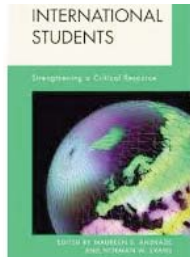


## ***International Students: Strengthening a Critical Resource.***

Maureen S. Andrade and Norman W. Evans (Eds) (2009). Lanham, MD: Rowman & Littlefield Education. ISBN-10: 1607091755 \$38.67, pp. 301.



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International student mobility is changing quickly in institutions of higher education in the United States, the United Kingdom, Australia, and Canada. In the U.S. alone, the total number of global mobile students reached 9.5 million in 2012. In comparison to other European countries, there are fewer published resources about and for international students in the U.S. In this demanding academic context, I consider *International Students: Strengthening a Critical Resource* written by Maureen S. Andrade and Norman W. Evans as an important handbook for international students' educators and administrators. This book addresses eight major issues: adjustment, persistence, recruitment, orientation, English language programs, social support services, intercultural communication and learning, and immigration and legal issues. Contributors include experts in international students' admissions, orientations, teaching, and immigration services.

Largely culling from their own experiences of working with international student services, the authors of the first five chapters provide a broader picture of international students in the U.S., in terms of their growing demographics, recruiting strategies, and patterns in student orientation services. In acknowledging the urgent needs and challenges that diverse international students face in search of a successful college experience, the authors recommend collaborative initiatives— not only at the institutional level but also at the national level— for developing new policies. One strategy discussed in the first chapter involves improving communication among organizations that support international education. Compared to domestic students, international students undergo different adjustment issues because of their social and cultural backgrounds, such as limited English language proficiency and exposure to academic cultures that are very different than those in the U.S. The authors of the second and third chapters

make a strong connection between campus support systems and the issues of retention and persistence among international students.

Several subsequent chapters organize a program for strengthening international students' resources and services across American campuses. For instance, the authors of the fourth chapter suggest several best practices for recruitment that can be used in different institutions. To meet the need and expectations of international students, the contributors of the fifth chapter present the ways in which college orientations might better demonstrate key components through technology. In chapters six, seven, and eight, the authors greatly explain and suggested important campus services that may enhance international students' learning skills. To bridge social and academic gaps, the authors suggest that campuses develop and practice several programs, including English language programs, writing centers, Ambassador Programs, Community Friendship Programs, Teaching Fellow Programs and Leadership Centers. They also explore how such innovative activities at the university-level build intercultural relations among students and help students adjust in times of transition.

The final chapter brings forth important resources on immigration issues for international students and their educators. The authors explain different types of visa regulations for non-resident alien students, Fulbright students, and other exchange-category students; they also offer tips on how to advise such diverse, overseas students.

Although the book is not heavily grounded in research, it successfully shares experiences. These editors and authors foreground experience as a critical resource in contemporary arguments about the direction of international education. This book will be of particular interest to practitioners (directors and advisors) of international student affairs and international education. However, education policymakers, employers, faculty, and academic administrators of student affairs at higher education institutions can equally benefit from this book.

### **About the Reviewer**

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