

**Contributions Made and Challenges Faced by Foreign Born
International Educators (FBIE) at Duke University:
In Relating to Campus Internationalization**

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A Capstone Paper submitted in partial fulfillment of the requirements for a Master of
International Education at the School for International Training in Brattleboro, Vermont, USA.

May 2006

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ABSTRACT

This inquiry examines the contributions made and challenges faced by foreign born and educated staff members (FBIEs) working in the International Education (IE) offices at Duke University. Duke was chosen as the subject of this research because its leaders and staff have made tremendous efforts to internationalize the campus and promote diversity.

The study examines workplace contributions and challenges of FBIEs by analyzing their perspectives on and experiences relating to the university's internationalization and diversity efforts, which are part of Duke's recent strategic planning statement. The researcher compares these perspectives and experiences with those of US born and educated staff members, and assesses how the backgrounds of FBIEs shape the way they apply their skills, knowledge, and competencies in the workplace. While it is true that both FBIEs and US born and educated staff members share professional competencies enabling performance at similar professional levels, the research shows that FBIEs make contributions and face challenges that are unique to their FBIE backgrounds and characteristics. The findings of this research suggest that the skills and diverse perspectives of FBIEs may be utilized more widely to contribute to internationalization and diversity efforts on university campuses across the United States.

INTRODUCTION AND BACKGROUND

The field of International Education has increasingly been recognized through such areas as education abroad and international student and scholar services. Professional staff born and/or educated abroad in those areas are becoming more active by promoting themselves at their workplace and institutions. In 2003, NAFSA (the Association of International Educators) accepted a proposal from a group, which identified themselves as “Foreign-Born International Educators (FBIEs),” becoming a Special Interest Group (SIG) within NAFSA. Although the SIG was conceived by a few FBIEs, it boasts of over 250 members from various U.S. institutions today, who have personal interests in the group as well as who self-define as FBIEs. The FBIE-SIG serves as a support system for its members enabling them at national and regional conferences or through its mailing list, to share their experiences and concerns in terms of leadership roles, immigration issues and advocacy in their workplace.

In its international education policy statement, NAFSA (2003) acknowledges the academic and economic benefits contributed by the millions of people who have studied in the US over the past years. Some colleges and universities have made efforts toward increasing enrollment of international students as part of their internationalization processes and promotion of diversity. For example, the international student enrollment at Duke University has surely increased since 1989 (Table 1 in Appendix B: International Office, Duke University, *OpenDoor Reports*, 2005). In academic year 2004-2005, Duke University had a total of 13,622 students enrolled in its undergraduate, graduate and professional schools, of

which 1,860 were international students on F-1 visas. In addition, there are 1,187 international scholars doing research in their field of specialization. The total number of non-immigrants, who are *not* students, including faculty, staff and researchers was 653.

In particular, since international student/faculty populations have been recognized as a powerful resource for colleges and universities to create diverse curriculum and programs, the numbers of international students and faculty have steadily increased until the 2004-05 school year. As a result, many institutions have also started looking into three major strands of campus internationalization defined by Harari (1972); international content of the curricula, international movement of scholars and students concerned with training and research, and arrangements engaging US education abroad in technical assistance and educational programs (Green and Olson, 2003, p.2).

While some international students go home after the completion of their academic programs, some stay in the US and pursue their professional fields. Those in the IE field, called FBIEs in this research utilize the nature of their status and their past experiences as students, scholars, faculty, and researchers in US higher education when they enter the field. Given that the American workforce is now multicultural, NAFSA (2003) also points out that these realities “create new needs, both for managers who can think globally and for tolerance and cross-cultural sensitivity in our neighborhoods and workplaces” (p.2 ¶ 2).

I am not an exception to the FBIE category. Born and educated in Japan, it has

always been one of my passions to support international students and scholars in a U.S. educational institution. In addition, I have been interested in how I can advocate for myself and most effectively utilize my skills, knowledge, and cultural background as an FBIE to support institutional goals. When I began my practicum at Duke University's International House (I-House) in July of 2004 as a part of my School for International Training (SIT) master's program, these questions interested me deeply. I-House is a centralized office that provides attentive support and services, programs, and other resources for all international students, scholars, faculty and their families at Duke University.

As one of my learning objectives as a staff member, I wanted to establish my own responsibilities and leadership style as a FBIE in the I-House service functions. While pursuing this learning objective, I realized that I have different expectations from the university as a staff member than a student, though I was not fully aware of what they were until I started doing this research. There were definitely some opportunities to serve as a bridge between I-House and the Japanese community within the university and local community, and to represent the office to share my perspectives as both an international student and a staff member working in the professional field.

That was when I started to believe that there was something I could possibly do and was expected to do unique to my status. In other words, a foreign-born and/or educated person like me can provide more exposure to diverse people and cultures to others at the

university, preparing them to be better communicators in society. “Shaping Our Future”

(Duke University, 1995) states its mission: “International diversity not only contributes to the educational multiplier effect discussed earlier, it also exposes citizens of other nations to Duke’s educational programs and thus enhances our international reputation” (p. 25). In this role, as a facilitator of internationalization, I could help raise the profile of the university overseas.

As I gained experiences during my practicum, I came to question what other foreign IE professionals particularly at Duke University perceived and experienced. One of my colleagues at Duke, who was born and educated abroad expressed to me that, “Those of us who are originally from abroad sometimes don’t recognize each other as internationals or are not recognized as such by the university. We don’t always know where each of us is coming from.” I was surprised by the fact that I could find very few FBIEs by simply asking people. I started thinking about research sub-questions, about how I could clarify which people were FBIEs, and if there were any contributions they made and challenges they faced in common. Simultaneously, I realized that it is important to investigate whether and to what extent the university perceived them to be an integral part of its internationalization and diversity efforts. I have had three assumptions since I started focusing on FBIEs. First, I assume that FBIEs have a specific set of competencies that might be different from the US-born and educated staff members, and they have made unique contributions to the IE offices because of their

FBIE status. Second, I assume that the FBIEs face certain challenges in the workplace that are related to their traits as FBIEs. Lastly, I assume that the FBIEs need a support system to advocate for themselves as a group. The NAFSA-SIG is one organization providing such support.

My work experiences at I-House inspired me to reflect and deliberate on issues relating to the FBIE experience, and lead me to pose the following research question:

- **Based on their perceptions of themselves and reflecting on their experiences at Duke University, what do FBIEs think of their contributions to the workplace and to campus internationalization and diversity? How do they perceive the challenges they face?**

My sub-questions include the following:

- **What are the demographics of the IE professionals and who are identified as FBIEs at Duke University?**
- **What unique or special knowledge, skills, and abilities (as IE professionals) do FBIEs possess?**
- **How does the University perceive the performance of the FBIEs and their presence in the University's internationalization/diversity structure?**

LITERATURE REVIEW

In order to frame the concept of my research, I examine five bodies of literature.

First, I analyze how internationalization and diversity efforts should be created in a university setting from the staff's standpoint to give readers guidelines on how the international staff members are perceived by Duke University and its strategic plan on campus later in the section. Second, I look at literature related to internationalization and diversity. I should note here that internationalization and diversity are closely tied in this research; the research will touch on diversity but will concentrate more on internationalization. Third, I introduce literature that seeks to define who is an FBIE, and lastly, I investigate what competencies are required to be an IE professional to help us find out what is added or lacking in the FBIE community, and how FBIEs contribute to their workplace .

Internationalization on Campus

In "Internationalizing the Campus 2004," NAFSA "recognize[s] that institutions are unique entities, that internationalization itself is complex and multidimensional, and that success and accomplishment can be identified and assessed in diverse ways" (p. 2). One of the possible ways to assess internationalization is by evaluating the role of the professional staff in the institutional internationalization structure. According to Green and Olson (2003, p.2), professional staff who deal with the international mobility of students and faculty are more connected, by the nature of their work, with each other, the faculty, and the student body, than those who conduct research and teach students about other parts of the world.

According to Knight and de Wit's study in 1995, internationalization can be directed in two ways. The first way is through (Index 1 in Appendix B), involving staff in four aspects of university life: academic programs, research and scholarly collaboration, and technical assistance, and in extracurricular activities. However, the authors insist that "even if there is an increasing number of academic programs and activities, if they are not underpinned by a permanent organizational commitment and structure they may die when supporters leave the institution, resources become scarcer, or new priorities emerge" (de Wit, 2002, p.124). Staff positions should be created by universities to address each of the four aspects, as they can orient programs using their competencies.

In addition to the role they believe can play, Knight and de Wit (1995) suggest that organizational strategies – relating to governance, operations, support services, and human resource development – can be used to promote internationalization (p. 124) (Index 2 in Appendix B). Knight's 1993 study of organizational models considers the internationalization process to be a continuous cycle (Figure 1 in Appendix B) in which active roles and involvement of staff exist. Utilizing the "awareness, commitment, and reinforcement" from staff as well as faculty students and other stakeholders in the internationalization process, Knight's model attempts to "integrate the international dimension into the university-college culture and systems" and create supportive culture for successful internationalization (de Wit, 2002, p. 135).

Another set of internationalization strategies is in “Measuring Internationalization at Comprehensive Universities” published by American Council on Education (2005). In this research, Green asserts that it is important to ensure that universities articulate their commitment toward internationalization in such ways that they “include international education in their mission statement” and “assess their internationalization efforts in the last three years” (p. ii). In the next section, using researchers’ findings about the importance of commitment and assessment within the university structure, I will look into how Duke University is making progress towards its campus internationalization.

Duke University’s Strategic Planning for Internationalization/Diversity

Duke University is one of the five institutions that were chosen by NAFSA’s expert advisory panel to receive the Senator Paul Simon Award for Campus Internationalization in 2004. This award was named after the Senator of Illinois who was a strong advocate for international education, especially in its function of addressing critical deficiencies in language affecting national security, creating cultural expertise, and establishing education abroad fellowships for U.S. students (NAFSA, 2004, p.2). In receiving the award, Duke University was honored for “[its] success in realizing an ambitious plan to internationalize the institution across the entire spectrum of offerings” (NAFSA, 2004, p.3).

One of the criteria that the members of the 2004 advisory panel of NAFSA used in the selection process was that “the institution’s mission or planning documents contain an

explicit or implicit statement regarding international education.” Duke University passed this criterion with its strong strategic planning statement, *Building on Excellence*, which was approved by the trustees in February 2001. One of the goals in the statement is to “Promote Diversity in all Aspects of University Life.” Duke University introduces its understanding of the word *Diversity* as following:

[Diversity means] “the full range of human difference and potential that manifests itself in individual members of a university community. This range includes many different dimensions – racial, ethnic, linguistic, and geographic backgrounds, religious beliefs, physical abilities, sexual orientation, socioeconomic class, political convictions, and lifestyle preference” (Duke University, 2001, p. 57).

In their roles as contributors to internationalization, staff members are also considered one of three components in the general climate for diversity and equity in educational institutions (Granrose and Oskamp, 1997, p.31). By internationalizing the campus, a university will be able to enhance the quality of education by bringing together international perspectives and educating all its members, providing greater awareness of differences and commonalities among diverse people. It is important to reconfirm that diversity; internationalization and other entities around these terms are tightly connected to each other, as stated in the Duke strategic plan. The university’s principle for this understanding is the following:

“A welcoming community built around diversity in all its dimensions – **ethnic, international, and cultural** – is critical to securing the greatest intellectual talent and hence to ensuring the quality and success of the contemporary university... The

best living, learning, and working environment is one in which its members are heterogeneous, offering different perspectives from which all can gain **knowledge** and **skills** (emphasis mine)” (Duke University, 2001, p.57).

Not only does Duke University strive to create a more diverse curriculum, it insists “the pools from which we recruit faculty, students, *staff*, and employees are becoming more diverse (emphasis mine)” (p. 58). It continues: “To achieve this goal, Duke continues to focus on increasing its racial, ethnic, and socio-economic diversity among faculty, students, and *staff* (emphasis mine)” (p. 58). The university’s urge to build a community around all of the above noted precepts of diversity informs and directs my assumption that FBIEs are just as important a resource as international students and faculty in ensuring the advancement of internationalization and diversity in an academic community.

Duke University’s Structure for Internationalization and Diversity

In both internationalization and diversity efforts, leadership should come from two directions. One direction is from the top, and then down throughout the institution. Green and Olson (2003) acknowledges in “Internationalizing the Campus” that “leadership from high level administrators – presidents, provost, and boards – is essential to ensuring success”(p.28). Furthermore, Green (1989) also uses Judith Eaton’s statement that one of the three important principles for enhancing diversity: “Leadership, from the board of trustees and the president, is essential to deep and lasting change on campus. Without their symbolic and practical support, little enduring progress will occur” (p.9).

Given this idea, it is noteworthy that Nannerl O. Keohane, Duke University's former president, made a speech recognizing the importance of diversity, considering it one of the key words that has surfaced at Duke University in its strategic thinking about the future.

“Managing diversity successfully requires thinking in new ways about the needs and skills of many different kinds of people, and being sensitive to their different backgrounds and cultural expectations” (1998, p.9).

In addition to the president's support, the Office of International Affairs and Development was established in 1995 to facilitate coordination among the University's international programs and provide a locus for new initiatives.” This sector is considered as the center of internationalization leadership at Duke University. The Vice Provost for International Affairs & Development (2005) is also assigned for an important role in taking the responsibility for “support[ing] the University's commitment” (§ 1) and monitoring the progress towards the goal for internationalization. By taking those responsibilities, Duke University satisfies the two criteria for successful internationalization that Green (2005) suggests: articulating commitment and assessing internationalization efforts (p.5). The researchers also recognize that “faculty and **staff** who see internationalization as an exciting way to add value to the institution will make it happen, not the leaders themselves” (Green and Olson, 2003, p. 25). Faculty and staff, who provide the service functions of the institutions, provide the other source and direction from which International Education leadership should spring. Green and Olson's (2003) definition of the internationalization of higher education is: “the process of integrating an international/intercultural dimension into

the teaching, research, and **service functions** of the institution (emphasis mine) (Knight, 1994, p. 3).” The individuals performing the service functions, hence, are key in the internationalization process on campus; they are so called “champions” – knowledgeable individuals in internationalization – who provide leadership, on a day-to-day basis, in furthering internationalization (Green and Olson, 2003, p. 27).

IE professional competencies

We make contributions to the workplace by sharing and demonstrating our professional competencies. NAFSA suggests “Professional Competencies for International Educators (2005)” (Table 2 in Appendix B). There are specific competencies, independent of foreign-born status that might equip FBIEs to perform well in their chosen workplace. However, this research is only focused on their prior competencies in common and compares them with those of the US-born international educators.

Many of the professional skills, knowledge and attitudes suggested by NAFSA are tied to intercultural competence. Lustig and Koester (2003), also state that intercultural competence requires sufficient knowledge, suitable motivations and skilled actions (p.68). It is an important note that the **knowledge** in the intercultural competency model includes “culture-general and culture-specific information”; the former provides “insights into the intercultural communication process abstractly and can therefore be a very powerful tool in making sense of cultural practices, regardless of the cultures involved” and the latter is used

to understand a particular culture including “information about the forces that maintain the culture’s uniqueness and facts about the cultural patterns that predominate (Lustig and Koester, 2003, p.69).” On the same note, eight basic dimensions to assess our intercultural competence are suggested: display of respect, orientation to knowledge, empathy, interaction management, task role behavior, relational role behavior, tolerance for ambiguity, interaction posture (Lustig and Koester, 2003, p.72). Detail can be found on Table 4 in Appendix B.

Foreign-Born International Educators

FBIE again stands for Foreign-born International Educators and this group of IE professionals perfectly fits into the continuous cycle of the development of Knight’s organizational models (de Wit, 2002, p. 135) (Figure 1 in Appendix B) in terms of the competencies, past experiences and resources that they possess. A survey, conducted by Abe and Takagi (2003), executive members of FBIE-SIG, describes this very well. In the survey, which explored the effect of being foreign-born on one’s work as an international educator, it was found that FBIEs could create specific discussion topics using their foreign-born perspectives. The purpose of another survey conducted by the group was “primarily to identify needs of the FBIEs” and the researchers performing the study concluded, “an identity of being foreign-born is the most salient attribute that defines this group of people” (Abe and Takagi, 2003, ¶ 1). The survey lists three needs of FBIEs: “gaining credibility from peers and students, utilizing cultural bridge experiences to a full extent, being accepted for what s/he

really is and not get pigeonholed into ascribed/stereotypical roles” (Abe and Takagi, 2003, Section A). They described their challenges as relating to language issues, prejudice and biases, and job opportunity.

However, the NAFSA-SIG specifies neither who is eligible to join the FBIE group nor the definition of FBIE. In fact, the prerequisite to joining the NAFSA-SIG is so broad that it is open to anybody, even those not necessarily born abroad. Furthermore, their backgrounds are diverse in such fields as immigration status, geographical country of birth, years of experience in the field, and professional area in IE field. According to the survey by Abe and Takagi (2003), members could be categorized into three major groups: U.S. citizens, legal permanent residents (LPRs), and those with temporary status. The breakdown of 70 respondents to Abe and Takagi’s survey was the following: 32 were U.S. citizens, 17 were LPRs, 13 were on H1-B visas, 5 were on F-1 visas with Optional Practical Training (OPT), and 3 were transitioning to LPR (Abe and Takagi, 2003, Q1). One of the interesting survey findings relating to immigration status was that “25% of the respondents have replied that they identify with a country of birth as well as with the US” (Abe and Takagi, 2003, Analysis for Q1). Another finding is that the personal histories of FBIEs vary from those who were born abroad and have non-immigrant visas currently or previously to those who were born in the US but experienced schooling or living for certain years overseas. Although their backgrounds are different, a significant response they had in common, was their belief that

their cultural/ethnic background significantly affects their work as international educators.

Thus, cultural background could be a useful identifier of FBIEs at Duke.

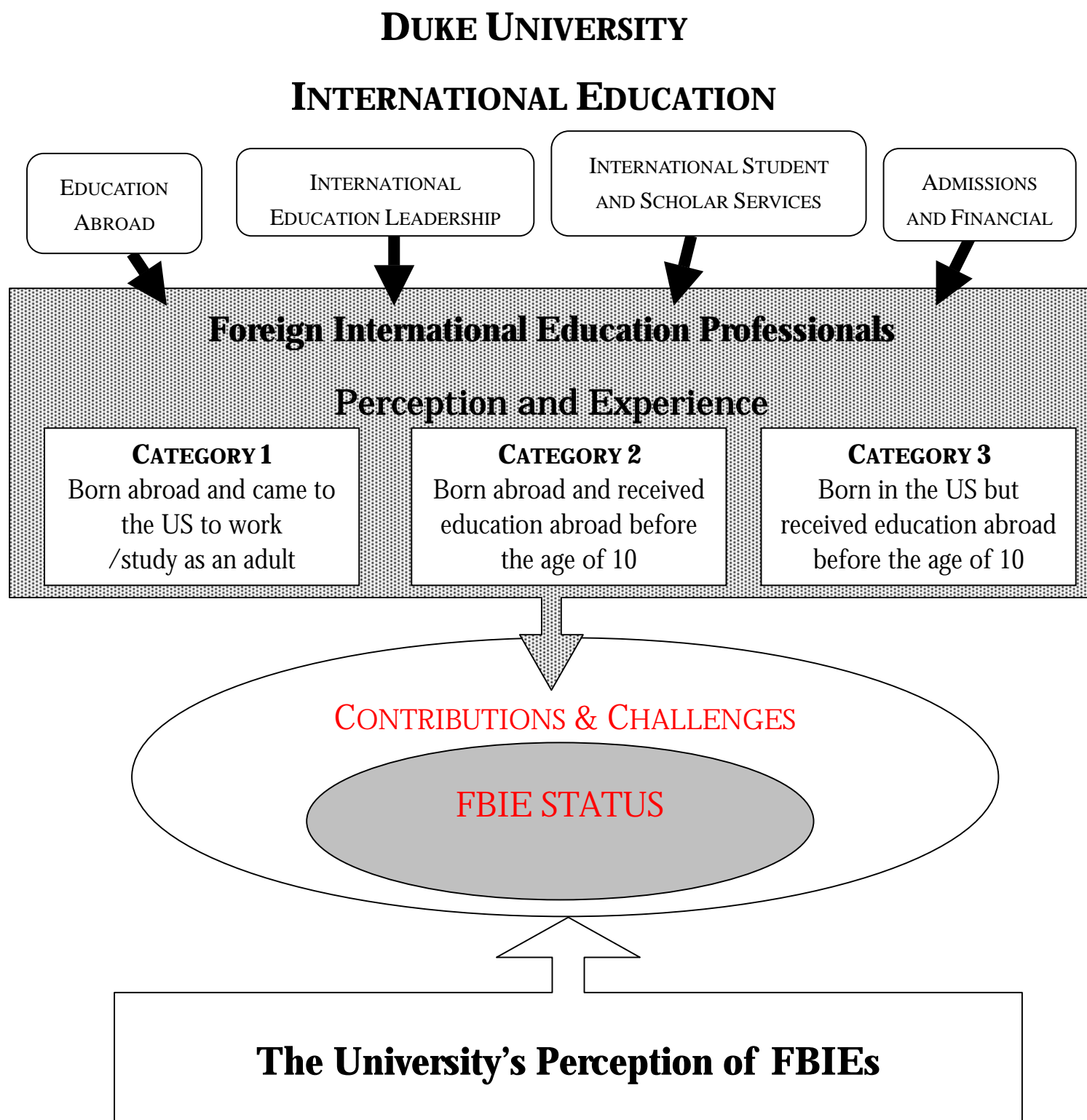
To produce a model that would allow me to effectively analyze and describe the experience and perceptions of FBIEs, I need to consider various factors. The first one was to devise or choose a method or concept by which I could define FBIEs. School education gives us opportunities to interact with people from different cultural backgrounds, which is essential for developing our own cultural identities. According to Lustig and Koester (2003):

“All participants in the educational context – teachers, students, parents, school administrators, and other staff – bring their cultures’ beliefs, values, and norms with them. Differences in cultural backgrounds may produce developmental variations in children’s cognitive, physical, and motor abilities, as well as in their language, social and emotional maturity.” (p. 308)

Based on this concept, regardless of the fact that they were born in the foreign countries or not, school education should have influenced the identity developmental process of those who moved outside the US at their young age. In the book, *Culture’s Consequences*, Hofstede (2001) discusses implications for education on five dimensions that consist of culture: “power distance, uncertainty avoidance, individualism and collectivism, masculinity and femininity and long-term and short-term orientation to time” (p.29). Emphasizing the important role of education, Hofstede (2001) acknowledges that “values are acquired in one’s early youth, mainly in the family and in the neighborhood, and later at school. **By the age of 10, most of a child’s basic values have been programmed into his or her mind** (emphasis mine)” (p. 394).

Using these frameworks as background, it can be said that we, as adults, continuously apply basic learnings from primary education to all facets of our daily lives including our jobs. Hence, education should be recognized as a key identifier in establishing three categories of FBIEs in this research: **1) those who were born abroad and came to the US to work/study as an adult, 2) those who were born abroad and received education abroad at least before the age of 10, and 3) those who were born in the US but received education abroad before the age of 10.** Below (Figure 1), is a framework through which we can see who FBIEs are and how this inquiry will explore their contribution and challenges.

Figure 1: Mayumi's FBIE Model for Duke's International Education



RESEARCH METHODOLOGY

Because each member of the workplace brings its own set of assumptions, values, beliefs, expectations, and experiences are situated together, Fine (1995, p. 38) states, “despite their common location [the workplace] and overarching purpose [to work], they do not necessarily experience the same reality, because their interpretive perspective is grounded in a variety of symbolic theories, which posit that human beings are unique because of their capacity to create and use symbols, and thus, to create reality” (p. 38). This idea perfectly describes the importance of my research focus on the FBIE group, and will enable me to observe their contributions and challenges based on their cultural backgrounds and competencies.

Katz insists, “Perceptions are real and need to be taken as such” (Katz, 1989, p.15). Since this research is particularly aimed at investigating the perceptions and experiences of a particular group of people, and exploring the meaning of individual lived experiences, it is best to use phenomenological methods. By applying such methods, my research aims to elicit “description, interpretation, and critical self-reflection” from FBIEs at Duke University (Rossman and Rallies, 2003, p.98). According to Rossman and Rallies (2003), “phenomenologic analysis requires that the researcher approach the texts with an open mind, seeking what meaning-structures emerge” (p.316). In this spirit, I have constructed my research to analyze a broader range of FBIEs than the NAFSA-SIG previously analyzed. I do this to reduce the bias that may exist in my research, given that I am an FBIE born and

educated abroad. Though I continue to use the term “FBIE” for the sake of this research, the term may include a different population of foreign IE professionals than those defined by NAFSA’s FBIE-SIG. The accounts of lived and perceived experience provided by individuals in my research was solicited from specific categories of FBIEs, which I continuously identify through the survey.

As a first step, I identified offices in the IE field at Duke based on NAFSA’s Knowledge Community categories (Table 5 in Appendix B). Because researchers, teachers, faculty members, trainers, and volunteers are not the main focus of this research, I chose to exclude them from my scale, removing NAFSA’s fourth category - “Teaching and Learning.” In making my own scale of four professional areas for this research (Table 1), I replaced this grouping with an Admissions and Financial Aid category, creating a new fourth area.

Table 1: Mayumi’s Index of International Education Professional Areas

- | |
|--|
| <ul style="list-style-type: none"> f. Education Abroad which advises U.S.-based students on study, internship, work, and volunteer opportunities abroad; directors and administrators of such programs; representatives of overseas institutions that accept U.S. students; and administrators involved in international educational exchange, g. International Education Leadership which indicates administrators who shape internationalization policies and strategies, chief international education officers or mid-career professionals aspiring to be international education leaders, h. International Student and Scholar Services which include international student and scholar advisers and for those who work in campus-and community-based international programming, i. International Student Admissions and Financial Aid, which include admissions, and financial aid for international students. |
|--|

The departments at Duke examined in this study are identified in Table 2:

Table 2: IE offices Subjects at Duke

Education Abroad	Office of Study Abroad, and area studies which have their own exchange programs,
International Education Leadership	John Hope Franklin Center (Center for International Studies), Vice Provost for International Programs and Development
International Student and Scholar Services	I-House, International Office, Fuqua International Center, and Law School Office of International Studies, the Duke Center for International Development in Sanford Institute of Public Policy,
International Student Admissions and Financial Aid	Graduate School Admissions, The office of Undergraduate Admissions, International Admissions and Financial Aid for Internationals

SURVEY

As I mentioned in the introduction, the main purpose of the survey was to examine the departmental demographics across IE departments at Duke and to generate a definition(s) of what comprised an FBIE. Another purpose was to compare FBIE answers to those of US-born and educated IE professionals, ascertaining differences in the competencies of the two populations. I also conducted face-to-face interviews to collect more detailed information, and to personalize the study in a way that would enable me to see beyond many of my assumptions about FBIEs. I conducted the survey prior to interviews because I believed it would provide qualitative information that would assist me in designing more applicable, pertinent, effective interview questions.

The survey contains 11 closed-ended questions designed to collect basic demographic data on their backgrounds such as country of birth, education, career, and years of work experience in the IE field; and three open-ended questions in which they were asked to

demonstrate essential competencies for their professions and assess the impact of their cultural background on their professional performance (Appendix A). Since Duke's undergraduate Admissions and Financial Aid office does not have a separate department serving only international students, I sent the survey by e-mail to those staff members within the office who specialized in serving the university's international population. Because some of the staff members wear more than one hat in her/his position, I asked them to identify the field, using NAFSA's categories, that most accurately describes their position. This enabled me to avoid receiving redundant responses from the same people in the results.

I created my own index of IE professional competencies, into which I incorporated Lustig and Koester's eight basic dimensions of intercultural competencies and NAFSA's Professional Competencies. These competencies are indicated in Table 3 in Appendix B. Using this a checklist, one can find out what kind of knowledge, skills, and/or attitudes FBIEs at Duke essentially utilize and compare them with those of US-born international educators.

INTERVIEWS WITH FBIEs

After identifying FBIEs at Duke University based on the survey results, I randomly selected one or two interviewees from each area. It was also important to keep the balance between each category in the selection process. As a result, I pursued in-depth interviews with nine FBIEs. Each interview lasted about 40 minutes and consisted of 8 basic questions about the individual's experiences and about his/her attitudes toward work and

university-related issues. Those questions, shown below, were designed to elicit FBIE thoughts and perceptions on contributions they had made and challenges they had faced during their time at Duke.

Individual Level

- How did you get into this field? And why did you decide to take your current position at Duke University?
- What part of your skills/knowledge/abilities distinguish you from other IE professionals?
- Please give me a specific example of your contribution to your office?
- Do you have any challenges related to your foreign-born/educated background?
- Having that demographic, educational, and cultural background, what is your mission as an international education professional?

Workforce/University Level

- What part of your qualifications do you think your office was looking into in hiring you? Any specifications on your job description?
- How does your office actually utilize your skills/knowledge/abilities?
- Do you need more support in particular areas in the workplace?

INTERVIEWS WITH DIRECTORS AND THE VICE PROVOST AT DUKE UNIVERSITY

The usefulness of resources that FBIEs can provide and their contributions to the University need to be validated by a third party. To get another perspective on FBIEs, I also did half hour interviews with five directors who have hired and supervise the FBIE interviewees and also interviewed Gil Merkx, the Vice Provost of International Affairs, who gave me permission to reveal his name in this research. The interviews consist of the following questions:

- 1) Have you employed any foreign international educator(s) before?
 - a. If yes, did you know his/her status in hiring process? Did you state such foreign international backgrounds/experiences as part of the qualifications on the job description?
 - b. What is the most important qualification you require your staff?

- 2) If yes for the question (1), do you think your office benefits from FBIEs? If so, how?
- 3) From your perspective, do the FBIEs make a unique contribution? If so, what is it?
- 4) Is there any challenge of having staff with/without foreign-born/educated backgrounds in your office?
- 5) In what ways do you provide support for them?
- 6) Does your cultural background have an impact on whom to hire?

LIMITATIONS

My first and biggest challenge was to decide whether I should take the immigration status of FBIEs into consideration. After inquiring with the Human Resource Department, International Office, and the Office for Institutional Equity, I learned that the University does not have statistics or track such data. One reason for this is that it is impossible to track someone's immigration status if s/he had already been naturalized in the US. Another reason is that the federal government does not require universities to track such information (unlike Equal Opportunity employment information as race or gender). Thus, the implementation of the survey appeared to be more important in order to define them excluding their immigration status.

There were other challenges that caused limitations in my research. First, I was not sure, since I had already finished my practicum at Duke University, that I would be able to secure a sufficient number of responses to my survey and interviews. I was now an outsider with less accessibility and contact than I had as a staff member of the university. Secondly, the period between conducting the surveys and carrying out interviews was too short. By the time I started receiving responses, my trip to Duke University for face-to-face interviews was

already at hand. This resulted in fewer surveys being returned and narrower pool of interviewees than originally anticipated. In fact, I did not receive enough surveys prior to departure to determine whom I should interview in advance.

However, the following strategies enabled me to overcome these challenges; (1) sending surveys through my existing Duke e-mail account, which enabled me to communicate with staffers on an “internal” basis, (2) asking a former coworker, who I had known during my year at Duke, to forward the survey to his/her colleagues, (3) handing out surveys in person when I visited Duke University. If I had more time, I would have used a larger pool of interviewees, and it might have affected the research.

Another limitation had to do with confidentiality. In the Education Abroad Category, there was only one office being studied, the Office of Study Abroad. A staff member from this office brought it to my attention that this could result in a confidentiality breach; it would be easy for someone else to identify participants from this department. Given that, I decided to involve some staff members from area studies in my research. Although area studies are not the main focus of my research, the participation of individuals from this department enable me to protect the confidentiality of other participants, and to obtain more varied sample.

ANALYSIS OF DATA

RESULTS AND ANALYSIS OF THE SURVEY

As previously stated, the survey was distributed to the staff members of Duke's offices that fell into my index of International Education Professional Areas (Table 1). Those offices were chosen to obtain as much data on Duke IE office staff demographics as possible, rather than by using statistics or attempting to figure out the exact number of FBIEs at the university.

The break down of the numbers is shown below in Table 4.

Table 4: IE Professional Areas

	Number of Respondents	Number of surveys distributed	Response Rate (%)
Education Abroad	5	12	41.1%
International Education Leadership	4	8	50.0%
International Student and Scholar Services	13	20	65.0%
International Admissions and Financial Aid	4	5	80.0%
Total	26	45	57.7%

Close-ended Questions

The survey respondents represented 57.7% of the total IE staff at Duke, including a fairly even distribution across the professional areas. The first set of survey responses consisted of answers to demographic questions, showing the gender, age, years of working at Duke, and educational and professional backgrounds of staff members in the IE offices.

These characteristics are shown below.

The characteristics of the survey respondents were shown below:

Table 5: Gender

	Number of Respondents
Male	8
Female	18

Table 6: Age Range

	Number of Respondents
20-30	6
30-40	7
40-50	2
50-54	1
60-70	4
Over 70	1
No answer	5

Table 7: Years at Duke

	Number of Respondents
Less than 1	7
1-3	2
3-6	8
6-9	1
9-11	5
11-14	1
14-17	1
17-19	1
Average	5.2

*Note: Average is determined by adding up years at Duke and dividing them by the numbers of respondents.

It is always interesting to see what a female dominant field International Education is. Duke University is not an exception. Almost 70% of the respondents were female (Table 5), a percentage that represents the overall IE sector of the university. From the data on “Age” (Table 6), we see that three out of six respondents in the 20-30 age group have entry level positions in the IE offices at Duke. The 30-40 age group was an interesting mix of people with Director or Assistant Director positions and new staff members recently hired for entry level positions after a career change to the IE field.

The results for the amount of time worked at Duke vary from half a year to 19 years. The average was 5.2 years. An interesting point to note in these figures is that 17 out of 26 were hired within the last 6 years, in the time period after the strategic planning statement

was passed by the trustees. I was not sure if it was coincidentally or incidentally, however this will be further discussed in the next section.

IDENTIFYING FBIES

In order to define FBIEs, it is helpful for us to refer back to my model (Figure 1) on page 16. This section will investigate the core of the circle in the structure, which is the status of FBIEs. Four key factors of FBIEs were found as a result of the survey.

(1) Educational Background

Finding 1: There are 11 FBIEs at Duke that fall into all the three categories relating to educational background.

The main identifier of FBIEs is whether they have received early education in another country or not. Of all the survey respondents, there were 11 people who fell into the three FBIE categories scaled by education (Table 8). These people consist of 42% of the total.

Table 8: FBIEs at Duke University

Areas of affiliation	Number of FBIEs			
	*Category 1	**Category 2	***Category 3	Total
Education Abroad	1	0	0	1
International Education Leadership	3	1	0	4
International Student and Scholar Services	4	1	1	6
International Admissions and Financial Aid	0	0	0	0
Total	8	2	1	11

(3) Geographical Characteristics

Finding 2: There are more FBIEs from Europe than from all of the other regions combined.

It was surprising to see that the geographical data of the FBIEs has a unique component. The largest number of FBIEs – 59% of them – came from Europe (Figure 2), and only one came from Asia (Table 9). Four out of the total 11 FBIEs were from French-speaking countries. I was not able to find out the exact reason for this, but this might be explained by the fact that Duke has made the efforts to maintain a commitment to European Studies. French seems to be the most demanded and commonly spoken language due to the university's efforts. Or, it may not have had no reason at all and just been coincidental.

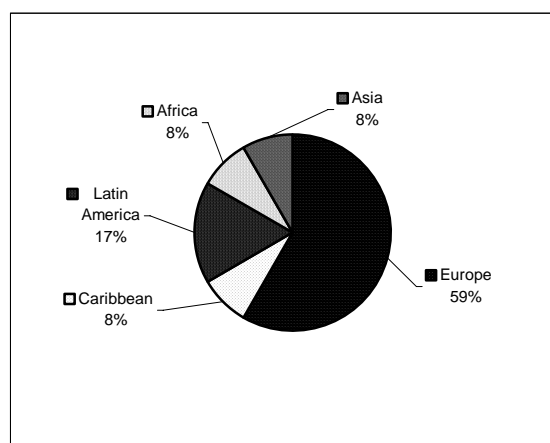
Table 9:

Geographical background of FBIEs

Region	Number of FBIEs
Europe	7
Latin America	2
Africa	1
Asia	1
Caribbean	1
Australasia	0
Eastern Europe	0
Middle East	0
North America	0

Figure 2:

Demographic Data of Geographical Areas



(3) Immigration Status

Finding 3: The immigration status of most FBIEs is US citizen or Legal Permanent Resident (LPR) (Table 10).

Since Duke University does not keep immigration data on its staff, my inquiry

produced interesting findings relating to respondents' immigration status. Five out of the 21 US citizens surveyed were identified as FBIEs. Two of these five FBIE citizens changed their status from LPR to citizen through marriage to US spouses, and other three were either born in the US, have US parents, or applied for US citizenship. There were no staff members on F-1 visas working with Optional Practical Training (OPT). Given that only two staff members were on H1-B visas, one can see there is a low percentage of international staff that are sponsored for working visas by the university.

Table 10: Immigration Status

Type of Status	Number of Respondents
US citizen	21
F-1	0
F-1/OPT (Optional Practical Training)	0
LPR (Legal Permanent Residency)	2
Transitioning to LPR	0
H1-B	2
J-1	1

(4) Amount of Time Worked at Duke

Finding 4: Eight of 11 FBIEs were hired within the last six years (Table 4).

Though not an identifier for FBIEs, this is interesting for what it may say about the conscious activities of the university. As mentioned before, the strategic planning statement was passed by Duke's Board of Trustees six years ago. Since then, 17 out of 26 survey respondents were hired by the university, and eight of these 17 were FBIEs. It may be worth further investigating to determine whether these FBIEs were purposely hired in an effort to

promote staff diversity, reflecting commitment to the strategic plan. Was the hiring part of a plan, or just a coincidence found in the normal ebb and flow of university hiring?

OPEN-ENDED QUESTIONS ON THE SURVEY

Q. 12: What knowledge, skills, and abilities are essential in your position as an international education professional?

Before analyzing the data from this open-ended question, I sorted all the respondents with the three FBIE categories and the US-born and educated staff group. I should clarify that the differences within the three FBIE categories were not investigated in this survey analysis section. The first open-ended questions sought information on issues ranging from professional skills to intercultural communication skills. I coded respondent answers to these questions using Mayumi's index of IE professional competencies (Table 3). I gave one point to each answer, and added up the points in each competency . Because I counted multiple answers of each respondent, the total number of points exceed the number of respondents. The complete results are available in Table 1 in Appendix C. The results gave me a picture of which skills, knowledge, and attitudes are considered to be essential to professional performance by both groups and which are different.

All respondents, both FBIEs and the US born and educated staff, considered intercultural communication skills an essential part of their professional performance (Table 11). Intercultural communication skills include empathy, tolerance for ambiguity, display of respect, and interaction posture in the BASIC Dimensions of Intercultural Competence

(Lustig and Koester, 2003, p.72).

Table 11: Top 3 Essential Skills, Knowledge, and Attitudes

	FBIEs	US-born and educated Staff
1	Intercultural communication skills 28% (12/43)	Intercultural communication skills 30% (22/74)
2	Knowledge about learning another language 13% (6/43)	Skills of managing staff as well as fiscal and other resources 24% (18/74)
3	Counseling and advising skills 7% (3/43)	Counseling and advising skills 10% (8/74)
	Knowledge of cultural values and assumptions and their effect on interactions with individuals and groups 7% (3/43)	
	Knowledge of the cultural adjustment process 7% (3/43)	

The second most essential skill for FBIEs was language skills. “Knowledge of learning another language” (NAFSA, 2005) or simply having native language skills in addition to English, seem to significantly assist them in understanding the perspectives of international students and help them to contribute to their workplace with more intercultural understanding. This factor will be further investigated in the interview analysis section of this research.

On the other hand, only one US born and educated staff member mentioned that language was essential in her professional performance. This could be because most of the US born and educated survey respondents mentioned their second language skills are at a beginning or intermediate level. They put more emphasis on “skills of managing staff as well as fiscal and other resources” including the ability to work under deadlines, attention to detail,

and time management skills, than they did on language skills. These skills, which focus on organizational effectiveness and efficiency, may be more culturally valued by the US born and educated staff than by their foreign counterparts. Halverson explains using the high and low context culture theory developed by Edward Hall that US American culture is based on low context culture where time is highly structured, speed is valued to be more efficient, and people are more task oriented which takes time management and organizational skills.

(Halverson, 2003, p.3.1.9-12)

Counseling skills and advising skills including interaction management were valued by both groups. FBIEs seemed to put the same amount of emphasis on “Knowledge of cultural values and assumptions and their effect on interactions with individuals and groups” and “Knowledge of the cultural adjustment process.” Especially regarding the latter category, they tended to state how their own experience of coming to the US impacted their daily work performance.

Q. 13: Have you experienced situations at work where your cultural background had a direct impact? If so, please elaborate.

Q. 14: How does your cultural background contribute to or hinder your professional performance?

These open-ended questions addressing the cultural backgrounds of the respondents were analyzed together because many of the answers were often very similar. I coded the data into four categories of FBIE and US born and educated staff responses.

The two questions were understood in two ways: whether cultural background had an

impact on their performance, or whether their cultural background was impacted by their work. The FBIIEs asserted that their foreign background affected performance in ways relating to language, serving as cultural bridges between Americans and internationals, broader perspectives, and career path to the IE Field (Table 6 in Appendix B). Again, language was one of the strongest components that developed their cultural background. In contrast, many of the US born and educated staff mentioned that their US background had aided them in working at a US institution and in understanding the structure of the educational system, but it worked less positively when interacting with their international clients. There were specific comments about this; some were concerned about not fully understanding why their international clients think or behave differently. For example, one US-born and educated staff expressed her frustrations on this issue while “trying to teach them that things are different” in the US, in terms of businesses and communication styles, which are based on Hall’s concept of low context culture explained earlier. These comments may reflect their lack of international experience. Their international experiences, if they have any, have a greater contribution than their US background to the quality of their service delivery for the international community. In general, though, most US-born IE staff appear to think that they are responsible for educating internationals to become more accustomed to the US culture.

The FBIIE survey respondents tended to perceive their cultural background simply

with their “cultural identity” which refers to “one’s sense of belonging to a particular culture or ethnic group” (Lustig and Koester, 2003, p.140). As opposed to the FBIE group, my survey data (Table 7 in Appendix B) shows that US born and educated defined cultural identity using characteristics based on their social characteristics including “age, gender, work, religion, ideology, social class, place (nationhood, region, and nation)” (Lustig and Koester, 2003, p.141).

Another aspect that the US born and educated staff identified themselves was their geographical background, in this case, by being from the North or the South. It is understandable that US-born/educated staff members would focus more on what makes them different within their own society, than cultural aspects relating to nationality. These responses from the US born and educated group might also be a function of where the survey was conducted.

The data collected through this survey contributed to my effort in defining FBIEs. The overall answers solicited from the entire group of FBIEs and US born and educated staff provided a good introduction and focus for use in interviews with the FBIEs and US born and educated directors. In particular, the answers to open-ended questions left clues on what to focus on in the interviews with FBIEs.

RESULTS AND ANALYSIS OF THE INTERVIEWS WITH FBIEs

Using my FBIE scale (Figure 1 on page 16). I interviewed a total number of nine

FBIEs: six people (category 1); two people (category 2); and one person (category 3). I asked additional questions beyond the prepared ones listed in the research methodology section.

During each interview, I modified the questions depending on the interviewee's background, position, and interest giving them opportunities and flexibility to talk about their priority themes within my research questions, and allowing for smoother-flowing interviews. I acknowledge that the perceptions and experiences of the FBIEs may be different depending on their professional area; however, this research deals with them as one group and focus on common themes, perceptions, and patterns of thought. In this section, I will be mainly looking at the contributions and challenges of the FBIEs, but an entire list of the interview data, sorted to the common themes, can be found in Table 2 in Appendix C.

Out of the nine FBIEs, six mentioned that they were specifically motivated to utilize their cultural background. They also said that their identity helped direct them to the IE field when they chose their career. The other three, surprisingly, got their positions almost coincidentally; they were attracted to the geographical area or the time flexibility in their workplace. Although their motivations varied, each person found that his/her skills and temperament fit the job descriptions almost perfectly. Language skills, intercultural communication skills, and deep understanding of internationalization, globalization, and international outreach, in addition to management/organizational skills, seem to have strongly contributed to their candidacy. In the process of asking about their perceptions and

experiences, I learned about the contributions and challenges of FBIEs, which will be discussed in the next section.

1. CONTRIBUTIONS OF THE FBIEs

Strongly connected to their learning and experiences in their home country and other countries (including the US) where they developed their own cultural identities, FBIE interviewees brought up four main themes as strong competencies and contributions to their offices: “Language Proficiency”, “Sense of Affinity”, and “Networks”, and “Foreign Perspectives.”

i. Language Proficiency

Language does not seem to present challenges for those in the category 1 (Figure 1: Mayumi’s FBIE Model) who came to the US as adults, or for those in the category 2 or 3. Instead, it serves as a tool enabling them to contribute positively in their work places. In fact, seven of nine FBIEs asserted that language was the most important cultural component enabling them to contribute in the workplace. Interestingly, one of the major reasons why they were hired was that bilingual skills were hiring prerequisites for their positions; fluency in both English and their native language was a baseline requirement for their jobs.

”Language was prerequisite on the job description. You have to be able to speak the language fluently.” (Category 1 in Mayumi’s FBIE model)

“The fact that I was bicultural and the fact that I spoke many languages, and the fact that I traveled a lot, did make me a strong candidate.” (Category 2 in Mayumi’s FBIE model)

Language skills become stronger when one interacts with other people.

Having acquired a second or third language and being able to speak in more than one language seem to help the FBIEs, by: 1) broadening their view, 2) improving their intercultural communication skills, 3) facilitating the building of close relationships with the multicultural community. FBIEs commented on these phenomena:

1) Broadening their view

“When you learn another culture, there is different reality that you experience. Once you realize there is more than one reality, you can see the world that is consisting multiple cultural realities. When you only come from one culture, somehow for many it is very hard to realize that you can think in a different language, and to realize that you can immerse yourself in a completely different reality.” (Category 2 in Mayumi’s FBIE model)

2) Improving their intercultural communication skills

“I feel like I have a good sense when I am talking to someone if they understand me or not. And if they don’t understand me then I will ask them. I feel like I am pretty good at reading someone's face or trying not to use difficult words or not to speak really quickly, so those language skills help me more in trying to see if someone is following me.” (Category 2 in Mayumi’s FBIE model)

3) Building close relationship with the multicultural community

“I also think that there is a sense of commonality or understanding with international students. I think it is appreciated even if you don’t speak their languages the fact that you speak a few languages shows your curiosity.” (Category 2 in Mayumi’s FBIE model)

“Language is powerful. If you speak few word in someone's language, they think this person is interested in my culture and if I can speak well then you understand them and the trust goes up.” (Category 3 in Mayumi’s FBIE model)

These comments enable us to understand that their language proficiency meet NAFSA

guidelines for “knowledge about learning another language and awareness of how culture and language influence learning styles” (NAFSA, 2005). As noted above, FBIEs feel strongly that this aspect of their competency is an asset. On the other side, they feel that it might not be easy for US born and educated staff to communicate if they have not learned another language; such a limitation may preclude a complete understanding of an international student’s situation. Having experience in learning and knowing a new language creates empathy and understanding in people coming from the same background. This is a good transition to the next theme “Sense of Affinity.”

ii. Sense of Affinity

Every FBIE insisted that it was natural and easy for them to relate to international students at Duke because they may share the same language or may have experienced similar situations and struggles as internationals. They perceive that they can relate to international students on a different level than US born and educated staff members. One FBIE interviewee (Category 1 in Mayumi’s FBIE model) asserted that his FBIE background and experience as an international student in the US have been helpful in meeting the needs of international students in the following way:

“I can tell my students I know exactly the dynamics that you are going through, I know exactly how you are feeling as a foreign student in the United States ...Administrators and staff who don't have the same background as mine, they just know classes are tough, but they don't know how tough it is.”

Their foreign born identities enable FBIEs to adapt their communication skills to a

multicultural setting. For example, one the FBIE interviewee (Category 2 in Mayumi's FBIE model) said:

"I have a cultural affinity with all Latinos (Latin American or Italian, Spanish, or Portuguese) because I have been there as a child. That makes it easy for me to relate Latin Americans. That also serves as a platform [of the advantages as a foreign-born]. Feeling comfortable with Latin Americans makes me comfortable with Asians or Russians. It make it easier for me to generalize cross cultural contact."

This is a strong point that most of the FBIEs brought up in the interviews, in which shows the presence of the culture-general and culture-specific knowledge depicted in Lustig and Koester's model (2003, p.69). The ability to relate to international members of the university community is also critical in terms of communicating with other FBIEs.

Their presence seemed under the surface in the university's structure at the beginning of this inquiry; however, the reality is that one FBIE could refer me to one after another. Hofstede (2003) treats culture as:

"The collective programming of the mind that distinguishes the members of one group or category of people from another ... Culture could be defined as the interactive aggregate of common characteristics that influence a human group's response to its environment" (Hofstede, 2001, pp.9).

There is definitely a recognition that they are all from abroad and an awareness of each other's presence. This forms the basis of an "FBIE culture," in which people from overseas see parallels in their own experience and that of other FBIEs distinguishing them from other cultural groups. Despite this, first and foremost, they represent themselves as individual professionals. This may be a reason they do not form a group like the NAFSA-SIG.

iii. Networks

I have found that networks of FBIEs are utilized significantly and innovatively in the international programming and services of the IE offices at Duke. The contacts that the FBIEs have in their home countries are used to organize programs and events for the university, to recruit more international students and scholars from overseas, and to provide local connections and support for US study abroad students. Interestingly, FBIEs tend to use their network and connections to overcome sometimes limited support from their offices. One FBIE (Category 1 in Mayumi's FBIE model) shared his experience when he wanted to invite a filmmaker from his home country to show a movie about his country's political situations. He pursued this plan based on his understanding of the background of the film. He explained how he managed to implement the event with limited financial support from his office.

"I don't have any connections in the US, there is just awareness of what is going on and an understanding of the context. The movie is about my country...Nobody got me into relating with him..."

iv. Foreign Perspectives

Lastly, there was a tendency among decision makers to hire FBIEs for their ability to provide a third party perspective. Different opinions from foreign perspectives are generally perceived as an asset of FBIEs in their offices. Some FBIEs felt that sharing their perspectives (thereby educating the university's US population) was one of their primary responsibilities in the workplace.

Providing supplemental education to the US population outside of the curriculum

constantly came up in the interviews as part of their mission as FBIE professionals.

Acknowledging that US citizens and the US government are very powerful, one FBIE (category 2) tries to make Americans at the university more aware of the impact, both long-term and short-term, that US policies have abroad. She is planning on initiating a cultural competency certificate program to educate the US born and educated staff. She said, “It will make legitimate argument [to promote] those [intercultural communication] skills. It is saying to staff and administrators at Duke that this is something we [at our office] value and [believe to be] important; we are going to have all these resources put aside [to make this commitment]. Our professional development is connected to being able to serve all students who come to Duke.”

2. CHALLENGES OF THE FBIES

Although the contributions of the FBIEs at Duke were very similar to those of the NAFSA FBIEs in 2003, their challenges were very different. Three challenges faced by FBIEs at Duke were: 1) lack of knowledge of the US educational system, 2) cultural sensitivity gap between US born and educated staff members and themselves, and 3) being over qualified for positions.

1) Lack of knowledge of the US educational system,

FBIE’s knowledge of educational systems in their home countries can be useful in certain situations if there are exchange programs in these countries. This knowledge can also

come in handy in the department of International Student and Scholar Services, which might host international scholars or admit international students from a particular FBIE's country.

However, many FBIEs seem to struggle with their lack of knowledge of the US educational system. All but one of the FBIEs interviewed in this inquiry had previously studied or worked in a US university setting. These FBIEs nonetheless believed that having more knowledge of the US educational system would help them in their jobs. NAFSA (2005) suggests

“comprehension of the history, philosophy and structure of U.S. education” is one of the essential IE professional competencies. A deeper understanding of the university structure and how the senior administrative system works is crucial for their performance and development as IE professionals.

2) The gap in cultural sensitivity between the US born and educated staff members and themselves

The gap between the US and international perspectives was addressed mostly by the FBIEs in the International Student and Scholar Services area who serve as bridges between international and US American students and scholars on a daily basis. For example, international students complained about more than one US flag put up in their department whereas some countries' flags are not even represented. Because they understand perspectives both as an international and staff member, FBIEs struggle with US born and educated staff members' lack of consciousness on the importance of raising such issues, and

with internationals' lack of understanding of the jingoistic aspect of US culture. FBIEs interviewed sometimes feel that international views are not represented as fairly as US perspectives. They may, because they agree with and understand the perspectives of international students, advocate more strongly for international students with regards to these problems and issues.

Some FBIEs might experience the same kinds of unfairness, injustice, and inequality in their workplace. One of the FBIEs (Category 3 in Mayumi's FBIE model) shared that "there are things that I think differently and do differently that other people don't understand maybe because I talk pretty much like an American." Another FBIE (Category 1 in Mayumi's FBIE model) addressed his concern:

"I speak English almost fluently because I have lived in the US for a long time, but there are still some English accents that I don't understand...if you don't understand the accent and if you make somebody repeat it is probably a little bit uncomfortable."

These challenges can be easily overlooked; FBIEs might not be recognized as who they really are because they are immersed in the university structure, trying to meet the same performance expectations as other professional staffers.

3) Being over qualified for positions

Two of my FBIE interviewees stated that they do not enjoy the equivalent social status in the US that they would receive in their home countries. For example, an FBIE who was the minister of culture in a foreign country could just be directing one small center of a

US university. This may affect their professional performance in which they have less accessibility to resources and authority in decision-making in the workplace. The directors also agreed with the sentiments that many FBIEs were overqualified for their positions, suggesting that the social, political culture of the university system sometimes made it difficult for these individuals. One director put it this way: “There is a little frustration that the American system will not let them have the positions compatible to what they had in their home countries.” This point of view leaves some questions on how and why the FBIEs were hired for their positions, which will be discussed in the next interview analysis section with directors.

RESULTS AND ANALYSIS OF THE INTERVIEWS WITH IE OFFICE DIRECTORS AT DUKE

In order to obtain the university’s perception of FBIEs, I interviewed with 5 Directors of Duke’s IE offices (see Table 2) including Gil Merkx, the Vice Provost of International Affairs. The entire list of interviews can be found in Table 3 in Appendix C.

Overall, the directors I interviewed had a positive attitude towards creating staff that was as diverse as possible. In fact, except for one director who said that there was not a significant benefit from FBIEs, the other four Directors including Gil Merkx, agreed that there should be some level of motivation or encouragement to hire diverse staff at the university. They also agreed that the FBIEs could potentially be prominently featured in the university’s drive to become more internationalized and diverse. Gil Merkx emphasized, “Particularly

many of these people [FBIEs] have their diversity not only in their language but in their international experience. A lot of them can see other ways of organizing knowledge; this is the positive side of having another level” of diversity in the staff body.

Interestingly enough, Mr. Merkx and another of the five directors interviewed meet my definition of an FBIE. They were both able to consider the experience of FBIEs in the university structure with their own FBIE experiences as a backdrop, and both, in their positions as hiring managers, occasionally had the opportunity to hire FBIEs. Each, however, had a different point of view about the role of FBIEs in the university. There are many lenses through which the directors could examine the role of FBIEs, including their common FBIE backgrounds, their positions, or their areas of professional interest. Each of these ways of looking at FBIEs must have had some impact on their perceptions toward FBIEs; it is not possible to say which had the greatest influence. Mr. Merkx was identified as Category 2 and belongs to IE Leadership (Table 1). The other director was identified as Category 1 and was in International Student and Scholar Services. The director explicitly valued FBIEs as powerful resources and emphasized that an FBIE could be an influential leader of an IE office. Reflecting his experience of hiring an FBIE for the Program Associate position in his office last summer, he said:

“I knew about the status of his international staff [member]. It is easier for me and for my department to deal with foreign born [individuals] or US born [people] who [are] extremely well trained internationally and [who have] lived

internationally because they have the ability to find a compromise and ability to deal with different cultures. It gives you a lot of patience [and] compassion.”

He prioritized the FBIE’s sub skills based on his belief that it is more important and one can cause more damages in terms of relationship building if s/he does not have the right sub skills or only has the hard skills.

“I go for soft-skills rather than hard skills such as organizational skills or computer skills because [they are] harder to train. There might have been candidates who have excellent hard skills, but I consider human skills and intercultural communication skills more important.”

Whereas Mr. Merkx also valued what the FBIE can bring to his office, he said neither of his two FBIE staff members was hired because of their foreign background. He continued:

“We thought that was an asset that she had a foreign background, but we hired her because she was the best-qualified applicant...When you hire international positions and if they are international that is very good, but I have other staff that are Americans although some of them have a lot of international experiences.

This Mr. Merkx’s comment shows that creating diversity in their offices does not necessarily equate to hiring FBIEs. Like Mr. Merkx, another US born and educated director, who has actually hired FBIEs, did not attribute these hirings to FBIE backgrounds, but rather to their high qualifications in hard skills relative to other candidates. The comments of these directors indicate that the overall hiring climate at the university involves looking for the best and brightest and “if they happened to be FBIEs, that would be great too” (comment from Gil Merkx). In addition to possessing high organization skills and management skills in general, the directors agreed that it is crucial to have an understanding of US culture and the US education system.

THE PERCEPTION THAT UNIVERSITY LEADERS HAVE TOWARD FBIEs.

The directors I interviewed looked at diversity mainly in terms of age, gender, race and local and out-of-state. All four Directors and Mr. Merkx put emphasis on integrating all aspects of diversity while valuing internationalization on campus as well. My first impression that the population of the FBIEs was not visible in the university structure can be attributed to the general attitudes of the entire university staff, who were not necessarily familiar with policies created by the board of trustees relating to internationalization. However, the directors, who are responsible for implementing such policy, did acknowledge that the international staff was an integral part of the university structure.

Many of the directors commented the university strives to keep a diverse balance in the overall campus population, the administration, and the leadership among people from North Carolina, the South, all over the US, and all over the world. More attention tends to be paid to issues related to diversity in the US, such as hiring and promoting African Americans and ensuring equal workplace rights for women. The Office for Institutional Equity (OIE) has made strong efforts in promoting the African American and women but has not done this for the international population yet. Since it is made of more than one minority group, the university's international community may, in lacking a common voice, fail to make itself heard to those that create policies promoting diversity and internationalization. Thus, maintaining faculty, staff, and student diversity might be a strong challenge for the FBIE

population at Duke.

One director shared:

“Of course we wanted to have as many internationals as possible as long as they are comfortable learning about working within a US university. They are not to change the university to another structure, they are to take the structure and push it to be as international as possible.”

While Duke welcomes everyone in the university community, this statement shows also the university’s intention to maintain its own style of internationalization, which involves creating a diverse campus population that includes NC local, US citizens, and people from other countries in the university staff.

The interviews with FBIEs and directors heightened my awareness of the contributions made by and challenges faced by FBIEs, and taught me much about their unique skills and knowledge. While I found that their contributions and challenges were generally recognized, I have also seen that in terms of the university’s internationalization and diversity efforts, the FBIEs are considered in the same way that US born and educated staff members are. In its internationalization and diversity efforts, Duke University is looking more at overall diversity, and less at internationalization, in its staff.

DISCUSSION

1. CONCLUSIONS

The main question I asked was “What do FBIEs think of their contributions to the workplace and to campus internationalization and diversity? How do they perceive the challenges they face?” My survey and interview data has shown that the FBIEs have a different perception of their essential skills that can contribute to internationalization and diversity than US born and educated staff. According to the FBIE interviewees, there are certain skills and knowledge that only they can bring. In addition, my data has shown that most of the FBIEs at Duke perceive that though they face challenges, their presence positively contributes to the university.

Before I started this research I was concerned that those contributions and challenges would be hard to determine if they were unique only to FBIEs. However, each of the FBIE interviewees found numerous ways to express themselves from the US-born and educated staff. Some US-born and educated staffers might also have the same level of language proficiency and long-term overseas living experience, but the FBIE interviewees demonstrated how to differentiate themselves from their US American colleagues. This is believed more strongly by the FBIEs in the International Student & Scholar Services area, whose previous experiences as international students in the US enabled them to empathize with the international students they serve. One of the FBIEs (Category 1 in Mayumi’s FBIE model) in this group was confident about his advising and counseling skills because of his own

experience. He said, “It is very hard for administrators who don't have the same background because they don't have all the information especially about how students feel.” Thus, FBIEs tend to emphasize the importance of providing multicultural education to the US population outside of the classroom, in contrast, US born and educated staff members simply try to educate internationals on US culture for their cultural adjustment process.

When I started considering this research topic, I hypothesized that FBIEs decided their career path, expecting that their strong knowledge, skills, and attitudes could contribute to the IE field and they were motivated to share their unique competencies with others in the field. My research shows that the FBIEs’ motivations for entering the IE field and the reasons for getting their positions are more varied than I expected. Some of the FBIEs were highly motivated to contribute to this particular field, and some of the FBIEs did not initially move consciously into the IE field. They started to realize how effectively they could utilize their competencies afterwards.

There were also obvious differences found in the challenges faced and motivation driving the FBIEs and the US born and educated staff members. Before doing the research, I hypothesized that the FBIEs would face particular challenges and make certain contributions related to their upbringing in geographical, cultural, educational backgrounds outside the US, and that they would need a special support system. Although this was true to some extent, the major lesson I learned was that FBIEs consider their foreign-born/educated traits to be

strengths rather than challenges. More precisely, FBIEs have learned how to navigate through challenges and disadvantages arising from being raised in another culture, maneuvering through the US educational system in ways that enable them to advocate for themselves and support their offices.

I have made the following conclusions about the FBIEs at Duke University identified in this research; (1) they recognize their distinguished competencies and utilize them to contribute to their workplace and ultimately to the institutional internationalization and diversity efforts; (2) they are aware of the challenges they face due to their foreign-born/educated characteristics but have learned how to navigate through the limitations in the workplace and turn them into strengths; (3) they perceive themselves more as individual staff members than FBIEs in terms of their professional performance; (4) hence, there is no need yet to form a special support group to advocate for themselves; (5) While acknowledging the contributions made and challenges faced by FBIEs, the university perceives them more as individual staff members than FBIEs; (6) there has been no movement towards institutional internationalization and diversity efforts in the FBIE group yet, however, the university perceived them as potential advocates.

2. RECOMMENDATIONS

Duke University strives to prepare students to be better communicators in society and to create a campus environment in which they can be exposed to diverse groups. As we

have seen, one of the key groups needed to accomplish this goal is the staff. Coincidentally or not, I found in my survey that eight out of the 11 FBIEs were hired within the last five years. It is probable that this action is related to the strategic planning statement in 2001, which stated, “Duke continues to focus on increasing its racial, ethnic, and socio-economic diversity among faculty, students, and **staff** (emphasis mine).” (Duke University, 2001, p. 57) If the university hired more international staff with the intention of using it for preparing students, who carry the future of the nation and the world, outside of the classroom, the more successful the university would be in accomplishing its strategic plan. Sessions and programs could utilize the expertise of FBIEs. As the 2003 NAFSA’s FBIE-SIG survey suggests, the FBIE should be encouraged to do more training on intercultural sensitivity, advocating for international students and scholars from their own experiences, and introducing ways for members of the academic community to cope with ethnocentrism.

Duke University is trying to create an environment and atmosphere that embraces all aspects of the international community and my research shows its success, according to the positive perceptions and experiences of felt in the overall FBIE population. If there are gaps in the perspectives of US-born and foreign-born international educators, the university should try to find out how to bridge these gaps, providing needed support or education for its members. Furthermore, the university must make stronger efforts to encourage awareness of the FBIEs, so that the university will be able to take advantage of their competencies, furthering

internationalization on campus. In-depth research should be done, at Duke and at other US universities, to discern what FBIEs could offer as a group that would best support further internationalization at US higher educational institutions. In sum, I suggest to the university that, in order to accomplish its strategic plan in every aspect, it should vigorously support the international staff, respecting its presence and recognizing the resources that it has to offer.

The overall perceptions Duke FBIEs had of their experiences and of their workplace roles were positive. In order for the FBIEs to share their perspectives, it is vital for their offices to create diverse and open learning environments in the workplace, which already seem to be being pursued at Duke. In addition, I suggest that the university make greater efforts to acknowledge the presence of FBIEs as an independent group, people who can potentially be champions and advocates in many influential ways. If both the FBIEs and the university worked together to promote internationalization from FBIE perspectives, they would be able to collaborate more effectively and make FBIEs available not only as administrative and support staff, but also as educational and cultural resources supporting institutional internationalization and diversity efforts.

3. APPLICABILITY

First, this research contributed to my new learning on the perceptions and experiences of FBIEs, and also removed some of my assumptions about their presence in the university structure. It can also make staff members more aware of how they can serve as resources,

potentially contributing to institutional internationalization. One approach is not enough in order to be ideally internationalized or one perspective is not enough in order to speak for institutional success. Furthermore, the subject of this research, Duke University, one of the leading and successful education institutions in the US undertaking internationalization, will be able to provide great examples and models for other institutions of higher education in the US undergoing similar process. As human beings have more easy access to the world in the twenty-first century, educational institutions have much higher expectation from their members, for greater openness and accessibility to education in the US. With the information and findings from this research, Duke and hopefully many other US higher education institutions will be able to open its door to a larger international community, improve their service delivery, and ultimately promote themselves as internationalized institutions to the world.

4. QUESTIONS FOR FURTHER RESEARCH

Below are suggested for further research stemming from my own experiences in this research, particularly in relation to the challenges and difficulties I faced during my research process.

- 1) It was hard to define people's cultural identities. This research focused more on commonalities among the three FBIE categories, regardless of their backgrounds. Acknowledging that there are significant differences within the FBIE group, my question would be how the experiences and work performance of FBIEs are varied depending on the FBIE status such as educational backgrounds, competencies

acquired, length of stay in the US, primary cultural identity, and immigration status.

- 2) It was reasonable for this particular research to create a spectrum across all the IE professional categories in order to inhibit my assumptions and bias. However, the experience of a staff member in Education Abroad might be very different from another in International Student and Scholar Services due to the nature of their work. There are some points addressed from this point of view in this research, however, further research should answer to a question on what different perceptions and experiences FBIEs have depending on their professional areas.
- 3) This particular research was aimed at investigating perception and experience of one population; however, similar results came from the IE directors and administrators, who had their own perspectives towards the FBIEs in their departments. It may be interesting to see if US-born staff members have thoughts and experiences mirroring those of the FBIEs. I strongly recommend examining the US-born staff population to increase this study's reliability for further research.
- 4) I did not look into immigration status in-depth in this research because most of the FBIEs participants turned out to have US citizenship or permanent residency. Does this mean Duke University offers more opportunities to those who already have legal employment status? Is the University willing to sponsor those who are on H1-B to get green cards, lawful permanent residency after their working visas reach the limit of 6 years?
- 5) FBIEs raised few challenges relating to discrimination in the workplace. If there were unfairness, injustice, and inequality that did not surface in this research, how would they be able to address related issues that they face in the workplace? Further research can be initiated potentially collaborating with the Office of Equity, in order to understand this area in-depth.

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APPENDIX A

[Survey Questions]

Your name: _____

1. Current working position at Duke University: _____

2. Start year at Duke University: _____

3. Gender (optional): _____

4. Age (optional):

[] 20-24 [] 25-29 [] 30-34 [] 35-39 [] 40-44 [] 45-49

[] 50-54 [] 55-59 [] 60-64 [] 65-69 [] over 70

5. Previous and current immigration status:

[] US citizen

[] F-1

[] H1-B

[] F-1/OPT (Optional Practical Training)

[] Legal Permanent Resident (LPR) [] J-1

[] Transitioning to LPR

6. Country of origin: _____

Date of arrival in the US if applicable: _____

7. Mother tongue: _____

Other languages spoken: _____

8. Education in your country of origin and abroad: Please indicate location(s) and grade level next to age.

Age	Location	Level
0-2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
Over 30		

9. Using *NAFSA's categories to identify positions in International Education, please check a field that most accurately describes your position.

(*NAFSA: Association of International Educators)

[☐] **Education Abroad:** Advises U.S.-based students on study, internship, work, and volunteer opportunities abroad; directors and administrators of such programs; representatives of overseas institutions that accept U.S. students; and administrators involved in international educational exchange,

[☐] **International Education Leadership:** Indicates leaders at institutions in the field of international education such as chief international education officers,

[☐] **International Student and Scholar Services:** Include international student and scholar advisers and those who work in campus-and community-based international programming,

[☐] **Admissions and Financial Aid:** Include international admissions professionals, including recruitment, enrollment management, marketing, and financial aid positions.

[☐] **Other** _____

10. Total number of years working in the field checked above

In the US: _____

Abroad: _____

11. Other working experience in country of origin and abroad

Where: _____

What: _____

Number of years: _____

12. What knowledge, skills, and abilities are essential in your position as an international education professional?

13. Have you experienced situations at work where your cultural background had a direct impact? If so, please elaborate.

14. How does your cultural background contribute to or hinder your professional performance?

[Survey Request in Person]

I am Mayumi Nakamura and last year I worked at Duke's International House as a program assistant. Now I am back in Vermont finishing my Masters program at the School for International Training. I am doing my research on staff and administrators working in the field of International Education (IE) at Duke University; I am asking you to participate in the research survey.

I am interested in learning about experiences of IE professionals at Duke University depending on their demographic/cultural/educational backgrounds and how those facts have an impact on their performance at work. No student or faculty will be the focus of this research. Your participation will entail the survey you filled out and one interview lasting about half an hour. The interview will be tape-recorded. The general topic I want to explore in the interview will be the impact of your background on your job and interactions with your colleagues.

I will protect the identities of participants by using pseudonyms in this and any future publications or presentations. Participants should be aware that they may be quoted directly but that their names will not be addressed in any part of the report. All data will be kept in a secure location. Please also be informed that you may withdraw from the study at any time, without prejudice.

I appreciate your willingness to give your time to this project to help me learn about experiences of IE professional staff and administrators at Duke University. If you have any questions, please feel free to ask me at XXX-XXX-XXXX/the e-mail addresses above, or call my professor, Linda Gobbo, at XXX-XXX-XXXX or linda.gobbo@sit.edu.

Thank you,
Mayumi Nakamura

I have read the above and discussed it with the researcher. I understand the study and I agree to participate.

_____(signature)

_____(date)

[Survey Request by E-mail]

Hello. My name is Mayumi Nakamura and last year I worked at Duke's International House as a program assistant. Now I am back in Vermont finishing my Masters program at the School for International Training. I am doing my research on staff and administrators working in the field of International Education (IE) at Duke University; I am asking you to participate in the research survey.

I am interested in learning about experiences of IE professionals at Duke University depending on their demographic/cultural/educational backgrounds and how those facts have an impact on their performance at work. No student or faculty will be the focus of this research. I am attaching the survey to this e-mail. It will take 10-15 minutes to fill it out. I would very much appreciate it if you could return it to me at this e-mail address or mayumi.nakamura@sit.edu by this Friday, October 21st.

I will protect the identities of participants by using pseudonyms in this and any future publications or presentations. Participants should be aware that they may be quoted directly but that their names will not be addressed in any part of the report. All data will be kept in a secure location. Please also be informed that you may withdraw from the study at any time, without prejudice.

Thank you very much in advance for your willingness to give your time to this project to help me learn about experiences of IE professional staff and administrators at Duke University. If you have any questions, please feel free to ask me at XXX-XXX-XXXX/the e-mail addresses above, or call my professor, Linda Gobbo, at XXX-XXX-XXXXX or linda.gobbo@sit.edu.

Thank you very much,

Mayumi Nakamura
Candidate for Master of Arts in International Education
School for International Training (SIT)

APPENDIX B

Table 1: Statistics on International Population at Duke University

	Visa Type	Number of internationals
Undergraduate, Graduate and Professional Students Total 1860	F-1	1730
	J-1	125
	Other Visa	5
Scholars Total 1187	J-1 Scholar	571
	J-1 Other	35
	H-1B	472
	O-1	2
	TN	23
	All others	84
Staff, Faculty, and Researchers Total 653	N/A	653

Figure 1: Knight's model: internationalization as continuous cycle (1993)

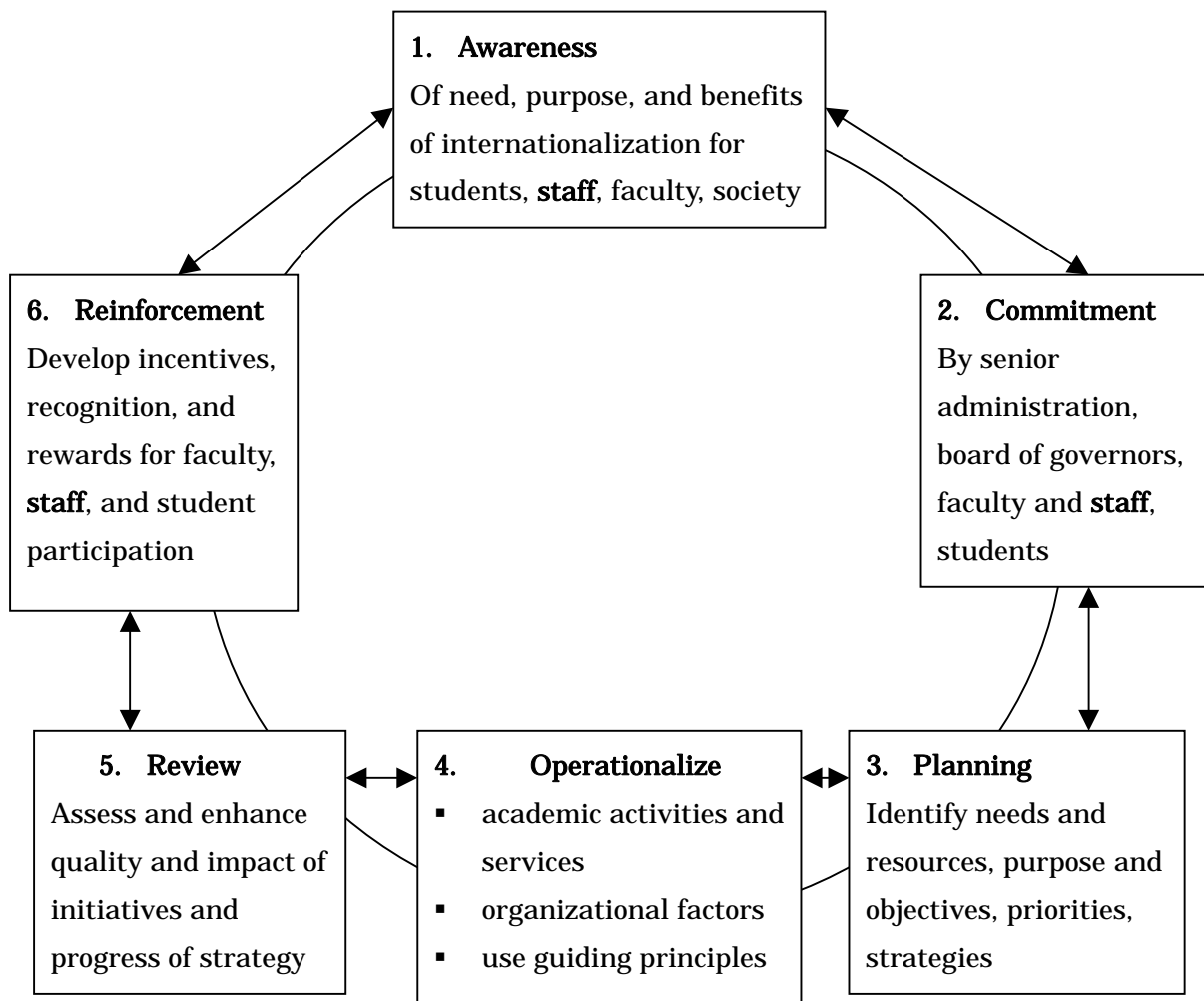


Table 2: NAFSA's Professional Competencies for International Educators (2005)

Knowledge and Skills
• Knowledge of the mission and goals of one's institution and organization
• Skills at functioning in an institutional or organizational setting
• Understanding of the role and structure of international education at one's institution or organization
• Skills of managing staff as well as fiscal and other resources
• Knowledge of relevant technologies
• Counseling and advising skills
• Leadership skills
• Knowledge of the resources available for professional development
• Comprehension of the history, philosophy and structure of U.S. education
• Knowledge of other educational systems
• Cultural, geographical, political, historical, and economic knowledge of other countries
• Knowledge of cultural values and assumptions and their effect on interactions with individuals and groups
• Intercultural communication skills
• Knowledge about learning another language
• Awareness of how culture and language influence learning styles
• Knowledge of the cultural adjustment process
• Knowledge of funding mechanism, sources, and trends
Attitudes
• An awareness of one's personal values and their relationship to professional and volunteer responsibilities
• Regard for creativity and innovation in the practice of professional responsibilities
• Respect for the diverse backgrounds and viewpoints of one's colleagues
• A responsibility and willingness to share one's professional expertise
Knowledge and Skills
▪ Knowledge of the mission and goals of one's institution and organization
▪ Skills at functioning in an institutional or organizational setting
▪ Understanding of the role and structure of international education at one's institution or organization
▪ Skills of managing staff as well as fiscal and other resources
▪ Knowledge of relevant technologies
▪ Counseling and advising skills
▪ Leadership skills

Table 3: Mayumi's Index of IE professional competencies

Knowledge and Skills

- Knowledge of the mission and goals of one's institution and organization
- Skills at functioning in an institutional or organizational setting / ***Relational Role Behavior**
- Understanding of the role and structure of international education at one's institution or organization
- Skills of managing staff as well as fiscal and other resources
- Knowledge of relevant technologies
- Counseling and advising skills / ***Interaction Management**
- Leadership skills / *** Task Role Behavior**
- Knowledge of the resources available for professional development
- Comprehension of the history, philosophy and structure of U.S. education
- Knowledge of other educational systems
- Cultural, geographical, political, historical, and economic knowledge of other countries / ***Orientation to knowledge**
- Knowledge of cultural values and assumptions and their effect on interactions with individuals and groups
- Intercultural communication skills / ***Display of Respect, *Empathy, *Tolerance for Ambiguity, * Interaction Posture**
- Knowledge about learning another language
- Awareness of how culture and language influence learning styles
- Knowledge of the cultural adjustment process
- Knowledge of funding mechanism, sources, and trends

Attitudes

- An awareness of one's personal values and their relationship to professional and volunteer responsibilities
- Regard for creativity and innovation in the practice of professional responsibilities
- Respect for the diverse backgrounds and viewpoints of one's colleagues
- A responsibility and willingness to share one's professional expertise

NAFSA's Statement of Professional Competencies for International Educators (2005)

** Retrieved from BASIC Dimensions of Intercultural Competence by Lustig and Koester (2003)*

Table 4: BASIC Dimensions of Intercultural Competence by Lustig and Koester (2003)

- **Display of Respect** – the ability to show respect and positive regard for another person
- **Orientation to knowledge** – the terms people use to explain themselves and the world around them
- **Empathy** – the capacity to behave as though you understand the world as others do
- **Interaction Management** – skill in regulating conversations
- **Task Role Behavior** – behaviors that involve the initiation of ideas related to group problem-solving activities
- **Relational Role Behavior** - behaviors associated with interpersonal harmony and mediation
- **Tolerance for Ambiguity** – the ability to react to new and ambiguous situations with little visible discomfort
- **Interaction Posture** – the ability to respond to others in descriptive, nonevaluative, and nonjudgmental ways

Table 5: NAFSA's Knowledge Community categories (2005)

- a. **Education Abroad** which advises U.S.-based students on study, internship, work, and volunteer opportunities abroad; directors and administrators of such programs; representatives of overseas institutions that accept U.S. students; and administrators (and faculty) involved in international educational exchange,
- b. **International Education Leadership** which indicates administrators who shape internationalization policies and strategies, chief international education officers or mid-career professionals aspiring to be international education leaders,
- c. **International Student and Scholar Services** which include international student and scholar advisers and for those who work (or volunteer) in campus-and community-based international programming,
- d. **Recruitment, Admissions, and Preparation** which include admissions, recruitment, enrollment management, marketing, credential evaluation, intensive English programs, sponsored program agencies, and overseas advising.
- e. **Teaching, Learning, and Scholarship which include** international and intercultural teachers and trainers; researchers focused on international topics; and professionals who want to incorporate existing research into their practice.

Table 6: US born and educated staff Answers for Open-ended Questions

1) Positive impact on working in a US institution/with US students
<ul style="list-style-type: none"> • Being from the US helps me to better understand the US students we work with. • As a US citizen, insider knowledge of culture and processes that I would normally take for granted has a direct impact on the ability to do my job effectively. • My cultural background is appropriate for my work on a US campus as I am able to direct students in US customs, procedures and expectations.
2) Negative impact on multicultural interactions
<ul style="list-style-type: none"> • My cultural background can have a negative impact in that it becomes more difficult at times to empathize with someone who is not able to grasp something that seems obvious to a cultural insider. • My lack of cultural experience abroad hinders my performance by limiting my working knowledge of other cultures. • It's hard to be patient some days. I'm always having to temper myself and my responses to this understanding – while trying to teach them that things are different here. It's a give and take in U.S. business and efficiency is the rule (for the most part).
3) Age, race, gender, and religion related impact
<ul style="list-style-type: none"> • More than a specific situation, especially when I first started working here, and still now to a certain extent, the students that I work with are older than I am and from a very wide variety of backgrounds. It took a while to understand that some students would not be comfortable approaching me to help them with problems since I was younger and also female. • I think because so many institutions value “diversity” that I’m not seen as diverse enough because I’m a white man—although in my office at Duke I’m the only man out of 10 total employees, so go figure. • We have people in our office who were born and raised in the South. These staff have done little traveling and are not as interested in international education as those of us with international experience. These people are also very religious and at times have difficulty working with non-Christians.
4) International Experience related impact
<ul style="list-style-type: none"> • My study abroad experience has been the most helpful and had a direct impact. People understand and know that I can relate because I have been an international student before and struggled with the native language. I am also more understanding of their frustrations because I have been through it.

Table 7: FBIEs' Answers for Open-ended Questions

1) Language related impact
<ul style="list-style-type: none">• My ability to speak [European language] has occasionally proved useful when welcoming visiting international delegations from Quebec or France...My [foreign-born] background enhances my ability to perform my professional work. (FBIE category 1)• My [European] origins and education and my own experience with immigration services have been a great help in dealing with obtaining visas, communicating with and entertaining our visitors from [European countries], and the highly cultural-specific style of writing formal letters to our visitors or collaborators in the [European country X] diplomacy. It took me a little time to adapt to the American conventions of written communication. (FBIE category 1)• In the US, people still tend to perceive accents as negative, something hard to understand. However, it has not hindered my performance, just giving me more motivation to prove that I can excel regardless of what people think at first. (FBIE category 1)
2) Impact as Cultural bridges
<ul style="list-style-type: none">• [The students and visiting scholars from her country] are probably feeling it is easier to contact me especially in a complicated and/or emergency situations. I think I am providing additional value to my services just because I am from the same country (FBIE category 1)• I am able to interact easily with people from all cultures and play a role in welcoming international delegations to Duke University. (FBIE category 1)• On a daily basis: international students feel comfortable speaking to me. I know how to relate to them better than any administrators who doesn't have the same background. (FBIE category 1)• I believe that my bi-cultural identity has often allowed me quick access to new people. For whatever reason students often feel that I understand their transition. (FBIE category 2)• I feel my multicultural background greatly enhances my performance. I am much better able to relate and adapt to students from very different cultures and backgrounds...I feel students view me much more as an ally, and someone who they can talk to and be listened to and understood (FBIE category 3)
3) Impacts on broader perspectives
<ul style="list-style-type: none">• My bi-cultural and bi-lingual identity have allowed me to navigate the USA culture without any problems. (FBIE category 2)• I can almost always see things from multiple different perspectives and can contribute to many discussions because I have lived in so many different countries. (FBIE category 1)• My ability to bring new light and perspectives from a foreign-born standpoint. (FBIE category 1)• I can understand their point of view more than most, and also the general American culture and help bridge some of the cultural divides. (FBIE category 3)
4) Impacts on career in the IE Field
<ul style="list-style-type: none">• I feel that my cultural background has only helped me professionally. I believe that my background and experiences have actually helped me fall into the IE field. (FBIE category 2)

Index 1: Program Strategies by knight and de Wit (1995)

Academic programs

- A. Student-oriented programs
 - Student mobility schemes
 - Student exchange programs
 - International students
 - Work-internship-study abroad
 - Study visits
- B. **Staff**-oriented programs
 - Faculty-**staff** mobility programs for teaching
 - Visiting lecturers-**staff** for teaching
 - Joint and double appointments for teaching
- C. Curriculum development programs
 - Internationalization of the curriculum
 - Foreign language study
 - Local language and culture training
 - Area and international thematic studies
 - Teaching-learning process
 - Joint and double degree programs
 - Summer programs and universities

Research and scholarly collaboration

- A. Ph.D.-oriented programs
 - International Ph.D. students
 - Ph.D. student mobility
- B. **Staff**-oriented programs
 - Faculty-**staff** mobility programs for research
 - Visiting lecturers-**staff** for research
 - Joint and double appointments for research
- C. Research development programs
 - International research projects
 - International research agreements
 - International conferences and seminars
 - International publishing and citation
 - Area and international theme centers
 - Joint research centers

Technical assistance

- A. Student-oriented programs

Student scholarship programs (South-North)

Student-oriented training programs (South-North)

B. **Staff**-oriented programs

Staff training scholarship programs

Staff-oriented training programs

C. Curriculum-oriented programs

Intuition-building programs

Curriculum-development programs

Export of knowledge (inward)

Recruitment of international students for economic reasons

Development of special profit-based courses and programs for international students

Development of postgraduate training programs for the international market

Transnational education

Offshore programs and campuses

Distance education programs

Twinning programs

Branch campuses

Franchise arrangements

Articulation programs

Virtual, electronic, or Web programs and institutions

Extracurricular activities

Student clubs and associations

International and intercultural events

Community-based projects and activities, intercultural and international

International alumni programs

Index 2: Organizational Strategies by knight and de Wit (1995)

Governance

- Expressed commitment by senior leaders
- 1. Active involvement of faculty and **staff**
- 2. Articulated rationale and goals for internationalization
- 3. Recognition of an international dimension in mission statement and other policy documents

Operations

- Integrated into institution wide and department planning, budgeting, and quality review systems
- Appropriate organizational structures
- Communication system (formal and informal) for liaison and coordinator
- Balance between centralized and decentralized promotion and management of internationalization
- Adequate financial-support and resource-allocation system

Support Services

- Support from institution wide service units; that is, student housing, registrariat, counseling, fundraising, etc.
- Involvement of academic support units; that is, language training, curriculum development, library
- Student **support services** for international students studying on campus and domestic students going abroad; that is, orientation programs counseling, cross-cultural training, student advisers, etc.

Human resources development

- Recruitment and selection procedures that reorganize international and intercultural expertise
- Reward and promotion policies, to reinforce faculty and **staff** contributions to internationalization
- Faculty and **staff** professional development activities
- Support for international assignments and sabbaticals

APPENDIX C

*Category 1: born abroad and came to the US to work/study as an adult
**Category 2: born abroad and received some education abroad by the age of 10
***Category 3: born in the US but received most education abroad by the age of 10

Table 1: Open-ended Questions about Essential Competencies for IE Professionals

			FBIE Category 1	FBIE Category 2	FBIE Category 3	Total	US Domestic	Total
						44		74
	<i>Knowledge and Skills</i>							
1	Knowledge of the mission and goals of one's institution and organization					0		0
2	Skills at functioning in an institutional or organizational setting					2		7
		Creativity in problem solving					1	
		Teamwork	1				5	
		Analytical skills					1	
		How to create relationships and partnerships	1					
3	Understanding of the role and structure of international education at one's institution or organization					0		0
4	Skills of managing staff as well as fiscal and other resources					3	1	18
		Time management skills					2	

		Facilitation skills					1	
		Event planning skills					1	
		Written communication skills					2	
		Ability to work under deadlines					1	
		Attention to detail					2	
		Organization skills	1				4	
		Multi-tasking skills					2	
		Ability to discern					1	
		Project management skills	1					
		Public speaking skills/presentation skills	1				1	
5	Knowledge of relevant technologies		1			1	1	1
6	Counseling and advising skills (Interaction Management)		1			3	3	8
		Interpersonal communication skills	1					
		Listening					4	
		Communicating clearly					1	
7	Leadership skills		1			1		0
8	Knowledge of the resources available for professional development					2	1	3
		Institutional financial					1	

		aid policy knowledge for international students						
		Knowledge of immigration regulations, interpretations and practices					1	
		Familiarity with the French diplomacy such as roles of the embassy, consulate General and Cultural Services	1					
		Procedures to obtain visa/payment for foreign nationals	1					
		Interdisciplinary knowledge of fields of international and area studies					1	
		Advanced degree					1	
9	Comprehension of the history, philosophy and structure of U.S. education			1		1		0
10	Knowledge of other educational systems		2,			2	2	2
11	Cultural, geographical, political, historical, and economic knowledge of other countries		1			2	5	6

		Democratic Governance, public policy, global health,	1					
		International travel experiences					1	
12	Knowledge of cultural values and assumptions and their effect on interactions with individuals and groups					3		4
		Willingness to learn different ways of interacting and working with people from different backgrounds		1			2	
		Ability to help foreigners understand about American culture and what people's values are and what they mean by their behavior			1			
		Understanding of different cultures		1			2	
13	Intercultural communication skills		1			12	2	22
		Tolerance and appreciation of other cultures					1	

		Cultural sensitivity			1		1	
		Patience		1			6	
		Empathy	1	2			2	
		Flexibility					2	
		Sense of humor					2	
	Display of Respect	Curiosity		1			1	
		Calmness					1	
		Relatability		1			1	
		Friendliness					1	
		Maturity					1	
		Intercultural competency		1				
		Bicultural identity		2				
		Ability to respond to diverse cultural backgrounds					1	
		Relational Role Behavior		1				
14	Knowledge about learning another language					6		1
		Language skills	3	1	1		1	
		Ability to understand English spoken by non-native speakers	1					
15	Awareness of how culture and language influence learning styles				1	1		0
16	Knowledge of the cultural adjustment process		2	1		3	1	1

17	Knowledge of funding mechanism, sources, and trends		2			2	1	1
	<i>Attitudes</i>							
18	An awareness of one's personal values and their relationship to professional and volunteer responsibilities							
19	Regard for creativity and innovation in the practice of professional responsibilities							
20	Respect for the diverse backgrounds and viewpoints of one's colleagues							
21	A responsibility and willingness to share one's professional expertise							

Table 2: Interviews with FBIEs

		Motivation to this field	Job qualifications	Cultural Identity Development (US and Foreign-born)
Education Abroad	A		<ul style="list-style-type: none"> Strong cultural background, Language -perquisite, Latin American culture 	Living half of my life in one country and the other half of my live in another country gave me more appreciation of differences.
Intl Education Leadership	B	<ul style="list-style-type: none"> Probably that multinational background is one of the things that led me to the direction anyway. 		<ul style="list-style-type: none"> I have a cultural affinity with all latrines (Latin American or Italian, Spanish, or Portuguese) because I have been there as a child. That makes it easy for me to relate Latin Americans. That also serves as a platform. Feeling comfortable with Latin Americans makes me conformable with Asians or Russians, or. It makes it easier for me to generalize cross-cultural contact. My Latin American born identify provided me as a child with awareness of otherness or linguistic otherness which most people acquire as adults. From the beginning that gives you a sense that there is more than one way to relate to the world. When you learn another culture, there is different reality that you experience. Once you realize there is more than one reality, you can see the world that is consisting multiple cultural realities. When you only come from one culture, somehow for many it is very hard to realize that you can think in a different language, and to realize that you can immerse yourself in a completely different reality.

	C	<ul style="list-style-type: none"> I never worked in a university setting but thought it would be good to find out what a university does since my husband is also in an academia. It was a closest job to what I used to do because it is [the name of her department], we are doing programs that that has international focus. I became interested in human rights because of my father's episode. I am really here by accident. I am here in the NC and trying to make the most out of it. 	<ul style="list-style-type: none"> I was told after hired that they really wanted an outsider, somebody who has done international work and they did not want somebody internally, They wanted somebody who understood globalization and equity, democratic governance, global health initiative, and how they play and who are the policy makers because we are constantly looking for speakers to bring. 	<ul style="list-style-type: none"> Born and raised in [Caribbean country C]. I left [Caribbean country C] when 20 years old. I came here as an adult. [Caribbean country C] is a small country; to live in an interdependent world we had to look outside, so the idea of being in [Caribbean country C] up to high school and going overseas for college is prominent among the prominent families. People who can afford tend to think of following high school, and in high school we are pretty much being trained to study overseas within the cosmopolitan families. Purpose of coming to the US was I only came here to follow my husband who got in [another institution's] academia,
	D	<ul style="list-style-type: none"> I was looking for a position and I was qualified for this position, so I got it. 	<ul style="list-style-type: none"> To plan, implement, and report international outreach and activities organized through Franklin Center, and it affiliates Duke Center for International Studies, African American Studies, etc. 	Before I went to Japan, they all looked the same. To me. But being there for a long time, broadened my horizon to know that people are different.

Intl Student and Scholar Services	E	<ul style="list-style-type: none"> I was thinking of coming back to somewhere in RTP I was interested in international issues and international people. 	<ul style="list-style-type: none"> Organizing study trips Students come to Fuqua who have never been to US they need more help connect with other students Supporting internationalization at the school. 	<ul style="list-style-type: none"> Lived in [European Country E] up to 18 or 19 years old. Worked in Armenia for a school year and came back to [European Country E] for a while and went to the US and went to Duke I was out of the US for 5 months a year. I identify myself as international more than American.
	F	<ul style="list-style-type: none"> To keep on learning, educating others and self-learning - students are teachers Educating others Opportunity to learn others Values and goals of the field fits his personal interests The MBA provided me with diversity, opportunities to learn and teach others in a diverse environment [His department] - level of internationalization and high percentage of international students 	<ul style="list-style-type: none"> Flexibility To find a way to connect people Leadership skills - taking initiatives in the US culture Meeting the expectations of the office MBA skills 	<ul style="list-style-type: none"> Relationships are very important in [European country A], but I leaned the importance when I left the country. Self-realization that is very effective especially in the US because some times it is lacking.

	G	<ul style="list-style-type: none"> For me, the study and the work have always been connected because like I said before, the service learning I was 18, 19 and that was the beginning of my schooling, it really changed my life politically and my sense of social responsibilities. 		<ul style="list-style-type: none"> I was born in [European country G]. I do have the examples in my mind of not only [European country G] but also all over the western European countries to compare with the US government or politics. They have strong cultural identities. Having a father who is [European nationality G], who didn't speak [European G language] well, who didn't want to deny his [European nationality G] identity and a mother who is American, but who had a very strong connection to [European country G] and who lived there for 10 years and who is an [European nationality G] professor, so even though she is of a different cultural background she supported the development, the language and identity. I never felt a very strong connection to other [European nationality B] American. I think I felt a stronger connection to other people who are first generation like me which means that they might be Greek American or they maybe spent early years in another country and came to the US but would go back and speak their language at home. So, I think I have connected more with people who are first-generation, bicultural more than others who have [European nationality G] identity but it's their second or third generation of [European nationality G] American. More of the ability to live in two worlds vs. my actual ethnic background. Growing up as a little girl in [European country G] and coming to the US, I felt very bi-cultural. We go visit in [European country G] and speak [European language G] with my father and English with my mother. It was important for my parents we be bilingual. My parents always made me feel there is something to be proud of, and something that was special about us. So I didn't feel ashamed of it. There was something I felt was unique about our family. But there was a political component, maybe because I was young enough to learn English whenever people found that I was not a native
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	H		<ul style="list-style-type: none"> • Speaking French and English • Familiarity with the US educational system and I was because I had been teaching for five years. • Basic computer skills such as Excel. • Knowledge of accounting, I had to learn but it was easy because there are classes I can take. • Graphic design I had to learn here to make posters. • The person before me was also a French. They were looking for French speaking staff, so whomever they could get who speak French good enough would be good. But it apparently is not easy to find someone who speak both languages well enough and who is willing to take a half-time position here. 	
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	Education	Language	Strengths/ special skills, knowledge and abilities
A	<ul style="list-style-type: none"> Education both in [Latin American country A] and the US and programs in different countries brought him to this field 		<ul style="list-style-type: none"> More empathy because I know the challenges that associate with study abroad. More reliability for parents of US study abroad students Knowledge of the area/conditions in the area, geographical information Familiarity with the area where the program is and areas around. Knowledge of Political issues, Safety issues
B	I lived in [Latin American country B] for 11 years. I have 6 years of education if you don't count kindergarten and I went to 6 years of primary in [Latin American country B] and 6 years of secondary in the US, and 4 years of college in the US and 1 year of graduate school in Peru, 5 years of graduate school in the US	Having growing up in a multi-national household, speaking three languages as a child, because my father was Dutch and my mother was American, so I was multilingual and I was in a national neighborhood, in a foreign colony and in a foreign country, so when I came to the US I didn't fit in, I felt different.	<ul style="list-style-type: none"> It is obviously an asset for me to work in international (??) and have international background makes it easy to understand the cultural variation I deal with.
C		<ul style="list-style-type: none"> I am not using my language skills at work 	<ul style="list-style-type: none"> I gained them after high school through working for the UN and a couple of different NGOs. Planning and organizational skills. Network and connections I have using in terms of inviting speakers. Nothing in [Caribbean country C]. I gained those connections through my previous job in the US.

<div data-bbox="149 570 172 591" data-label="Text">D</div>	<ul style="list-style-type: none"> Studying in Japan and getting the master's degree, I learned how to work with people, and how to deal with people without having preconceive ideas, 		<ul style="list-style-type: none"> I don't know if I have enough support, but what I know is for the particular job that I have to do, my knowledge of how to work through the system, how good the program is that I want to present. Knowing how to work with people. How to create relationships and partnerships is the most important thing for my job. Being from a specific part of the world helps you understand the problem and see what you can do to improve and to make things happen. The likelihood of not knowing what is going on over there would be close to zero if I were not from there. There is a political setting that is specific to a country. And the movie is not out yet, so if I were not from there I would not have known, but being from there... they were trying to keep you from doing the movie at all, they threaten him and ask him to go through the investigation with the police and all that. So if I were not from there I would not have known. If you are not from a specific setting, then chances are that what media would show is what you are going to know. I am the only one who does radio station. No body has better outreach. I announce my program all the time. I have been doing the radio for 9 years. It is a volunteer work.
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<p>E</p>	<ul style="list-style-type: none"> I don't even know if I would have gotten this job if I did not have the international experience. 	<ul style="list-style-type: none"> Language is powerful. If you speak a few words in someone's language, they go this person is interested in my culture And if I can speak well then you understand them and the trust goes up 	<ul style="list-style-type: none"> I think the job itself in terms of the every day aspect, someone can do even if they have never lived in another country, you can make photocopies, and organize events and that is not big deal, and everyone speaks English. But I think it is more of a quality issue that it's just different if you understand what someone is coming from, and they have a problem then you are more, having gone through it more than one country moving to a new country not knowing how to do anything, not understanding, and how we could make misunderstandings, it definitely helps when some one is coming and I already know what struggles they have, or why they might be misinterpreting, there are a lot of ways in coming to the US was new to me because I grew up in another country. So it is similar for a foreigner coming. So, I went through a lot of the same things. I already know this is going to be frustrating to you, you have this reaction toward Americans, but let me tell you, let me show you another side, I know you think this way, but there is also another way to look at it to help them understand better, and I just feel in general that you have students probably feel more connection and they all know each other, so I feel that I can have that too compared to just being a normal administrator at Duke. But also being able to be completely American in some way I can understand both ways, and I can help bridge the gap. So it is more of a qualitative thing than tangible things. My intercultural skills were more important than other qualifications on the job description. Understanding different cultural view points, different relational styles, different ways of communicating people, I felt that is most important part because we try to integrate people from different countries with Americans all into the community, we satisfy people's needs to understand why someone from somewhere behaves certain way.
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<div data-bbox="149 902 170 927" data-label="Page-Header">F</div>	<ul style="list-style-type: none"> MBA in the US and experiences help me understand what international students are going through. 	<div data-bbox="1026 1495 1066 1523" data-label="Page-Header">89</div>	<ul style="list-style-type: none"> I gained skills outside of my country but my foreign born identity motivated to the learning in another country. Relationship building skills - gained when I left country Own experiences as a MBA student 8 years ago - not at Duke, however, I can tell my students I know exactly the dynamics that you are going through, I know exactly how you feel as a foreign student in the United States, going through very tough demanding MBA program, trying to find a job potentially here or an internship, and I know how much pressure you are under from you family and maybe friends. I have been through it I made it, so I tell my students look I made it, so you can do it! To encourage his students I encourage them as well as making them feel comfortable, they know that I feel the same as they feel we can relate. So we relate on a different base than any other administrators. It is very hard for administrators who don't have MBAs; they don't have all the information's especially about how students feel. True international experience-working, studying, living overseas for a long-term Multicultural understanding/cultural identity and skills in short-term and long-term relationship building that is different from any US born person, the culture does not have a culture that rewards relationship as much as - less valued short-term oriented French culture is not so result oriented. Not that I don't deliver the results, I do, but I manage the short-term and the long-term relationships better due to my culture and experience because I know that if you don't manage relationships well and the long-term well there is not much you can do in a culture outside the US culture. Compassion - a lot of US people want immediate results. I have a lot of students stop by my office just to talk not wanting anything else. US culture looks for immediate results, but my job is making myself available to students whenever they want even just to talk on the street. I come from a culture and I have been successful in long-term relationships.
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<div data-bbox="149 1360 172 1382" data-label="Page-Footer">G</div>	<ul style="list-style-type: none"> • Came to the US when I turned 5 years old. I started kindergarten in the US and went to college in the US. • Studied abroad for a semester in Chile • Between sophomore and junior year, I did a service-learning project in the Dominican Republic. It was my first time in Latin America. It was one of those eye-opening experiences. • My senior year in high school, I studied abroad in Belgium, but it did not have the same impact as the Dominican Republic. • Practicum in Armenia 	<ul style="list-style-type: none"> • The role of the language in the workplace is interesting because being a [European language G] speaker, there are [European nationality G] at Duke so obviously able to use that, but I studied Spanish and French when I have students and scholars. I have a little bit of Armenian, so there are a couple of Armenian students here so for them it is a great pleasure to have some one who speaks their language. Except Armenian, they are all Latin based languages, so they are more common. • My ability to speak another language is very helpful, but even more than that because I went though even as a small girl learning English because my father was not a native English speaker I grew up around someone who didn't always understand when people were speaking to them, so I feel like I have a good sense when I am talking to someone if they understand me or not. And if they don't understand me then I will ask them. I feel like I am pretty good at reading someone's face or trying not to use (??) or not to speak really 	<ul style="list-style-type: none"> • The most essential skill is curiosity. Because the curiosity means that I am interested and I am willing to engage and share whatever little knowledge I know and willing to ask questions. I think very often I try to make connections, "I have been there" " I have never been there, but I have this friend who is from there" and that openness and curiosity hopefully make people feel comfortable so there is more of a personal connection from the beginning, and then they are able to, even they have their own strength about their service delivery, ask for what help they need and share the anxiety they are having. • It is not difficult for me and very natural to fall into the rhythm and people regardless where they are from, it doesn't scare me. I am not intimidated or I am not worried about making mistakes. Because even if I make a mistake, I have the people skills to try to shift it. This is a learning opportunity; I'd rather be proactive and make mistakes than reserved or not reaching out. I think it is my personality, maybe it is cultural but my father had language barrier but he was very personable and made friends very easily. It is fun and unique. Partially cultural partially family • There is such a large [European nationality G] American community in America; I think it is very different than my understanding of my [European nationality G] identity. For me I have a stronger connection. All of my early memories are there in [European country G]. It was a place where I was able to stay connected.
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H		<ul style="list-style-type: none"> • Ability of letter writing in French was a big part of their decision of hiring me. The previous director was a professor of French. Her French was beautiful he lived in France for many years, but still did not trust herself as much as she would trust a native French speaker with writing, • Americans with good French skills would probably do well but it makes differences for our visitors and someone French welcome them and take care of them. They easily connect with me who have from the same country and culture and have the same cultural references. 	<ul style="list-style-type: none"> • Since I was a student in [European country H] so I know how the university system works there and how it works here. • I get more ideas of what people are interested, what they would want to do • Communication and being able to relate to people and where people are coming from such as social system and politics. The most important thing is the language. • I learn very fast, website management, accounting, • The current director is a Dutch and speaks French also, so now it is even more important that I am [French speaking country H national].
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	Past Experiences to note	Contributions
A	<ul style="list-style-type: none"> Own study abroad in the US. It was a family decision to come to the US, but it was really his self realization of rewards and appreciation towards cultural differences 	<ul style="list-style-type: none"> Having the cultural identity and own experience in the country gives him more confident and also to parents. Faculty from other university and study abroad advisor ask me for assistance and more information Because I am working with the program that is taking place in my country of origin, daily, I think hour by hour, I am using my skills. It makes a difference.
B	<ul style="list-style-type: none"> Affiliated with Latin American Studies 	
C	<ul style="list-style-type: none"> Before I was doing international development work and worked on issues of peace and democracy particularly for my country, [Caribbean country C] for 5 years and so I did a lot of peacekeeping work. I did a lot of implementation part of it. 	<ul style="list-style-type: none"> I have been here less than a year. The Major contribution I made, I brought my marketing skills and made a newsletter. It helps the identity crisis that the office had. I put an effort to make the office recognized by the whole University not as [Department C] but an independent office. I am a highly tolerant person. I define Americans to be not tolerant. When we have a speaker who has a strong accent, I knew what it is like because I have been through it. So when there are foreigners I go extra miles with them to make them comfortable.

D	<ul style="list-style-type: none"> I went back to [African country D] after Japan, and worked as editor. 	<ul style="list-style-type: none"> I invited a filmmaker from my country who lives in France, to show a movie that is about my country. I organized to get him here based on my understanding of the background of the movie. I don't have any connections in the US; there is just awareness of what is going on and understanding of the context. The movie is about my country. It is about the political situations there, and I read through the media that somebody has done something interesting about it. So I did some Internet research, and found the way and sent him e-mail. Nobody got me into relating him.
E	<ul style="list-style-type: none"> I worked for NGOs in Armenia and Cambodia 	<ul style="list-style-type: none"> International student who are coming here from foreign countries have already moved out of their comfort zone and already crossed into other areas culturally, some of the Americans not but if they are going abroad they need to get prepared. There is always potential having knowing someone or contacts in the places we have exchange programs. We have programs in South East Asia and I know how to travel in those countries Internationalization goals fit my presence. Learning, other languages, making friends with different backgrounds are my passion.
F	<p>Never worked in my home country [European country F]</p>	<ul style="list-style-type: none"> Students come to me and ask me to help because of the age similarity and experience in common. Building own network in Europe Recording classes. It was come up in a short casual conversation with students. Implementing students suggestions and needs and incorporate it into the support system. Serving as a middle person.

G	<ul style="list-style-type: none"> I worked for immigrants, refugees, and second/third generation families in Chicago. Some of the work I did was trying to help other social service providers work more effectively when they work people from different cultural backgrounds. 	<ul style="list-style-type: none"> I have traveled a lot so if we have a student from Latin America for example because I have studied in Chile and traveled the countries, I have a little understanding of the socio-economic background, working class culturally diverse group of students I am able to assess a student's level of privilege and because I have traveled in south east Asia I am able to connect with students who are from Thailand or Lao. Travel also make us learn more about the politics and the background because I think it's so often Americans are not educated about the bigger world, so being able to have a little bit of someone's political and cultural background, there is an ability to connect. I think also having been to new places many times I know what has helped me feel welcomed. How to welcome people. Connecting people with other people from that area who might have some expertise to share with them, Cultural Competency Certificate Project: I am probably the main contributor, and my skills for that come from having worked as a trainer and feeling comfortable facilitating. I think it is valuable because there are so many international students and scholars on campus, so creating something like a certificate program makes regiment argument for those [intercultural communication] skills. It is saying to staff and administrators at Duke that this is something we value and important and we are going to have all these resources put aside. Our professional development is connected to being able to serve all students who come to Duke. Having done enough different training and having been here long enough I am more familiar with the climate. Because I have an abundant of international experience I am comfortable and very capable to work with people whether they are talking about intercultural experiences internationally or whether they start talking about cross-cultural experience domestically since people have issues around race, gender or religion, I have worked enough in America with those issues that I feel comfortable addressing those issues. I think it is also important because there are so many cross-cultural issues simply in America because we are doing this in America. Just because International House's intention is to serve an international community doesn't mean that there will only be issues that are going to come up. My domestic work experience also will help to do the workshop.
H		<ul style="list-style-type: none"> It is easier for me to catch the subtlety and the norms and things that seem obvious to French listeners or readers but not to someone from another country. It tends to stay more formal longer with the visitors from [French speaking country H] until we actually meet them; so all the written part beforehand is very formal. Whereas America visitors they are very casual in the way that they call each other by their first names, but it is not the case in [European country H].
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	Support Needed	Interactions with other FBIEs, staff and students	Perception of her/his presence
A			<ul style="list-style-type: none"> The position "fits me perfect" The office was looking for some one like me. The office utilizes and benefits from my skills and knowledge
B			
C	<ul style="list-style-type: none"> Professional development opportunities like taking a public health course. I took this position knowing that the opportunity would be available. Within the limit I get most of the support it can give me. 	<ul style="list-style-type: none"> I naturally have affinity for foreigners because I am one and I have an accent, when I am here with somebody else with an accent, right away I am more up to become a friend. Gravitated to the person more or so for no other reason but the they are from another country, and I know I have something in common with them, we have to struggle to see things differently and sometimes we are treated in the same way. I get along well with the staff, but I get along better with foreigners. Because I have the affinity with them and it is similar and we have something to talk about beyond work 	
D	Within the limitation I know how to maximize my potential.		
E		Between how I interact with student and how I interact with staff, it depends, but I am kind of in the same age group as most of the students, so it is an interesting dynamics because I came here as a student and I can be viewed as almost one of them (international students) in some ways, and because I am the same age group, and there are a lot of social activities, so I hang out and get to know them at a personal level.	

F		<p>It is easier for me and for my department to deal with foreign born or US born who extremely well trained internationally and lived internationally because they have the ability to find a compromise and ability to deal with different cultures. It gives you a lot of patience, compassion, not to be a victim of your culture or expectations.</p>	<ul style="list-style-type: none"> • I serves as a support system • Administrators and staff who don't have the same background as mine, they just know classes are tough, but they don't know how tough it is.
G		<p>I feel like that students catch my [European nationality G] identity even more than what I have shared, maybe they can identify with it even more.</p>	
H	<ul style="list-style-type: none"> • There are a lot of leftovers from lectures in this building so it is a good opportunity. And birthday parties and Halloween, and baby showers and other social events fro staff. • The director of operation of the Franklin center has a training experience in counseling oversees the whole center. She is a good person to talk to about health insurance, personal problems, employment, etc. 	<ul style="list-style-type: none"> • With other FBIEs, they are French speakers, neither of them are French, so we have the language in common but not the culture. It seems to me that it is difficult for me to relate to someone who has neither the language nor the culture because someone has the language in common with me I feel like I should be relating on all levels. And they are expecting to be relating all levels but I don't feel closer to them because of the fact that they are not from my culture. • I t used to be the case that I would hang out with mostly non-Americans in Michigan especially for the first few years, so it is easier to make friends in the international community • I see other FBIEs as individuals. • Since she speaks French, I probably talk with them more even though we are in the different parts of the building, than we would otherwise. 	
I			

	Challenges	Professional Mission
A	<ul style="list-style-type: none"> • Very little because of my foreign background • Lack of knowledge of medical insurance in the US 	Encourage US students to study abroad
B	<ul style="list-style-type: none"> • Being socialized in the US again and being a foreigner in Latin America again, I didn't know norms in Latin America. There is certain cultural knowledge that you can acquire it but it takes a while to learn. So, I think it is a little harder for a foreign educated person to succeed as an international education official in the US because there is a lot more learning that takes place. But I see some foreign born/educated people who do very well and in some fields it is an advantage, if you are in Latin American Studies or Asian Studies, it is probably an advantage to be Latin American or Asian, if you are in general administrations, you may not have the advantage. • What happens to foreigners they feel embarrassed to ask. It is ok for students to ask for help, but if you are adults it is harder. • Americans are assertive people. If you are coming from those cultures where it is bad to be assertive. • [To overcome the challenge], to pick up cultural knowledge, just observe and ask people, so when I first came to Duke, I kept saying how does it work who makes the decision?? • If Staff being silent, I just ask the person at the meeting. 	
C	<ul style="list-style-type: none"> • I don't have opportunities that I can use my skills. This is not a perfect match for me. • It has been a good and positive experience, but it is not something I would do for a long time, because it is all about me giving my skills but I am not learning anything. 	<ul style="list-style-type: none"> • It would be spreading the recognition of the office, existence. And highlight the programs and effort we do. • Making the global health series success reflects highly the university, as a whole especially the university doesn't have a public health school.

D	<ul style="list-style-type: none"> • I don't think I have enough support, but I know how to make the system work to get things done. I know how to work in partnership with all the entities. • I want to organize an event but I don't know where the money is going to come from. I don't know how much I can suggest to have the filmmaker come here, but I know however if I have a good program I can push people to bring money in, so I want to make sure that I have a good line-up, and I am going to present the program to some people and if they are willing to be part of this program, because publicity is important, they want to be part of something good. 	<ul style="list-style-type: none"> • People need to know about the case in Luanda and Senegal. That is the motivation.
E	<ul style="list-style-type: none"> • It's one area not having a business background I feel a little bit different than the other students. If I could chose to have also more of an understanding of the background would be beneficial. • There things that I think differently and do differently that other people don't understand maybe because I talk pretty much like an American, • I don't know how to type, you don't' learn the skill in [European nationality E] unless you want to become a secretary. • There are different ideas about how things should be done. I don't always know what is appropriate or what is polite. I generally try to adept as much as possible but there is always part of me someone who does things differently, and breaks stereotypes. 	<ul style="list-style-type: none"> • I like to help all the people in [Department F] integrate into one and helping people communicating better and understand each other better, but I would also want to encourage them to bring what their individuality to the table. That would make the community interesting. • If you are all similar there is no learning. If you are all different then you are not connecting. If you have something in common or interest you, we are willing to learn each other. • Team [Department F]

F	<ul style="list-style-type: none"> As a foreign-born-educated staff - Language accent (this guy is not intelligent) 35:00 if you don't understand the accent and if you make somebody repeat it is probably a little bit uncomfortable. SO US born person might be like this is my country this person should make an effort. If this student cannot understand this simple thing, how can he understand accounting and everything? So they are not good students or smart. It is totally wrong assumption. I m generalizing of course, but it is very important to me. I prioritize sub skills because it is more important and you make more damages in terms of relationship building if you don't have the right sub skills and if you have the hard skills The gap of cultural sensibility between him and US staff: Colleagues are in most cases US people. They don't feel the need to pay the same attention to the same thing - cultural sensitivity - Flag representatives - US staff did not response to it as critical it should have been. Manpower was the issue but the issue was there was a student who was offended not seeing the flag of his country. It is not a question to him; he will change it without any question. US power is taking over Presence of international student and not enough understanding towards international students in classroom. Not having any control of faculty selection. The faculty is getting trained. Non US born people don't represent their challenges here. 	
G		
H		
I		

Table 3: Interviews with Directors

	Hiring process for their staff	Comments about Their FBIE staff/ US staff	Benefits from FBIEs
Gil, Vice Provost of International Affairs	<ul style="list-style-type: none"> Neither one [C and D] was hired because of their foreign background. We thought that was an asset that she had a foreign background, but we hired her because she was the best-qualified applicant. When you hire international positions and if they are international that is very good, but I have other staff that are Americans although some of them have a lot of international experiences. First, you see if the person is right person for that job and then if s/he is international that is great. 	<ul style="list-style-type: none"> She had international experience we wanted, she intelligent and confident and worked for an international NGO. And I happened that she was also [Caribbean country C national] and speak (??) and French. 	<ul style="list-style-type: none"> Someone who has international background or experience often has an instinct understanding of what involves to be foreigners and very comfortable with the foreigner issues because they themselves have had the sense of coming from other places. Sometimes they have particular skills that are extremely useful, for example, if we have delegations from Quebec, or French Africa or French Caribbean, then she can speak French and working in an African NGO also becomes an asset. Having more international staff makes the atmosphere more international.
1	<ul style="list-style-type: none"> When we hire for upper level positions, even for by-weekly positions, we try to get people who have had some international experiences with fields that will make them more in to with what it is that we are trying to do here in terms of exposing our students to their worlds. We recognize that if you have had international experience that's going to make you more open to understanding of the value of the experiment. Depends on their position, different positions require 	<ul style="list-style-type: none"> We had a woman from India. That particular individual, I can't attribute it to her cultural difference VS her individual differences. One of the issues we started with her was dealing with time and respecting time. I cannot attribute that to the fact that she was from India, I think it was more of a fact that she was who she was. I don't think it was cultural thing. She seemed just fine to work with students 	<ul style="list-style-type: none"> Only US born and educated staff exist Overall, it functions well I would like to hire the most competent people for the job regardless of where they are from or where they got education. Whether they are born or educated or not, if they have some international experience, I believe having international experience is something beneficial for working in this office. But the matter of the fact is for many of the

	<p>different job skills, but beyond the job specific skills, of course we have a desire to find somebody who will work with the other staff in our office, as a team member and contribute as a team member, and do the job that they are assign to do. Pitching when other people are needing help, and when it's possible to provide them with help, people who are responsive, open to work with wide bright students, can work effectively with parents, who have the ability to work with a diversity of people that we work with. Have good sense of humor.</p> <ul style="list-style-type: none"> • Prefer someone who has a second language, has exposure to another culture, and has lived in another country. 	<p>just like the other staff did.</p> <ul style="list-style-type: none"> • I only have US staff. I have never seen any interactions with non-us staff. • I don't think of my US identity when I interact with US students. I think more of sharing with them my international experiences and how relevant those are to that students are going to have. My international experiences help me understand what they are going through when they go overseas. 	<p>members in this office, they did not have any international experience until they started working in this office.</p> <ul style="list-style-type: none"> • They had never gone out of the country, but they went abroad when they started working in this office. And they had more understanding of our work when they came back.
2	<ul style="list-style-type: none"> • Yes, I know about their status in hiring process. We need t o know citizenship status, if they don't have green card or they are not US citizens. There are all sorts of things. • Of cause we wanted to have as many internationals as possible as long as they are comfortable learning about working within a US university. They are not to change the university to another structure, they are to take the structure and push it to as international as possible. • I am looking for the best and brightest. • 	<ul style="list-style-type: none"> • I have had a colleague who is foreign-born and foreign-trained, particularly Europeans, they are coming in and they are pretty intolerant about our structure, they want to push it in a different way • It was great that C was [Caribbean country C national], but more importantly she has a MA in international studies from Colombia University, and worked in international organizations that were well known. That was the strongest one. Plus, the level of her energy. • C has international connections working 	<ul style="list-style-type: none"> • The office actually utilizes their networks in programming very much. Not the reason why we hired, but certainly it is one of the major benefits. • Language skills. They are very few people who have French, Spanish and English which means she can talk about entire Caribbean. • If we want to teach his native language, which we are considering, there is a resource. There are not that many speakers in the US who can teach it

		<p>collaboration with UN.</p> <ul style="list-style-type: none"> D was a different case, but he was perfect for the position in terms of the outreach, the radio program and he knows the community. The networks nationally internationally, in his home country and a lot of resources. 	
3	<ul style="list-style-type: none"> I knew about the status of his international staff. Supplementing their lack of knowledge/network by my background He goes for sub-skills rather than hard skills because it is harder to train. There might have been candidates who have excellent hard skills, but he consider human skills and communication skills intercultural more important Hiring FBIEs brings benefits. Prioritizing sub-skills; it is more important and if you don't have right sub-skills you make more damages. 	<ul style="list-style-type: none"> Foreign-born status helps him decide who would be more effective to work with and for the office. Feel the needs of intercultural competency assessment/measurement 	
4	<ul style="list-style-type: none"> I don't think our US background is a hindrance to us although I know when we had an international staff member here it was an asset to us. It is an asset to us to have people who are very fluent in another language and really understand another culture better than anyone could just living there for a year. It is definitely an asset, but I feel out team is able to work very well with internationals that come here. We want someone who either lived or was born, 	<ul style="list-style-type: none"> I feel like our group of 6 have different experiences in other cultures and most of us have some time of living in another culture. All of us really enjoy learning about other culture. About one of the staff who was born in [European country G] and brought up to the age of 4, it is great because she is fluent in [European language G]. Another US staff is 	<ul style="list-style-type: none"> Language skills

	<p>have the experience, we want someone interested in another culture, who is a good team player, warm and generally agreeable person. We want them to have communication skills, computer skills, language skills, etc.</p> <ul style="list-style-type: none"> • But because we cannot have native speakers from every country, language is not our top priority. • We are hoping to hire a male, and to increase our diversity, not only a white American. • Hiring someone because s/he is from another country. We cannot make it a first thing because it is going to be discrimination against Americans. It is tricky. 	<p>serviceable in Spanish and she has some time living in Arabic countries, and working with the Arabic population, so I feel like we have a varied good and because we work with people from all over 100 countries here, we can never ask somebody from every culture, which will be the ideal situation, but it is not a possibility.</p> <ul style="list-style-type: none"> • I am not saying that it wouldn't be an asset to have natives of another culture also involved. 	
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	Challenges of hiring FBIEs	In relation to internationalization at Duke
Gil, Vice Provost of International Affairs	<ul style="list-style-type: none"> The foreign-born and educated have a different mix of advantages and disadvantages. If you are foreign-educated one of the assets is you are bringing an understanding of foreign educational system, which make it very easy for you to relate people who come from the same system and how it works. You have knowledge of how it works. Working inside the system, you see it totally differently. Having the knowledge is a useful asset. Disadvantage of being foreign educated is that you may feel less comfortable of being part of US education institution because you were not socialized in it I see some foreigners whose styles are little off from the system, so they are not as effective and they are unsure of themselves. They cannot manipulate the system How much you can demand, how much you can push before you get punished to get budged, etc. it is very difficult. It is a matter of being tuned (??) looking around how people do things and unwritten rules and 	<ul style="list-style-type: none"> Most of it was done before I came. Many of the successes of international center was (??) before I came so I cannot take credit for that. Many of these things were in place before I came. What I have tried to do is to make people feel appreciative of these things. I think my job is try to 1) keep the international momentum going (what do we do next better, what have we done that is good and how do we do it better, how do we get from here to there) that involves international house international office and international center and so on. 2) To help people around the country see Duke and realize what Duke has done. I think Duke is probably the most internationalized US university by a lot of different measures and nobody knew that when I came here, so I have been promoting this and look Duke really has done all those different things and I have tried to make Duke visible in the kinds of forum and national meetings. I have tried to think of leadership roles in promoting its image as international (??) 3) internally, make the administration, general faculty and administrators say this is a strength for us, we are proud of this and we should keep this going, so instead of seeing that I am building empower for myself, I want them to say it is good for the business school, engineering school, or medical school, and we are very international. So, I am trying to install a self-identity as international in the Duke culture. (More about making Duke more identified as international the same way as people think Duke of basketball or medical center.) 1) You want your staff to be best and brightest in the same way that students and faculty to be best and brightest. So if you can choose from an international pool and you have more people to choose from and you more likely to get the best and brightest. In a very general sense, the ability to recruit international staff is good because it simply broads the pool. 2) International staff provides diversity and provide cultural diversity. The more international it is, the more diverse it is. It becomes very useful for dealing with specific situations like student from around the world presents around the world (?). So, having a staff that has some international character is useful in a very specific way. 3) Lastly, having an international pool is important simply for symbolic reasons. It is nice for the operations to have not only Americans. It is attractive. I think the fact that we are fairly diverse means that people are more careful. Curtsey is very very important In Duke they are generally pretty good. There are always social affinities and distance in many situations. It is

	the culture of the organization.	natural congregation that Latinos stay together. But it is mild because American has a high way of social mobility there is another dimension which is you are local or you are cosmopolitan. The people who really belong or the people who are rally indigenous to NC, you have people who are born and raised in NC and they are grounded local in a way that the other Americans are not because other Americans are from other states. So there is a difference between cosmopolitan Americans and local Americans. And there are differences among different foreign groups and between foreigners and Americans. The interesting is that the most alienated is the north Carolinians because they are not many at Duke.
1		<ul style="list-style-type: none"> Overall, we are doing phenomenally, but knowing what we do on a regular basis and how well we do it, just makes me realize how much more we can do. Doing more is tough. I wish we had more time to think about the bigger picture and think about different ways to approach our issues. Thinking beyond is luxury.
2	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> International staff is very much part of internationalization at Duke at a several levels. 1) We don't have a quantitative goal but it has been our goal to increase international faculty. Also we want internalize the staff for diversity, just like you are domestically diverse but also internationally diverse. There are goals and directions for each party. Internationals can be a vital part of diversity as well.
3	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
4	<ul style="list-style-type: none"> I try to be more sensitive if they are special cultural things about the person. I try to be conscious about space issues. 	<ul style="list-style-type: none"> This office is very important part of Duke's internationalization. I don't think many school has the same services as we offer to visiting scholars. I think often times being a visiting scholar can be a negative experience unless you have a department that is real helpful to you. Our advocacy is imperative. There are always issues for internationals to deal with when they just arrive. This house can serve as help with communication among offices. Our staff's contribution to internationals is valuable. Providing support for internationals, taking strong role in training, and welcoming them when they first arrive. We communicate with other IE offices under international administration group. We support each other. We have some mutual programs. I developed relationship with other IE offices at Duke during the time I am here. They send internationals to us when there are issues.

	Office Culture	Mission of the office	Support
Gil, Vice Provost of International Affairs	<ul style="list-style-type: none"> I look for competence because we have to get the work done. Tact and courtesy is very important. They work with you if they like you. Creative atmosphere where people think new ideas and not afraid to raise their voice and opinions. We see trouble coming that I won't see because I am too high or I am not getting information. In terms of the dimension, international is good because internationals see things that American won't see. What I liked about Duke when I came was the divisions between Americans and non-Americans are the smallest I have ever seen. Formal mechanism is that every year all of my staff prepare a self evaluation (29:00) [to make sure their needs are met] The informal mechanism is that perceive how they are feeling and if there is anything wrong with it and I just ask them how they are doing and if they are doing ok. I see a lot of my staff so there is some opportunity for observation and feedback. 		<ul style="list-style-type: none"> I support my staff by letting them express themselves and realizing them their ideas. Collective social events (lunch, dinner, official functions, birthdays, a staff lunch outside a semester) and these are ways of making new members feel integrated but they are also ways to express the kind of social solidarity with each other. Collective decision-making. Meet each staff once a week. Let them each set the agenda and share knowledge and discuss outcomes. I have responsibility to make decisions but Almost everything I do, I won't do without consulting with my staff. So that gives them influence or kind of power and that makes them free to come up with ideas and suggest outcomes and then we work more effectively because they have their own sensitivity. Of course there are times that people have personal problems then we meet and talk what needs to be done. I see among my staff they help each other Participatory administrative style gives them ownership (26:00)
1	<ul style="list-style-type: none"> Welcoming climate 		<ul style="list-style-type: none"> We encourage our staff to do professional

			<p>development and we fund that.</p> <ul style="list-style-type: none"> • Monthly staff meeting • I would like to feel that if they need they feel free to come and chat with me. • Weekly meeting with directors • Retreat – staff don't like the idea. • Lunch together – one or two a year • Birthday parties
2	<ul style="list-style-type: none"> • I hope it is a safe environment to share harsh perspectives • Most of our senior r staff have a second language, • Particularly many of these people have their diversity not only in their language but international experience. A lot of them can see other ways of organizing knowledge; this is the positive side of having another level. • Duke University in North Carolina, they are incredible polite, we don't like to argue, but arguing is good. So it is really good that we have people who know how to argue without being personal confrontation arguing a lot of ideas sometimes very forcefully 		
3	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The office was hoping that I would take this job and take the IC to a next level where we increase the level of the services and programs and both international students and US students are put in one group without discrimination and segregations. 	<ul style="list-style-type: none"> • Resources, additional training, providing books,

		<ul style="list-style-type: none"> Both international students and US students can increase global reach and their potential through the MBA program. The program is also encouraging the international students go on study abroad programs. Contributing to increase the global reach - 	
4	<ul style="list-style-type: none"> The door is always open Weekly meeting Retreat to get to know each other 		<ul style="list-style-type: none"> They get professional development by going regional conferences, taking trainings and I think it is very important. Encourage staff to go to conferences. It is a matter of communication to see what their needs are. They need to indicate to me what their need is. And we find what we can do.