-2601-0\_2
- Goodwin, K., & Mbah, M. (2019). Enhancing the work placement experience of international students: towards a support framework. *Journal of further and higher education*, 43(4), 521-532. doi: 10.1080/0309877X.2017.1377163
- Hernández-March, J., Martín del Peso, M., & Leguey, S. (2009). Graduates' skills and higher education: The employers' perspective. *Tertiary Education and Management*, 15(1), 1–16. <https://doi.org/10.1080/13583880802699978>
- Huang, R. (2013). International experience and graduate employability: Perceptions of Chinese international students in the UK. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13, 87-96. <https://doi.org/10.1016/j.jhlste.2013.07.001>
- Huang, R., Turner, R., & Chen, Q. (2014). Chinese international students' perspective and strategies in preparing for their future employability. *Journal of Vocational Education and Training*, 66(2), 175-193. <https://doi.org/10.1080/13636820.2014.894933>
- Huang, R., & Turner, R. (2018). International experience, universities support and graduate employability—perceptions of Chinese international students studying in UK universities. *Journal of Education and Work*, 31(2), 175-189. <https://doi.org/10.1080/13639080.2018.1436751>
- Humfrey, C. (2011). The long and winding road: A review of the policy, practice and development of the internationalisation of higher education in the UK. *Teachers and Teaching*, 17(6), 649-661. <https://doi.org/10.1080/13540602.2011.625140>
- Jackson, D. (2017). Exploring the challenges experienced by international students during work-integrated learning in Australia. *Asia Pacific Journal of Education*, 37(3), 344-359. doi: 10.1080/02188791.2017.1298515
- Institute of International Education. (2017). *A World on the move: Trends in global student mobility*. <https://www.iiie.org/Research-and-Insights/Publications/A-World-on-the-Move>
- Institute of International Education. (2021, November 15). *Open Doors 2021: report on International Educational Exchange*. IIE open doors/ international students. <https://opendoorsdata.org/annual-release/international-students/#presentation>
- Irwin, A., Nordmann, E., & Simms, K. (2019). Stakeholder perception of student employability: does the duration, type and location of work experience matter?. *Higher Education*, 78(5), 761-781. <https://doi.org/10.1007/s10734-019-00369-5>

- Kommers, S., & Bista, K. (2021). *Inequalities in study abroad and student mobility: Navigating challenges and future directions*. Routledge.
- Li, Z. (2013). A critical account of employability construction through the eyes of Chinese postgraduate students in the UK. *Journal of Education and Work*, 26(5), 473-493. <https://doi.org/10.1080/13639080.2012.710740>
- Li, L., Shen, W., & Xie, A. (2021). Why students leave Chinese elite universities for doctoral studies abroad: Institutional habitus, career script and college graduates' decision to study abroad. *International Journal of Educational Development*, 84, 102408. <https://doi.org/10.1016/j.ijedudev.2021.102408>
- Lin, Y.-J., & Flores, L. Y. (2011). Job search self-efficacy of East Asian international graduate students. *Journal of Career Development*, 40(3), 186-202. <https://doi.org/10.1177/0894845311418655>
- Liu, H. (2021). Student mobility and the internationalisation of higher education in the UK. *Knowledge Cultures*, 9(1), 95-112. <https://doi.org/10.22381/kc9120216>
- Ma, Y. (2020). *Ambitious and anxious: How Chinese college students succeed and struggle in American higher education*. Columbia University Press.
- Nilsson, P. A., & Ripmeester, N. (2016). International student expectations: Career opportunities and employability. *Journal of International Students*, 6(2), 614-631. <https://doi.org/10.32674/jis.v6i2.373>
- Pham, T. (2021). Reconceptualising employability of returnees: What really matters and strategic navigating approaches. *Higher Education*, 81(6), 1329-1345. <https://doi.org/10.1007/s10734-020-00614-2>.
- Potts, D., & Kim, J. (2021). Boosting career and employability outcomes through multiple learning abroad experiences. *Journal of Studies in International Education*. <https://doi.org/10.1177/10283153211052775>
- Rayner, G., & Papakonstantinou, T. (2015). Employer perspectives of the current and future value of STEM graduate skills and attributes: An Australian study. *Journal of Teaching and Learning for Graduate Employability*, 6(1), 100-115. <https://doi.org/10.21153/jtlge2015vol6no1art576>
- Rose-Redwood, C. A., & Rose-Redwood, R. (2017). Rethinking the politics of the international student experience in the age of Trump. *Journal of International Students*, 7, I-IX. doi:10.5281/zenodo.569939
- Singh, J. K. N. (2020). Why do Chinese international students studying in Australia repatriate? Australian Chinese graduates tell it all. *Journal of Further and Higher Education*, 44(9), 1207-1219. <https://doi.org/10.1080/0309877X.2019.1669771>
- Statista. (2021). Statista. Retrieved October 5, 2021, from <https://www.statista.com/statistics/297132/top-host-destination-of-international-students-worldwide/>
- The White House, 2022. FACT SHEET: Biden-Harris Administration Actions to Attract STEM Talent and Strengthen our Economy and Competitiveness. <https://www.whitehouse.gov/briefing-room/statements-releases/2022/01/21/fact-sheet-biden-harris-administration-actions-to-attract-stem-talent-and-strengthen-our-economy-and-competitiveness/>
- Todoran, C., & Peterson, C. (2020). Should they stay or should they go? How the 2017 U.S. travel ban affects international doctoral students.

- Journal of Studies in International Education*, 24(4), 440–455. <https://doi.org/10.1177/1028315319861344>
- Valero, M. D. R., Reid, T., Dell, G., Stacey, D., Hatt, J., Moore, Y., & Clift, S. (2020). Embedding employability and transferable skills in the curriculum: A practical, multidisciplinary approach. *Higher Education Pedagogies*, 5(1), 247-266. <https://doi.org/10.1080/23752696.2020.1816846>
- Wickramasinghe, V., & Perera, L. (2010). Graduates', university lecturers' and employers' perceptions towards employability skills. *Education+ Training*, 52(3), 226-244. <https://doi.org/10.1108/00400911011037355>
- Yorke, M., & Knight, P. T. (2006). *Embedding employability into the curriculum*. Higher Education Academy. <https://www.advance-he.ac.uk/knowledge-hub/embedding-employability-curriculum>
- Zweig, D., & Ge, Z. (2018). How Chinese students who return home after studying abroad succeed – and why they don't. *South China Morning Post*. <https://www.scmp.com/comment/insight-opinion/asia/article/2157081/how-chinese-students-who-return-home-after-studying/>
- Zweig, D., & Han, D. (2010). Sea turtles' or 'seaweed?' the employment of overseas returnees in China'. In C. Kuptsch (Ed.), *The internationalization of labour markets* (pp. 89-104). ILO Publications.
- Zhao, X. & Kung, M. (2021). What does it take to find a job today?: International Chinese doctoral student perspectives on domestic and international employment. In C. R. Glass & P. Gesing (Eds.), *Critical perspectives on equity and social mobility in study abroad: Interrogating issues of unequal access and outcomes* (pp. 97-114). Routledge. <https://doi.org/10.4324/9781003145837>
- Zhao, X., & Cox, A. (2022). Chinese students' study in the UK and employability: the views of Chinese employers, students and alumni, and UK teachers. *Journal of Education and Work*, 1-19.

## Author Biographies

**Xin Zhao (Skye)** is a university teacher at the Information School of the University of Sheffield and a senior fellow of HEA. Her areas of interests include internationalization, digital pedagogy, and cross-cultural communication. Dr. Zhao also delivers staff training courses at national and international conferences and staff development weeks at Linnaeus University, the University of Zadar, and Central China Normal University. Among her many roles, Dr. Zhao is currently Employability Officer at the Information School and is actively engaged in activities for student employability development. E-mail: [Xin.Zhao@sheffield.ac.uk](mailto:Xin.Zhao@sheffield.ac.uk)

**Michael Kung** is Director of Global Education and the Program Director for the Sustainable Design Master's program at the College of Design, Construction and Planning at the University of Florida. His research interests include international education and culture and educational technology, as well as sustainability and historic preservation. Much of

his research and international experience comes from regularly traveling to countries in Asia, such as China, Taiwan, South Korea, Indonesia, and Singapore, as well as the MENA region. Dr. Kung has published and presented in North America and Asia and also serves as a guest reviewer for multiple international journals. E-mail: mkung@ufl.edu

**Krishna Bista** is Vice President of the STAR Scholars Network and a Professor of Higher Education in the Department of Advanced Studies, Leadership and Policy at Morgan State University, Maryland. Dr Bista is the Founding Editor of *Journal of International Students*. His research interests include comparative and international higher education issues, global student mobility, and innovative technology in teaching and learning. His recent books include *Online Teaching and Learning in Higher Education* (Routledge, w/Chan and Allen), *Global Perspectives on International Student Experiences* (Routledge), *Higher Education in Nepal* (Routledge, w/Raby and Sharma), *Rethinking Education Across Border* (Springer, w/Gaulee & Sharma), and *Inequalities in Study and Student Mobility* (Routledge, w/Kommers). E-mail: krishna.bista@morgan.edu

**Yingyi Ma** is a Professor of Sociology and Director of Asian/Asian American studies at Syracuse University, New York. She is the Provost Faculty Fellow, focused on internationalization where she leads and supports culturally responsive pedagogy and programs for international education and partnership. She received a Ph.D. in sociology from Johns Hopkins University in 2007. She is the author of her recent book, *Ambitious and Anxious: How Chinese College Students Succeed and Struggle in American Higher Education* (Columbia University Press). E-mail: yma03@syr.edu