Book Review

Developing the Global Student: Higher Education in an Era of Globalization Internationalization in Higher Education Series

Killick, D. (2015). *Developing the global student: Higher education in an era of globalization. Internationalization in higher education series.* New York: Routledge. 209 pages. ISBN: 978-0415728058
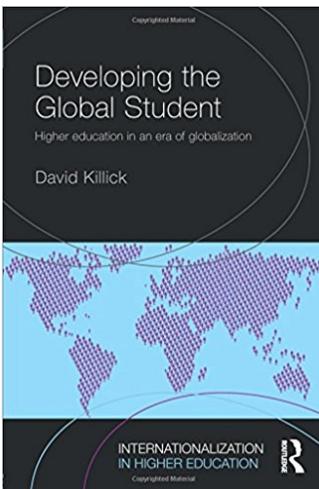
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Recruitment and retention of students are great concerns of higher education institutions of today. Increased competition combined with student expectation have created a conundrum for senior administrators. Leaders face affordability concerns, access issues, and a dwindling pool of traditional college-aged students. One possible solution rests in recruitment of international students. This population has increased nearly 46% since the 2004/2005 school year according to the most recent *Open Doors* 2016 findings (Institute of International Education, 2016). Many international students seek higher education in the United States as a means to impact their home environment or remain in the country (Killick, 2015). Some international students may view the United States as having greater educational opportunity than their homeland (Mazzarol &

Soutar, 2002). While international students may choose institutions in the United States for academic reasons, administrators must contemplate educating the whole student. Killick (2015) reminds us of this idea when he states, "Of those who return home with their 'Western' degree, in many of cases there is little evidence that much more than personal gain flows from the investment made in them" (p. 7).

While administrators may consider increasing their international student population as a plausible solution to the enrollment crisis, they must also consider how these students navigate the campus environments. What are our responsibilities as higher education administrators? How will U.S. students respond to their international classmates? Moreover, will native students understand and accept the differences they encounter? David Killick's book, *Developing the Global Student: Higher Education in an Era of Globalization* asks how prepared students are for the international community. Killick's discussion methods include philosophy, student development, and self-reflection, which will appeal to most readers.

Higher education administrators may read Killick's work through three different perspectives. First, professionals might review the work as an enlightened journey through the lens of historic and contemporary thinkers. Killick carefully weaves in key concepts from multiple scholars ranging from philosophers to student development theorists. This background provides structure and credibility to the book. Second, administrators may read the book through a student development viewpoint. The author guides the reader through a student's development of self, identification of others, and means to bridge understanding. Finally, and perhaps most importantly, professionals may read the book as a method of self-reflection. Killick challenges us to look inside ourselves to identify bias and shortcomings. He includes reflection questions throughout the book in addition to asking the reader, "What are you doing to solve this issue?"

Killick's message in this book shifts the view of higher education away from supporting international students through isolated measures towards educating U.S. students through inclusion methods. The author suggests students define their identities while in college indicating a place in society. This sense of place directly impacts the action that students take throughout their lives to improve society. Killick holds higher education professionals responsible to improving the climate on college campuses for international students. He suggests climate improves only when U.S. students reflect on the perspectives of international students,

> I propose this (improving climate) requires that we enable our students to gain a sense of how they stand in the world which rests upon the will, the confidence, and the capabilities to seek out the perspectives of others and to adopt critical stances to their own established thoughts and behaviors. (Killick, 2015 p. 2)

How do administrators accomplish this task? The author suggests we provide deep intentional interactions between international students and U.S. students. Killick indicates these deep experiences will cause a shift in identity and understanding, which in turn creates a more comfortable environment for all students.

Killick begins his book by laying the groundwork for his discussion. Chapter one examines the responsibility of higher education as a change agent. The writer indicates we, as higher education professionals, bear a great responsibility in creating an environment supportive of all students through dedicated learning strategies in and out of the classroom. The author argues institutions define international campuses poorly, perhaps to the point of considering themselves international simply due to enrolling international students. In addition, Killick states many institutions rely on international students to build understanding throughout the campus community by sharing their stories and engaging in programming efforts. Should this responsibility lay with the international students themselves? The answer, according to Killick, is a resounding no. The author recommends higher education professionals rethink and refocus their efforts of inclusion.

Chapters two and three examine our understanding of others within the context of our own identities. Killick believes each of us identifies within a culture made up of multiple identities, which may include racial, ethnic, and social class status. This identification, which he explains as a lifeworld, defines our existence. This same lifeworld, however, also prevents us from accepting difference, stating that "learning is driven by an urge to return to a state of equilibrium; what is more, the greater the 'cognitive dissonance' the stronger the drive to resolve it" (Killick, 2015 p. 110). Killick argues we have an immediate response when encountering difference. This response quickly analyzes the difference and interprets meaning within the structure of the lifeworld. If the individual's lifeworld does not immediately understand the difference, the individual rejects the difference as not acceptable. This lack of acceptance subsequently creates an intolerance of others, according to Killick. The solution to this instant bias rests in higher education professionals.

Chapter four reviews methods of learning. Killick utilizes student development theory, specifically David Kolb and Marcia Baxter Magolda, in his argument for intentional learning experiences. Killick states a student's time in higher education is ideal for challenging assumptions and identity. College students identify themselves and their purpose while in college, which provides perfect opportunities to engage them in meaningful experiences. These experiences must include challenging elements to both the intellectual and emotional psyche of students to create change. Killick reviews typical programming techniques and labels them as non-impactful. For example, many higher education professionals feel providing media experiences, such as movies, with international themes create movement within students' acceptance of difference. Unfortunately, this tactic typically addresses only the intellectual component of the student experience. As a result, many students may enjoy the film but not internalize the message. These programs may not have the impact professionals anticipate. This discussion of learning bridges into Killick's final chapter.

Killick concludes his book with a discussion on practice. He explains practice in higher education is three-fold, including: formal curriculum, informal curriculum, and hidden curriculum. Formal curriculum refers to classroom education models. Informal curriculum includes outside activities, such as student organizations. Finally, the hidden curriculum refers to value identification through experiences. Student interactions with administrators are key developmental experiences. Students view faculty and staff as role models and may adopt their beliefs subconsciously, which suggests the hidden curriculum may be the most important of the three. These experiences must be mediated by professionals to build on learning. The mediated learning experiences impact the student and create a value system of inclusion.

The reviewer noticed two areas of concern with this book. First, readers may become distracted with Killick's philosophical writing style. The author quotes several historical thinkers in his arguments. The reviewer at times focused on these quotes rather than Killick's central argument. Administrators may face similar distractions reading the text. Second, while Killick provides a foundation for discussion among students, staff, and faculty, the author does not provide answers to practice. Killick's method of writing creates discussion rather than providing step-by-step solutions. This issue may frustrate some readers.

The reviewer recommends this book to all higher education professionals. The philosophical, development, and reflective themes

challenge us to be better for our students. Professionals may use the book as a training tool for staff, structured discussion among colleagues, and their own journeys of self-understanding. Killick educates while he challenges, providing the total experience we should replicate for our students.

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