

Home and Abroad: International Student Experiences and Graduate Employability

Zhao, X., Kung, M., Bista, K., & Ma, Y. (2022). STAR Scholars.

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Home and Abroad: International Student Experiences and Graduate Employability fills a void of international student research by incorporating multiple countries' higher education contexts and providing a holistic understanding of international student employability on a global scale. It explores the socio-political environment that impacts international students' career preparation and employment opportunities and makes recommendations for higher

education institutions to better support the career development of international students. Educators who work with international students as well as scholars with a research interest on international student success will be able to identify and address the current challenges facing international students' career preparation through the research findings in the book.

Zhao, Kung, Bista, and Ma (2022) argue that to provide a holistic approach to support international students on a global scale, higher education researcher and professionals need to focus more on international students' career development and destinations in addition to their motivation for study abroad and their campus experiences. According to Zhao et al. (2022), the connectivity between the tertiary student global mobility and students' career

outcomes is missed in current international student research. The international student employability topic needs to be explored from a global perspective and perspectives of various stakeholders, for example, the impact of different social political environments of host countries on students' career destination decision; perspectives and evaluation of hiring employers in host and home countries on international students' professional knowledge and skills; employability experiences of international students within and outside of the host countries; and suggestions to higher education career services on how to prepare international students for the global labor market.

In Chapter 3, Asada and Ryu (2022) contribute to the understanding of international students' career opportunities in host countries. They analyze how Japan develops its global human resources policy to increase international student recruitment and incentivizes them to seek employment in Japan to revitalize Japanese society and its economy given Japan's dwindling population and the increasingly globalized economy. The multidimensional evaluation from various stakeholders in this research identifies a mismatch from Japanese employers' expectations and international students' knowledge and skills. Higher education institutions in Japan are providing tailored services for international students and collaborate with employers to bridge the gap. Amuedo-Dorantes, Lopez, and Muchow (2022) in Chapter 4 present empirically a different account demonstrating how the rhetoric and policies of former President Trump attributed to the declining international student enrollment and less favorable global attitudes towards the U.S. higher education and the U.S. employment prospects. Chapter 3 and 4 argue for adoption of strong college-to-workforce transition programs to maximize the global mobility and employment of skilled workers.

Gopal (2022) adopts intersectionality theory as a conceptual framework to articulate the inequal employment opportunities that international students receive in the U.S. in Chapter 5. Gopal (2022) argues in the research findings that there is a misalignment between international students' career needs and the career services offered to them. International students need guidance from universities when exploring internship opportunities and employment post-graduation under the U.S. visa restrictions. Gopal concludes that international students are marginalized in career seeking, a matter of power dynamics, that creates and perpetuates the employment inequities.

With lights and lens shed from each chapter, the book presents an overall image of international students' career prospects to higher education institutions, employers, and policy makers. Each chapter has its unique focus and explores international student employability from different angles. This book embraces perspectives and influences from various stakeholders: policy makers, employers, career services professionals, and higher education administrators. It calls for an immediate action on higher education institutions which actively recruit international students, i.e., a holistic

support to them with attention to their career outcomes. It illustrates evidentiarily how national policies and social economical environments affect international student mobility as well as global attitudes. For international students who plan to return to home country post-graduation, Chapter 9 and 10 present research findings from employers in home countries that provide references to students and career services professionals in host countries.

This book offers a timely exploration of international student employment challenges and opportunities in the global context. It provides evidentiary arguments and guidance to international educators, higher education researchers, and career services professionals on how to best support international students career seeking.

About the Reviewer

Ling Gao LeBeau is Associate Director of International Student Success at Syracuse University. LeBeau is a scholar practitioner in the field of international higher education with years of experiences in teaching, research, and administration. Her work experiences range from teaching undergraduate and graduate students, advising international students and scholars, directing study abroad programs, developing international partnerships, to leading and implementing campus internationalization initiatives. LeBeau serves on various leadership committees of NACADA, AIEA, NAFSA, and frequently presents and publishes on issues of international higher education. Dr. LeBeau's research interests include international student academic success, global learning, curriculum internationalization, international partnerships, and others. LeBeau holds a PhD in Higher Education and MS in Language Education from Indiana University Bloomington. E-mail: lglebeau@syr.edu