



Are Foreign Born International Educators More Intercultural Competent?

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NAFSA Special Interest Group (FBIE-SIG)






The FBIE-SIG strives to provide a forum for NAFSA members to advocate for policy and regulation changes to remove obstacles for current and future foreign-born international education professionals, to serve and support foreign born international educators' professional entry and development, and to promote foreign-born standpoints and perspectives to enrich NAFSA programs and services.



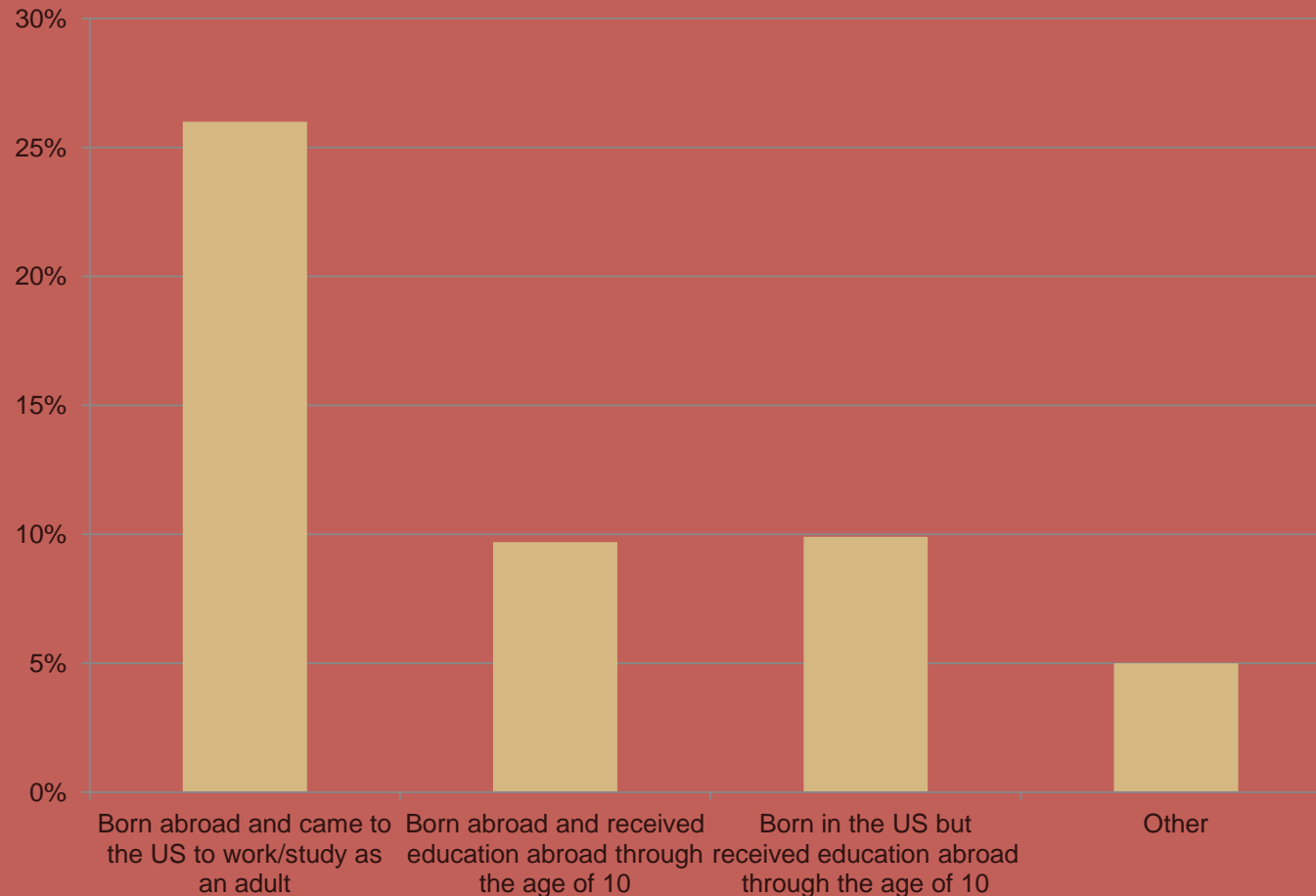


Definition of FBIE

-  **Born abroad and came to the US to work/study as an adult (26)**
-  **Born abroad and received education abroad at least before the age of 10 (3)**
-  **Born in the US but received education abroad before the age of 10 (3)**



Which of the following description best describes you?





Survey Results:

<https://www.surveymonkey.com/s/HLZBZQM>

 **Total Finished Survey: 28/39 complete**

 **6 Interviews (11 from previous survey)**

 **1 Canadian 1 born in the US but received education abroad before the age of 10**





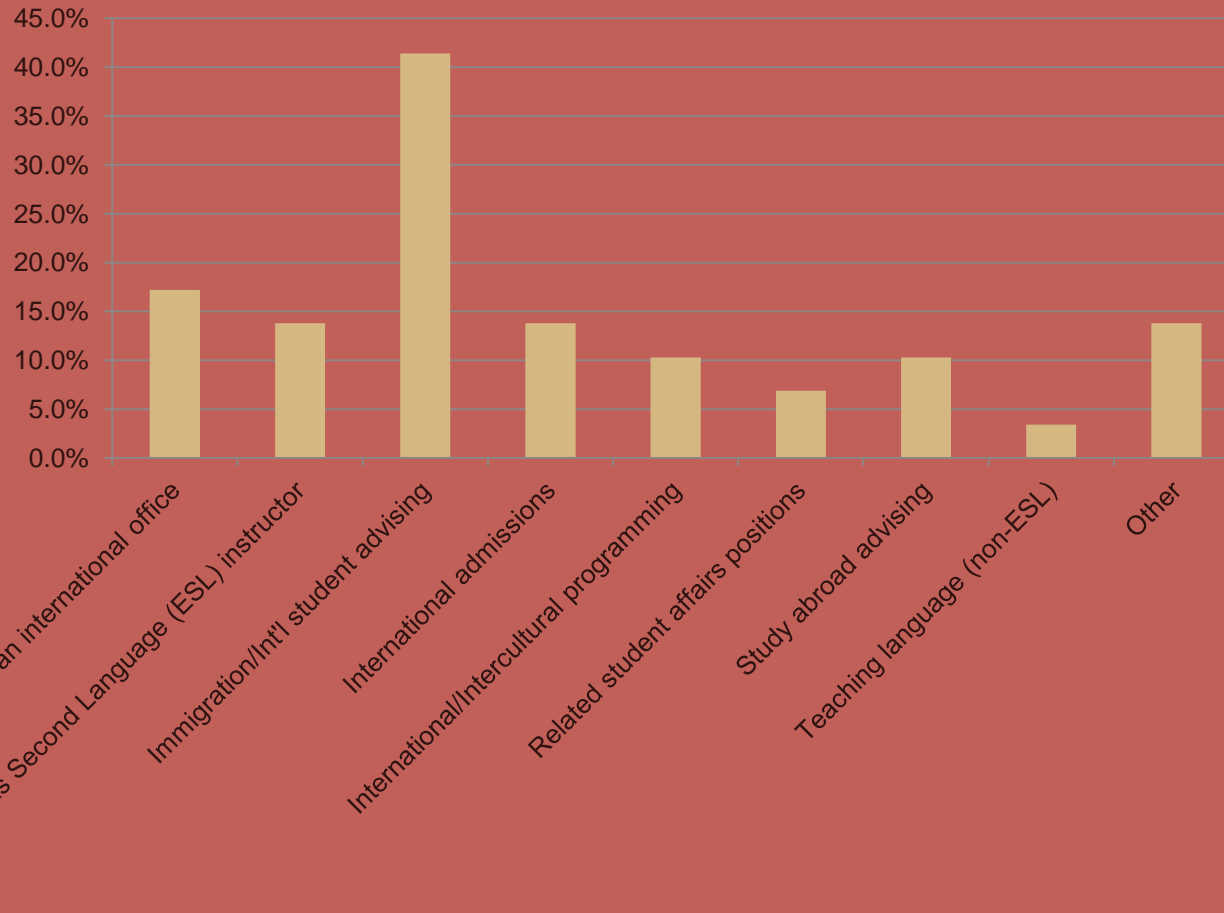
Characteristics of the Respondents

 25 Female 9 Male

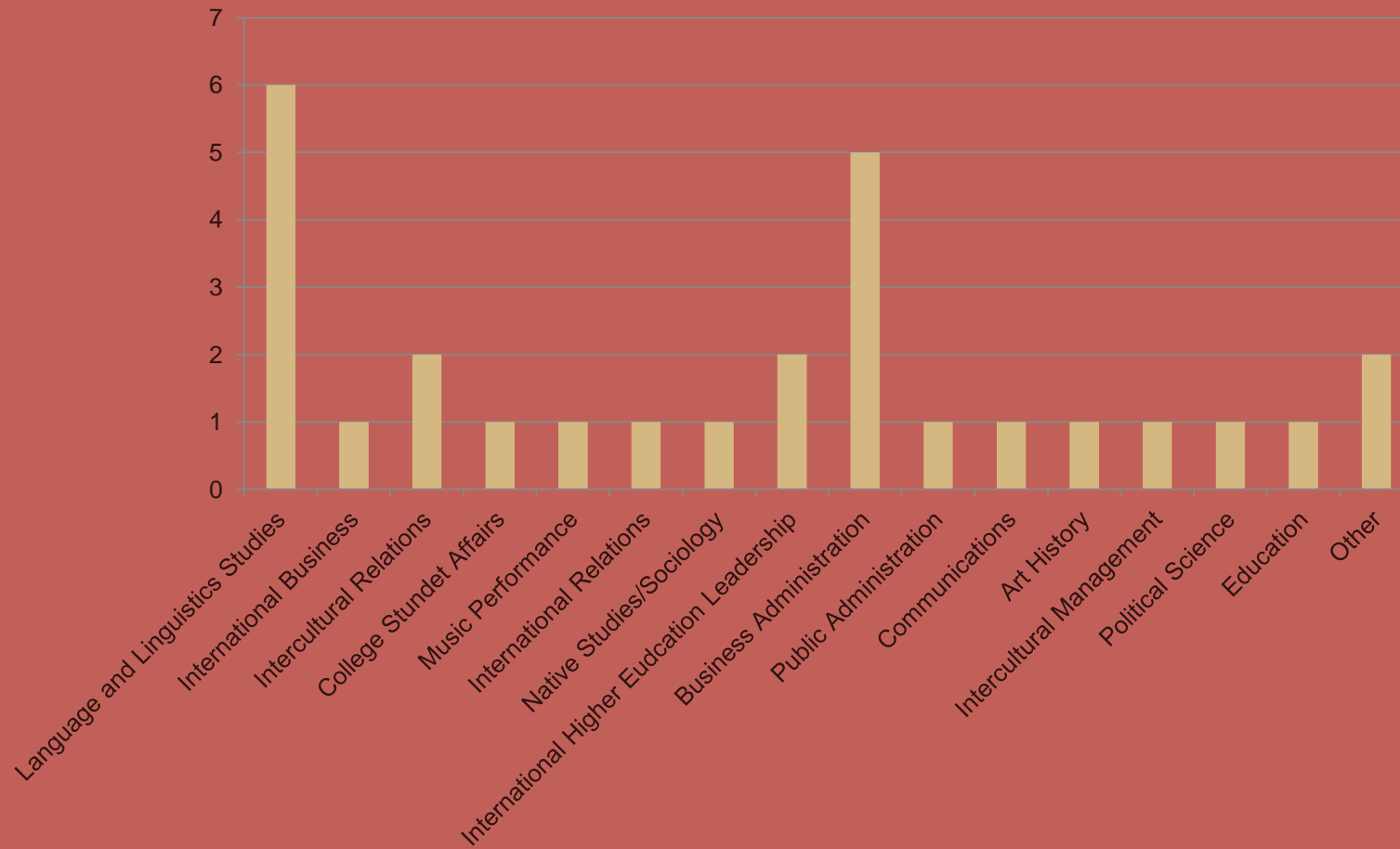
- 0 F/OPT, 2 H-1Bs, 30 PR/US citizens
- 21 ISSS, 7 EA, 10 RAP, 4 IEL, 2 TLS,
- 55% Middle/Senior Management
- Years in the field: 1-9 (17), 10-19 (12), 20-29 (2), 30-39(1)
- Country of Birth: 10 Asia, 1 Middle East, 7 Europe, 6 South America, 4 USA, 2 other



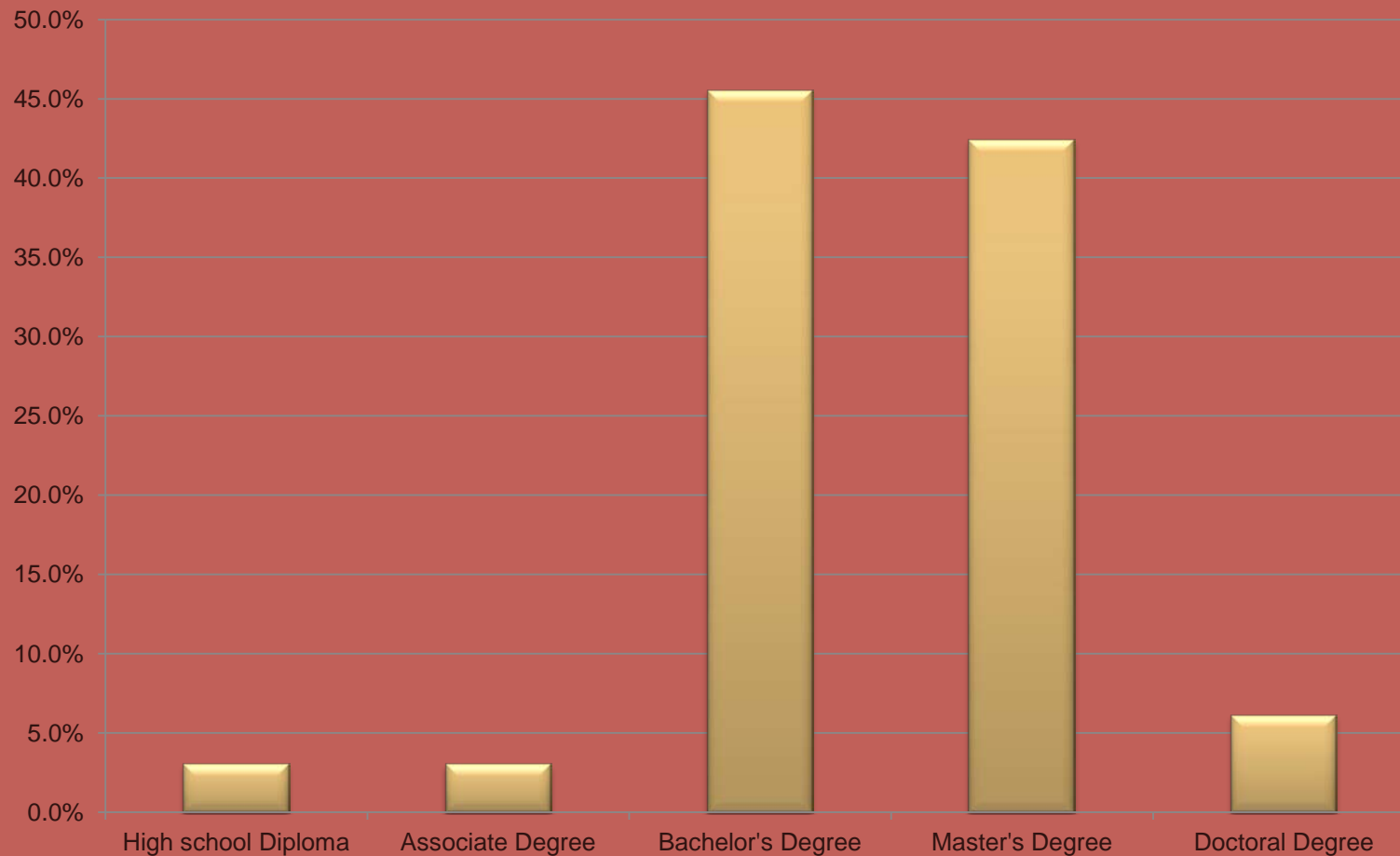
Your FIRST position in the field of international education was: (check ONE primary role)



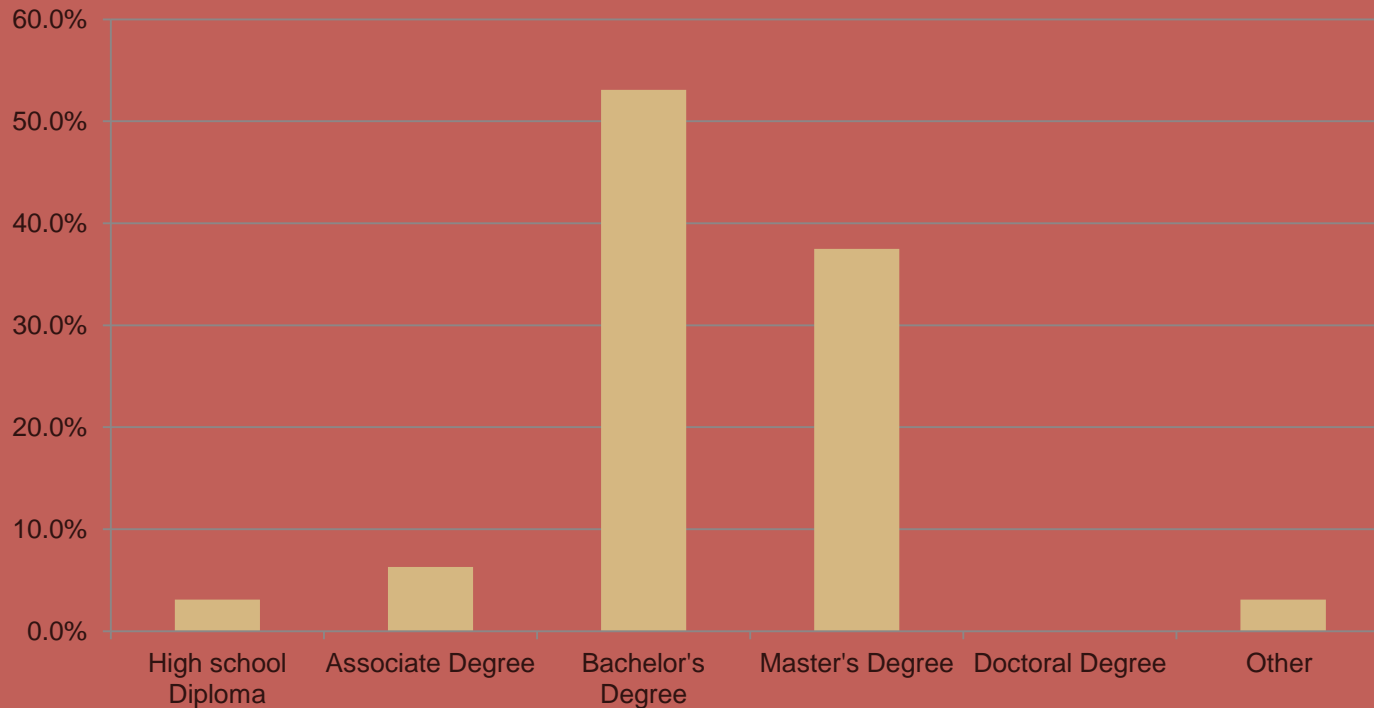
What academic discipline did you possess at the time you applied for your FIRST position?



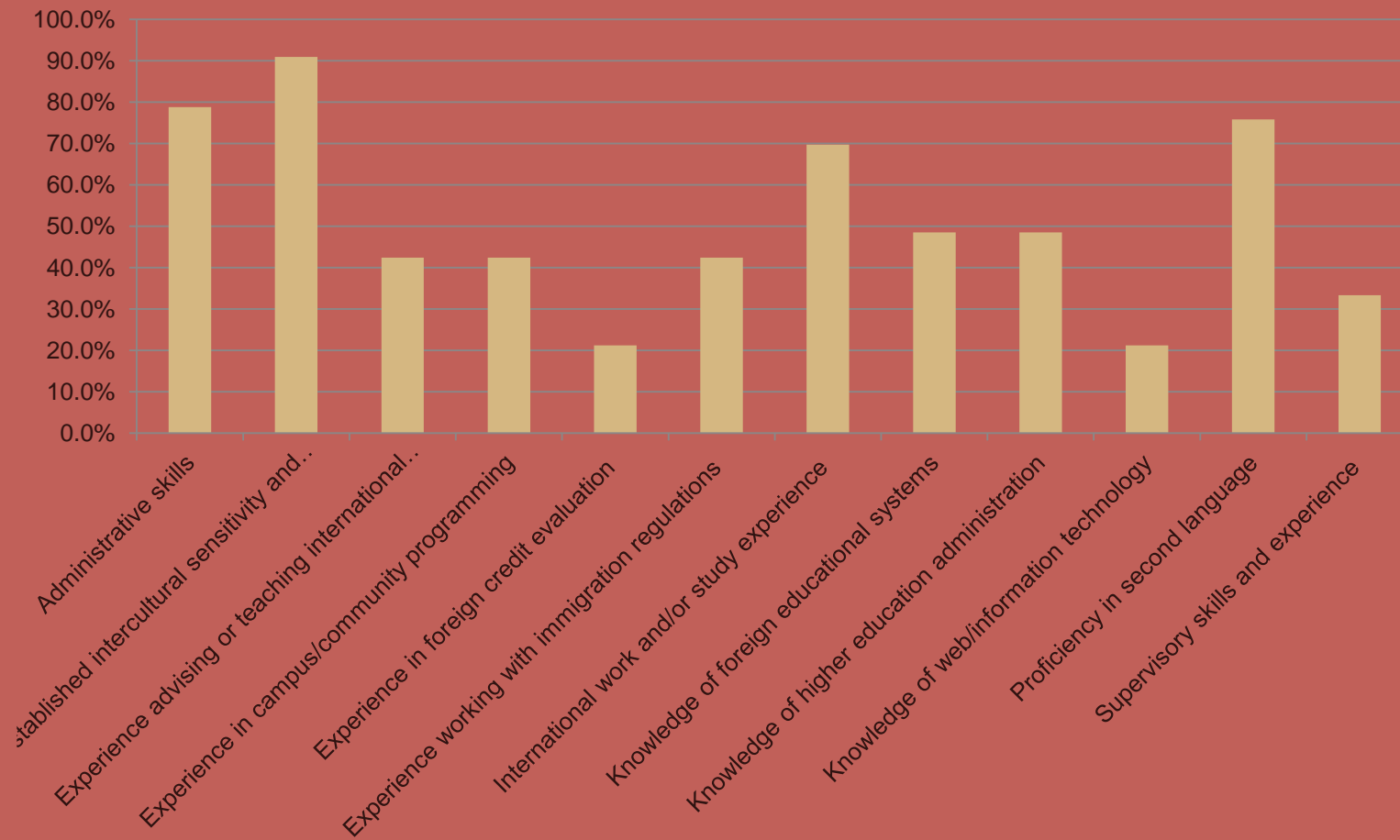
What was the highest academic degree you had attained at the time you applied for the FIRST position ?



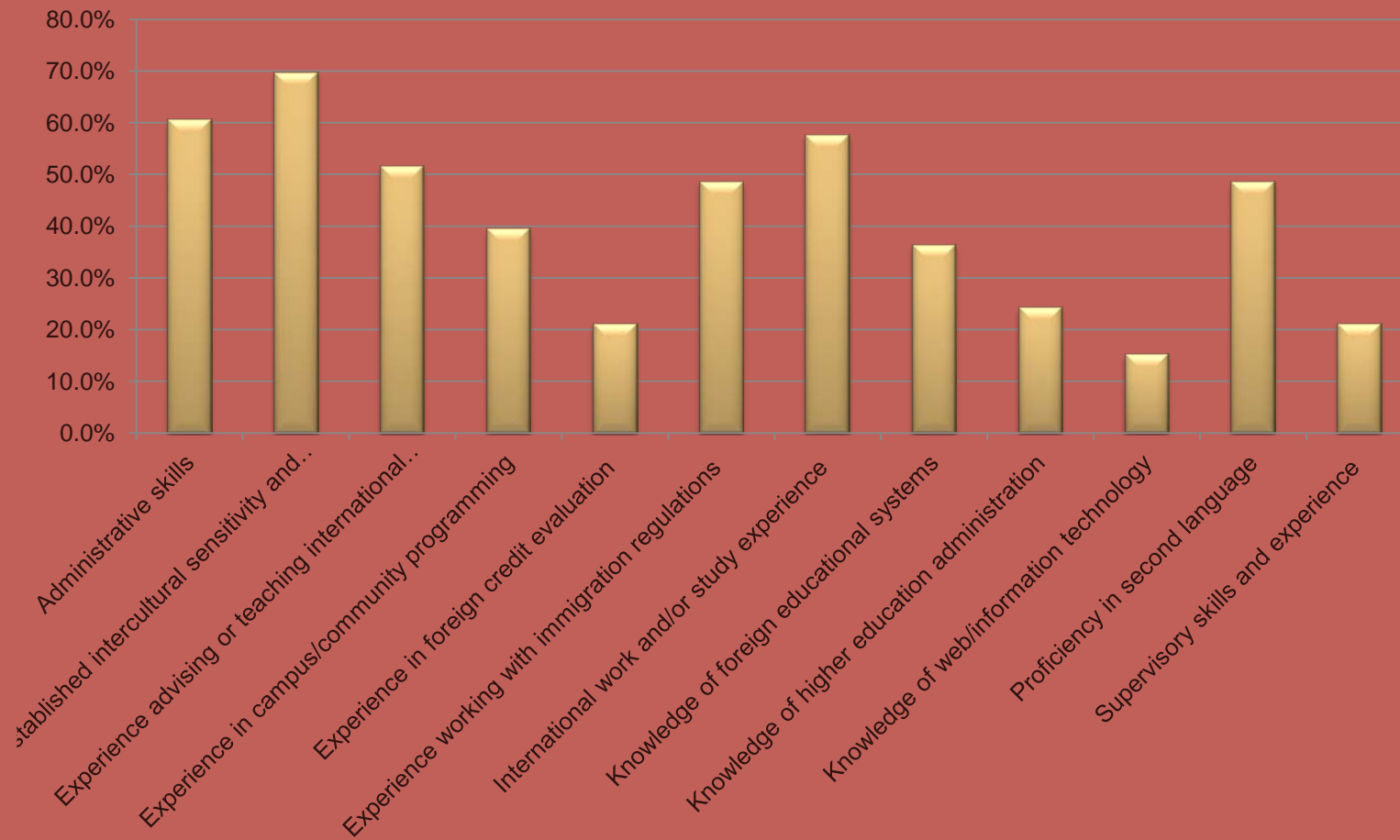
What was the preferred degree sought for the FIRST position?



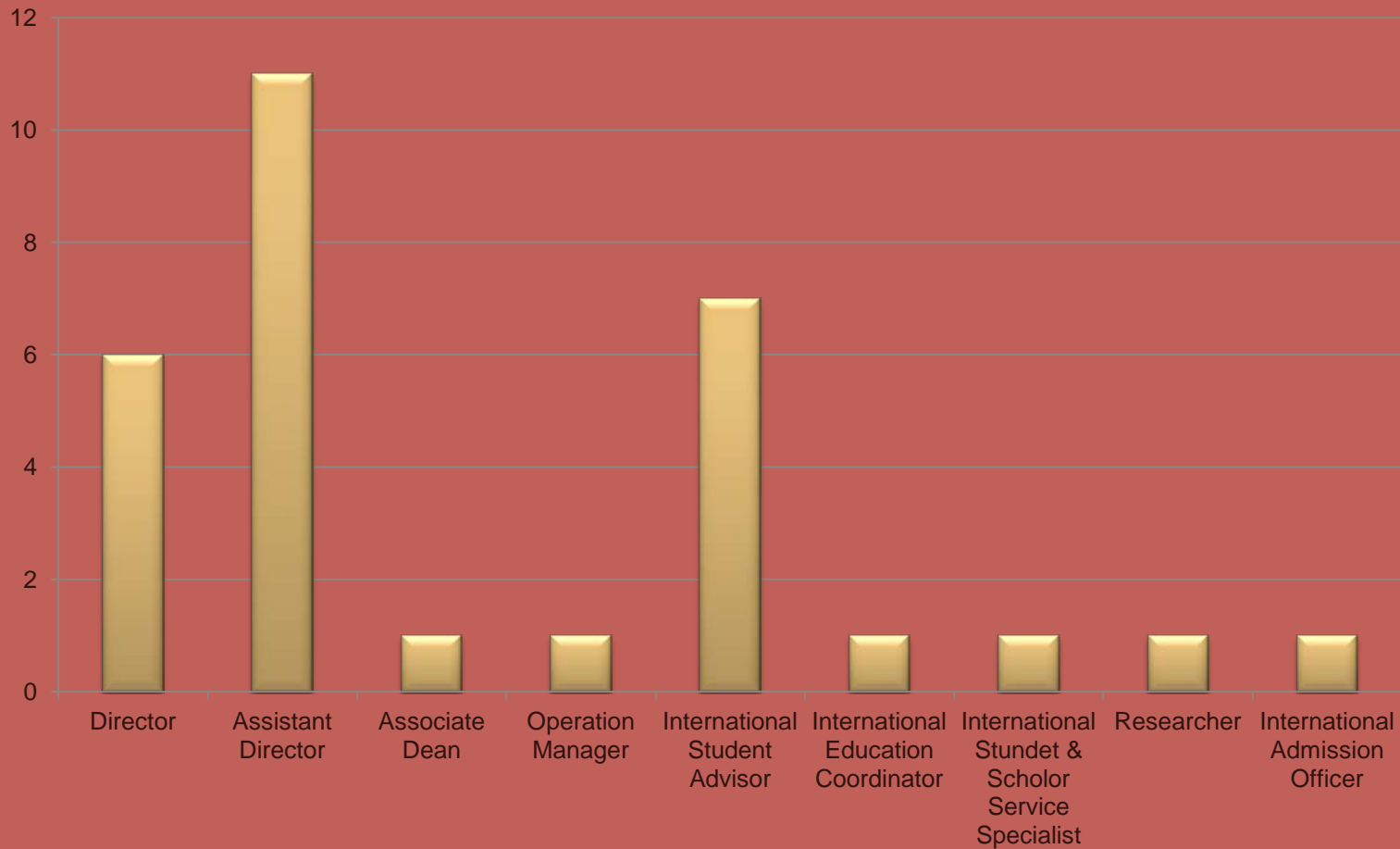
What qualifications did you have at the time you applied for the FIRST position?



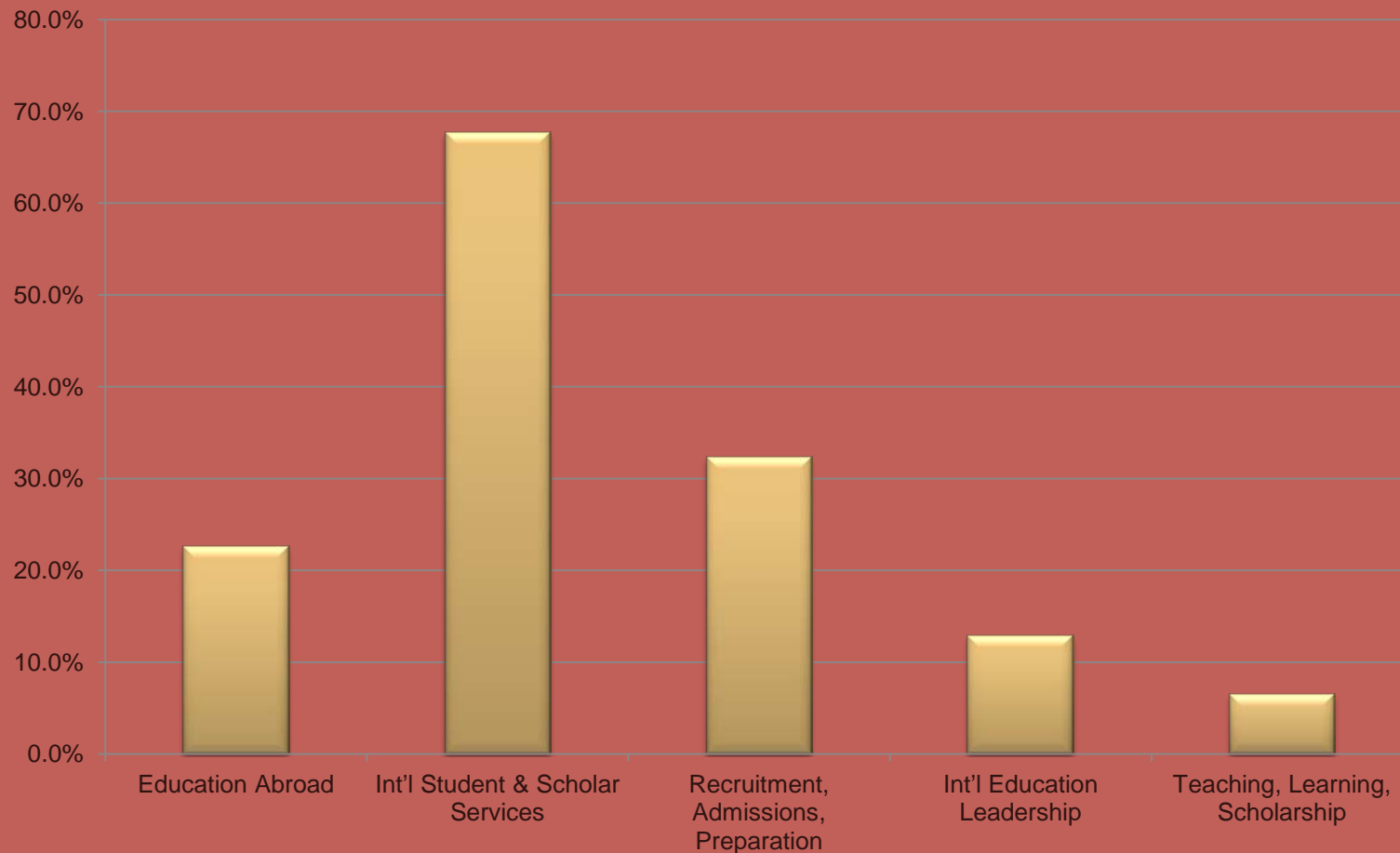
What were the preferred qualifications sought for the FIRST position?



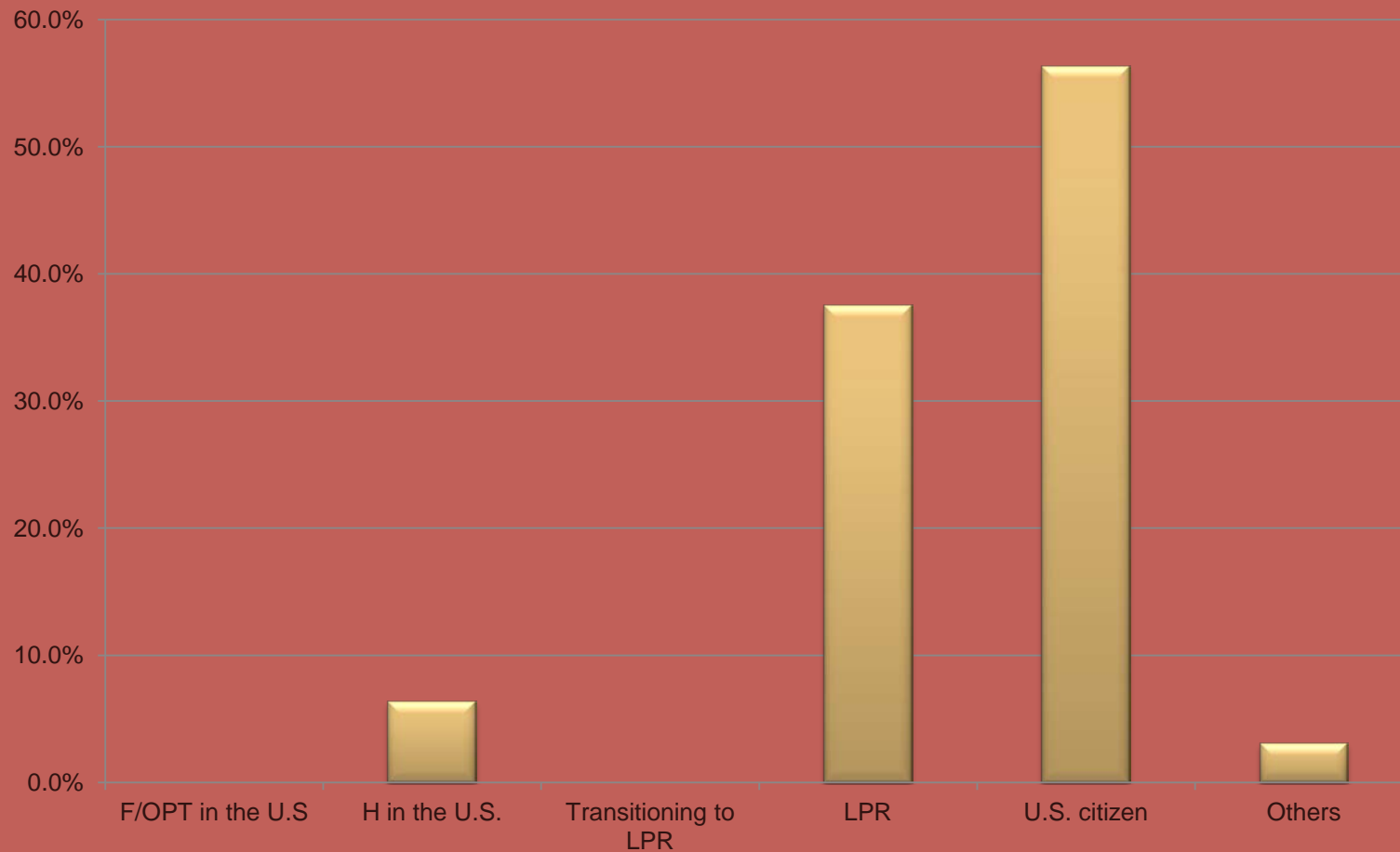
Your current position is



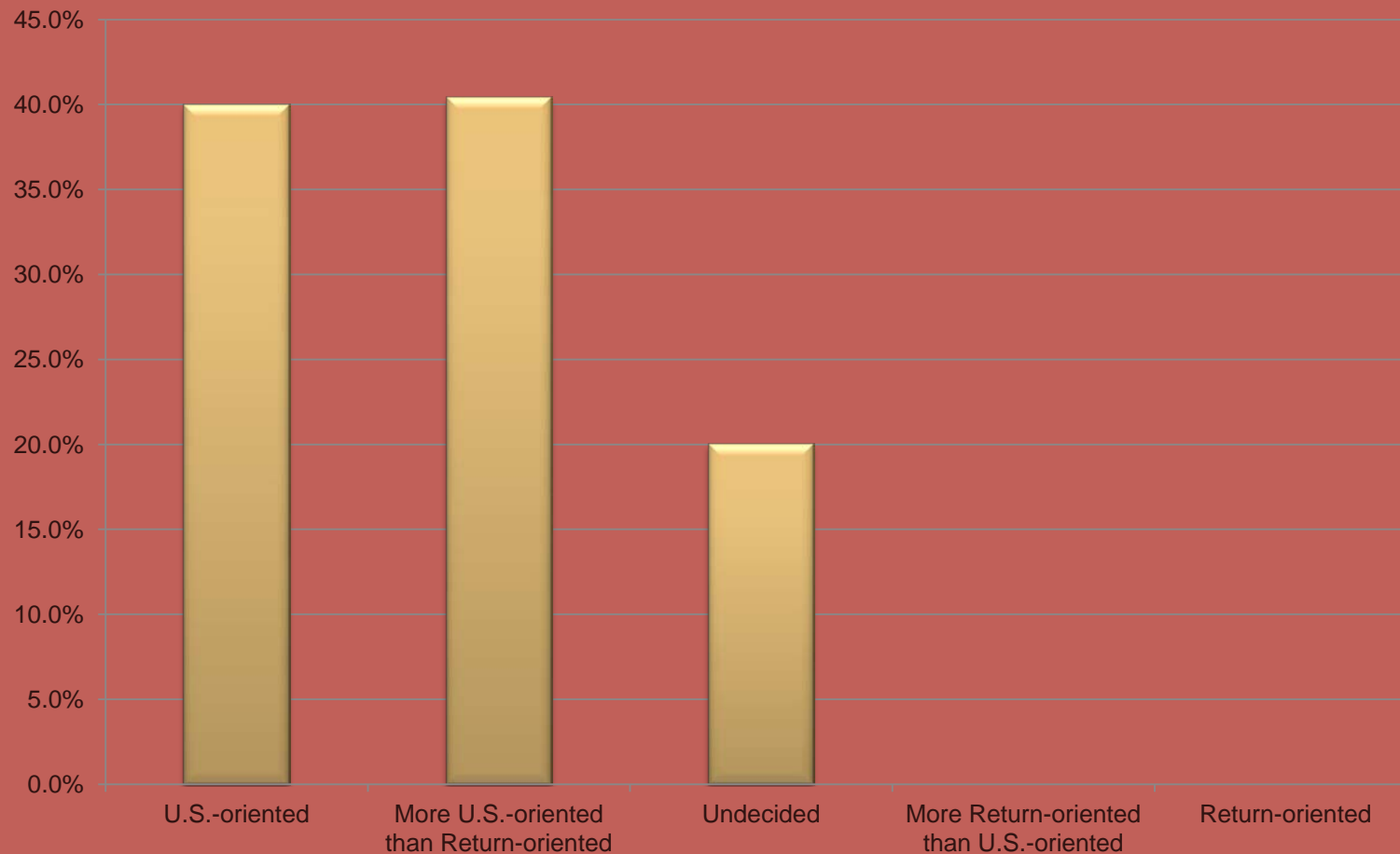
Your PRIMARY professional affiliation is (select one):



Your current immigration status is:



If NOT a US Legal Permanent Resident or citizen, your intention in the next 2-3 years in terms of where to work or look for job is:



Start the Conversation

 Upbringing/background

 How do you become an international educator?

(15 min.)






Upbringing/Background

- Family influence (nature vs nurture)
- Diverse Community
- Interracial kid/marriage
- Being marginalized/discriminated
- ESL/Language instructor
- Personality or Character?



Continue with group discussion


 How would you generally define intercultural competence for international education professionals?

(15 min)



Darla Deardorff's Model of Intercultural Competence


 http://www.nafsa.org/_/file/_/theory_connections_intercultural_competence.pdf


 intercultural competence is a *process* – a lifelong process – a development process – of *how* one acquires the necessary knowledge, skills, and attitudes – as one does to the actual aspects of intercultural competence and as such, critical reflection becomes a powerful tool in the process of intercultural competence development.





Definition of Intercultural Competence

 **“ability to** – be patient, to learn, listen, observe, withhold judgment and tolerate ambiguity (“comfortable with the uncomfortable”), “be humble”, “put yourself in the shoes of the other person you are communicating with..”, “make connections with own experience”, empathize, be open-minded, to “introspect, reflect and relate to one’s own culture and experience”, “have a sense of humor”, i.e. “making fun of oneself”



Elements comprising intercultural competence:

- Attitudes (Respect/Openness/Curiosity and Discovery)
- Knowledge (Cultural Self-awareness/ Deep Cultural Knowledge/ Sociolinguistics Awareness)
- Skills (To listen, observe and evaluate/ To analyze, interpret, and relate)
- Internal Outcomes
- External Outcomes





Survey Results

- Attitudes/Knowledge/Skills?
- comes from personal “priceless” experience (not just being Foreign-Born): - “awkward position”, “making mistakes”, “setbacks”; “hardship”; “all the sufferings, difficulties I faced..”
- Being Foreign Born \neq Intercultural Competent





Personal / Advocacy

- “Being international is like a disease”
- “Being Asian is overbearing”
- “Truly listening”, “genuine interest”
- FBIE with higher intercultural competence has higher job satisfaction
- Personal mission leads to advocacy – not just a job – “passionate”



Resource List and Continuing Education Opportunities

References:

- Abbe, A., Gulick, L.M.V., & Herman, J.L. (2007). Cross-cultural competence in Army leaders: A conceptual and empirical foundation. Retrieved November 9, 2011 from Wikipedia:
http://en.wikipedia.org/wiki/File:Intercultural_competence.jpg
- Alazawi, L., Li, J., & Morris, R (2011). How to Utilize Foreign-Born Advisors/Administrators for your Institutional Internationalization? NAFSA Region XI 2011 Conference Presentation (November 10, 2011)
- Wasilik, Oksamna (2011). Foreign-Born Instructors in the U.S.: Intercultural Competence, Teaching Strategies, and Job Satisfaction (Doctorate dissertation, University of Wyoming)

