

Making the Invisible Visible: Exploring Cultural Differences of Faculty Working on a Multicultural Team

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Abstract

In an educational environment, where many cultures are represented, it is essential that the environment is inclusive and every culture is embraced. Training programs for faculty members on how to cope in a new diverse environment in ways that develop strong, culturally relevant interpersonal skills have been missing in many educational institutions. The purpose of this mixed method study was two-fold. First, the researchers examined faculty member's reactions to working in a culturally diverse environment. Secondly, the researchers wanted to uncover best practices or strategies that might improve cultural awareness in workforce development in terms of navigating daily life within an educational institution. This study delved into the experiences faculty members reported having in their workplace. The study involved 224 faculty members across various departments and career statuses working at a public coeducational research institution in the United States of America. The survey and interview responses to a predetermined set of questions were analyzed in order to draw out commonalities and to address the research questions. The results of the study revealed that an intensive cultural orientation training program is needed to help faculty members develop effective communication skills in order to work more collaboratively in an educational institution.

Keywords: cross-cultural; workplace diversity, inclusive culture, international

Introduction

People learn in two ways, by doing (people receive feedback and engage in practice) and by observing others (people observe and listen without directly experiencing). This study demonstrates that learning occurs through observation and imitation of peers and also supports the importance of a culturally diverse environment. Faculty members indeed learn skills and/or behaviors from their colleagues and their work environment; and positive reinforcements helps faculty members work effectively and efficiently as they observe and learn while working in diverse groups.

According to Bandura (1986), observational learning is comprised of four components: attention, retention, production, and motivation. He explained that attention is important and highly functional; retention is increased through mental storing of practiced actions; production involves retrieving the stored information and translating it in order to perform a behavior; and motivation is important for individuals to continue the learned behavior (Bandura, 1986; Schunk, 2002). To avoid negative outcomes, the faculty members, individually or as a group, need to perform successfully to achieve the best outcomes, especially in a culturally diverse environment.

Encouragement from a mentor, supervisor or peer may also increase a faculty member's own confidence, until the new faculty member can create his or her own mastery experiences and feel competent in them. Achieving positive outcomes also requires that educational institutions focus on faculty members' motivation when they are having trouble working in a diverse group. Through encouragement, all faculty members in the educational institution might achieve success increasing their self-efficacy in the work environment. The goal of this research is to weave together ideas and strategies that will enhance cross-cultural communications and build

team cohesiveness for all working in a culturally diverse environment within an educational setting.

Key Terms and Definitions

Concept	Definition	Author
Multicultural	Constituting several cultural or ethnic groups within a society	Oxford dictionary
Cross-cultural	Relating to different cultures	Oxford Dictionary
Educational Setting	As any setting where one would go in order to have an educational experience	IRB for Social & Behavioral Sciences
Multicultural Team	“A wide range of cultural differences exist among the employees in the team”	Neil Kokemuller (p.1, 2015)

Rationale for the Study

In educational settings, it is important to provide continuous diversity-related practices and to create a culture awareness workforce development plan. Some faculty may be apprehensive of moving from a familiar cultural environment to the new multicultural environment, or adapting to a new work environment that may cause frustrations. Despite legislation and organizational policies that attempt to manage and encourage successful engagement, and retain a diverse environment, faculty members are still challenged on how to deal with workplace diversity professionally. In order to address these challenges, the research addressed cultural awareness programs such as cultural orientation and diversity training.

Cultural orientation serves an important role in educating faculty members on communicating effectively in a workplace and improves faculty performance in a culturally diverse educational setting. Cultural orientation also provides feedback to individuals who desire preventing future misunderstandings that may negatively impact group goals. Finally, cultural orientation may be useful for faculty who exhibit more emotional dependency on the team and who are more conforming, orderly, traditional, team-oriented, and particularistic (Matveev & Nelson, 2004). Highlighting some differences in orientation guides also helps group members to avoid challenges in developing a productive team, especially when seeking to divide responsibilities. For example, individualistically oriented cultures value autonomy, self-interest and performance; however, collective cultures value cooperation and satisfaction. Cultural orientation makes clear the individual’s background, such as “group-versus-individual-decision making” (Matveev & Nelson, 2004, p. 260).

Diversity training focuses on developing employees’ cultural competence. This means generating a set of attitudes, skills and behaviors to enable faculty/staff in institutions to function effectively in cross-cultural situations. Johnson, Lenartowicz and Apud (2006) noted that the interest in cross-cultural competence in the workplace was triggered by the federal government’s attempt to regulate minority populations in relation to public health and education. However, they also reported (Johnson, Lenartowicz & Apud, 2006) that cross-cultural competency was simply a natural extension for examining the challenges in communication among people from different cultural backgrounds. Cultural competency, while not necessary to be successful, is important if an institution wants to be inclusive and participate in international and domestic partnerships.

Cross-cultural competence is also related to cultural intelligence. Cultural intelligence is the capability of people to communicate with colleagues and manage situations within a

multicultural setting in an effective way. This happens when their thinking is open and flexible when learning about another culture (Earley & Ang, 2003, Thomas & Inkson, 2004). This openness leads them to be sympathetic to another culture and their behavior is more appropriate when interacting with individuals from other nations. In other words, cultural intelligence guides individuals towards developing their overall perspective within a multicultural environment rather than anticipating that the individual will learn and be independently familiar with the norms, values, and practices of different cultures. Cultural intelligence does not address the individuals' emotions; it focuses instead on leadership ability and its function in the group.

Purpose of the study

Faculty members often struggle to achieve and maintain awareness of different cultures. This study seeks to determine faculty member's reactions to being in a culturally diverse environment, to better understand the experience of working with culturally diverse faculty members, and to uncover best practices or strategies that might improve cultural awareness workforce development in terms of navigating daily life within an educational setting. Specifically, the study examined faculty's opinions of the cultural orientation and diversity training, and types and functions of diversity-related professional practices that institution create a culturally aware workforce. It sought to determine the faculties' experience and investigate how to best support them in a cross-cultural environment.

Research Questions

The study examined faculty perceptions of cultural orientation and diversity training in an institution of higher education. The researchers also wanted the following: 1) to determine and measure how faculties trained in educational settings were affected by a cross-cultural environment, 2) to investigate how to best support faculty in a cross-cultural environment, 3) to explore whether specific training is required by faculty.

In order to analyze the experience faculty members report having while working in a culturally diverse educational setting, the following questions were posed:

1. What effect do cross-cultural differences have on faculty members' approaches to culturally diverse educational setting?
2. What perceptions do faculty members report about culturally attentive career advancement in their position?
3. What resources or strategies might improve cultural awareness workforce development within an educational setting?

Conceptual Framework

The conceptual framework provides a visual representation of the aspects that the researchers intend to analyze. In this study, the researchers were interested in four topics which included cultural diversity training, cultural orientation, cross-cultural competence and, the main variable, educational setting. Figure 1 displays the four variables operationalized in the study. The framework explains the relationship among diversity training, cultural orientation, and cross-cultural competence and their effect within an educational setting. Metacognition and cognition, motivation, and behaviorism provide set skills that allow faculty to function effectively in culturally diversity situations within an educational setting.

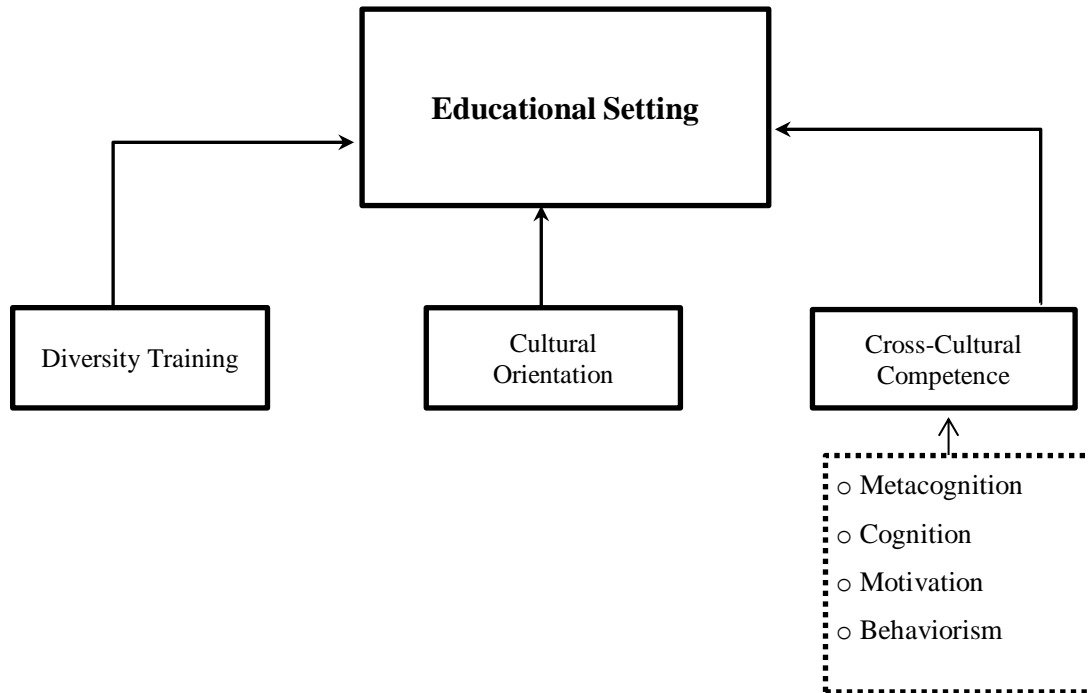


Figure 1: Conceptual Framework

Theoretical Approaches to the Cultural Diverse Educational Setting

Van Dyne and Ang. (2008) famously defined cultural intelligence as four-factor: 1) Metacognitive CQ, 2) Cognitive CQ, 3) Motivational CQ and, 4) Behavioral CQ. This notion of cultural intelligence was further elaborated on by other researchers (Flavell, 1979, Schunk, 1991, Ertmer & Newby, 2013), who explained each factor separately.

1) Metacognition cultural intelligence helps and guides individuals to be aware of another's culture before communicating and interacting with them. Metacognitive cultural intelligence leads individuals to achieve the purpose of the goal by providing more information about the process, task difficulty and completion levels. Metacognitive cultural intelligence further explains awareness, planning, and checking, where awareness means being in tune with what's going on in one's self and others; planning is taking the time to prepare for a cross-cultural encounter – anticipating how to approach the people, topic, and situation; and finally, checking is the monitoring we do as we engage in interactions to see if the plans and expectations we had were appropriate.

2) Cognitive cultural intelligence mainly focuses on learning and how the information is obtained by learners. It also supports environmental events and maintains the learning process. The concept of cognitive cultural intelligence evokes the mental-planning such as problem solving, information processing, goal-setting, and organizational strategies. The goal of cognitive cultural intelligence is to understand cross-cultural issues and differences, and set cultural norms and values within different cultures (Dyne, Ang & Livermore, 2010).

3) Motivational cultural intelligence focuses on the goals and needs of individuals. Motivation is not observed directly, but rather inferred from behavioral indexes such as verbalizations, task choices, and goal-directed activities. Faculty members within an educational setting experience

motivation through the inherent satisfaction experienced when working on a team without feeling any pressure, and are rewarded based on their performance in order to keep their interest in the work they do. To be able to personally engage and adapt within a different culture is one of the factors of cultural intelligence. This motivation level drives individuals to higher and more effective team performance in a culturally diverse environment.

4) Behavioral cultural intelligence refers to verbal or non-verbal actions used appropriately in a multicultural environment. The main focus on cultural intelligence is the leader and leader's ability to perform accurately within a multicultural environment. This ability focuses on using correct and academic words when talking with team members, and controlling speaking tone, body language, and so on. Skinner (1971) noted that a behavioral approach to education was crucial for the survival of human beings and societies. By arranging the environment to bring about desired behavior, he thought we could control how people behave and thus develop a better society (p. 26). The present study is looking for faculty members' work-related behaviors with or without participation in specific training related to a diverse environment. Through data collection and analysis, the researcher will highlight the importance of the faculty members' behavior when working on a culturally diverse team.

Methodology

The research was conducted with a public coeducational research institution in the United States. The researchers examined faculties' subjective approaches and opinions, and evaluated cultural training and orientation programs within the institution. The researchers decided to conduct mixed-method survey research in order to gather both quantitative and qualitative data from faculty. The study result was assembled from several departments in seven colleges within the institution. Following the survey and interviews, faculty members were contacted in order to gather more in-depth information on faculty experiences with a culturally diverse team. The survey was used to gain an overall view of faculty within the educational setting. The interviews also allowed for the researchers to capture the language and imagery participants used to describe their experiences. The research questions posed, in this study, aimed to delve deeper into issues and experiences and to explore nuances related to the condition of being a faculty with a diverse cultural background within an educational setting.

Design of Study and Participants

The data were collected through a survey (quantitative data), and subjective, more personalized data were obtained through the interviews. Both survey and interview questions were established based on the research questions. The two approaches for gathering the data engaged each other in an efficient way and improved the validity and reliability of the data.

The survey was distributed to a purposive sample of the institution's faculty members who had experiences with a culturally diverse work environment. All faculty members at the institution were encouraged to complete the survey in order to obtain a large sample. Quantitative data analyses were displayed as descriptive statistics and were aggregated using Qualtrics. The interviews were conducted to gain detailed information about the adaptation strategies of the university toward new international faculty members and the potential challenges with this process. The qualitative data collection was the second step of the study and all questions were designed to measure faculty members' subjective approaches regarding the culturally diverse work environment within the educational setting. The interviewer used open-ended questions

that required a qualitative data analysis process involving analysis and identification of themes, and coding of these themes into data that were summarized visually or numerically.

Protocol

The research design was submitted to the university’s Institutional Review Board for approval in July of 2015. After approval, the survey questions with the consent form were emailed to the respective population using the bulk email request. The interviews were arranged after analyzing survey responses.

Faculty Demographics

Table A and Table B lists the collected demographic information about age, gender, work status, years of experience in U.S. and language knowledge. It is important to note that the greatest number of participants were in the 36-40 (21%) year age range: under 25 (1%), 26-30 (6%), 31-35 (8%), 41-45 (16%), 51-55 (9%), 56-60 (13%), 61-65 (9%), 65 and older (5%). In addition, 13 % of participants indicated that they are international faculty members. This data shows the diverse slate of faculty who participated in the survey.

Table A			Table B		
Variable	Response	Percentage	Variable	Response	Percentage
Age			Gender		
20-25		1%	Male		45%
26-30		6%	Female		52%
31-35		8%	Other/Not to respond		3%
36-40		21%	Total	224	100%
41-45		16%			
46-50		12%	Status of Faculty Members		
51-55		9%	National		87%
56-60		13%	International		13%
61-65		9%	Total	224	100%
65+		5%			
Total	224	100%	Years Employed at the U.S. Institution		
			Minimum	1 month	
Language Speaking			Maximum	47 years	
Minimum	1		Average	10 years	
Maximum	7		Standard Deviation	8.3	
Total	224	100%	Total	224	100%

Table 1: Faculty demographics

To better understand the study and the diversity range of the target population, the researchers requested from the Human Resource’s (HR) Department of the institution 10 years (between 2005 - 2015) of data reports on international faculty members. Figure 2 displays the data which were categorized by college and year range. The category “others” was created to include various centers and offices that were not located within the institution’s colleges, such as the Center for Instructional Technology (CIT), Center for Assessment and Research Studies (CARS), and the Office of International Programs (OIP) and others. The line graph compares the number of international faculty members’ year by year. It is clear that the current diversity

portion is significantly higher than in 2005. It is also relevant to note that the number of yearly international faculty members increased gradually based on the department's needs and requirements. For example, in 2005, 30% (n=15) of the faculty in the College of Science and Mathematics were international faculty members. Even though Figure 2 shows a significant decrease in 2012 (due to a campus hiring freeze) in the same college, in 2013 there was an additional 30% increase (n=30). Likewise, the College of Arts and Letters consistently showed a slight increase followed by a slight decrease in 2015.

It is also important to note that the Human Resource department defines an international faculty member as a visa holder or a temporary resident. However, if we asked faculty members, "Are you considered international faculty?", faculty members may have answered in the affirmative although they were not visa holders or temporary residents (i.e. they were born and raised in another country). Figure 2 demonstrates the number of international faculty members who were designated by Human Resource department at the institution.

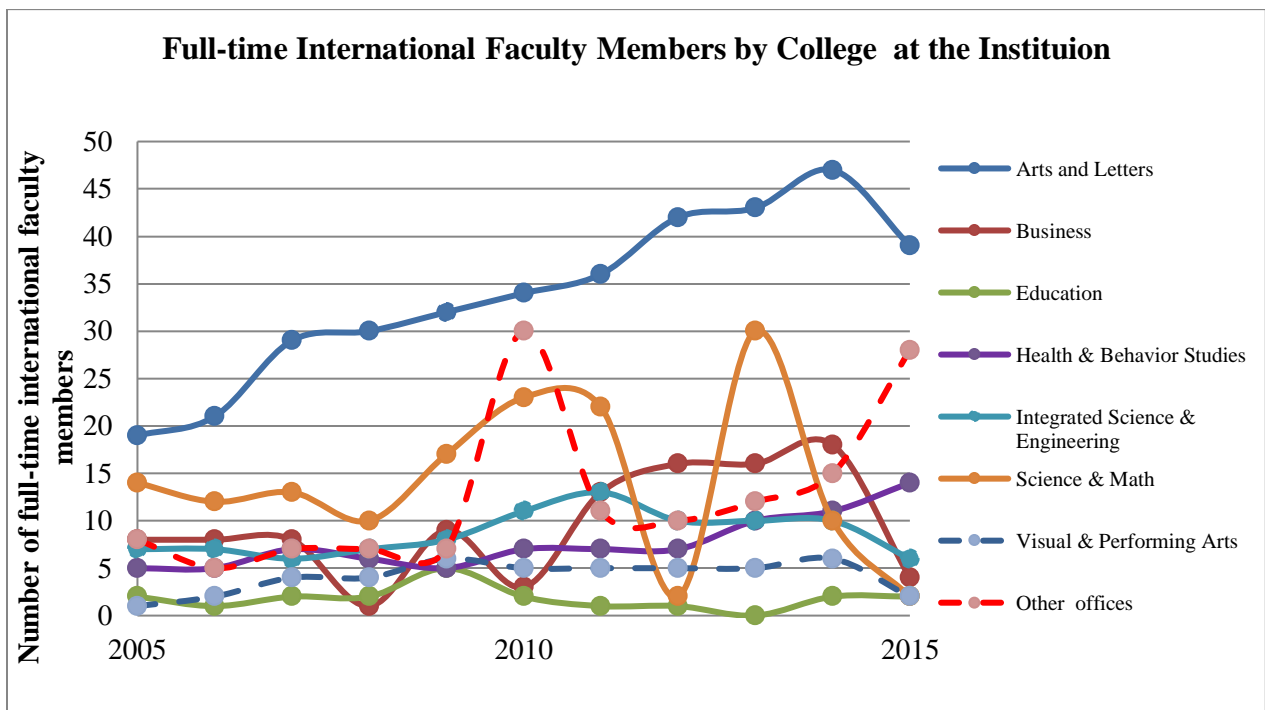


Figure 2: Number of International Faculty Members at the Selected Institute over the Last 10 Years: 2005-2015.

Faculty Participation in Diversity Training

The intended purpose of this study was to determine faculty members' reactions to being in a culturally diverse environment, understand the experience of working with culturally diverse background faculty members, and to uncover best practices or strategies that might improve cultural awareness workforce development in terms of navigating daily life within an educational setting. Every year, the institution provides diversity training sessions for faculty members in order to increase faculty members' knowledge on strategies to work effectively on a multicultural team. Currently, diversity training programs are not a requirement for faculty members at this institution. Therefore, the diversity training programs often lacked the diversity needed to engage in pertinent and significant dialogue. Due to a lack of diversity within the

training program, the one-hour training often consisted of limited lectures, video clips, and brief discussions. Nevertheless, faculty members reported that participating in the limited diversity training was appreciated. Understanding cultural differences at this institution is particularly critical given that the institution increasingly hires international faculty members. Presently, international faculty members make up thirty percent of the STEM/Engineering area. As this number, continuous to increase, diversity training addressing cultural differences for faculty members might create more industrious collaborations across teams.

To make the training more effective a survey was disseminated to all faculty members at the institution. The survey question asked if faculty members participated in a cross-cultural training in the workplace and how many times they have attended. Forty-one percent of total respondents reported that they have participated in a cross-cultural training, and all of the participants reported attending cross-cultural training at least one time. The follow up questions asked when the last time they attended cross-cultural training was. A smaller number (3%) reported that they had attended 5 years ago. Twenty-three percent reported that they had attended cross-cultural training within the last year. The respondents who attended cross-cultural training more than 5 years ago, was equal to 32%. These responses imply that most faculty members find cross-cultural training valuable and attempt to participate actively in it.

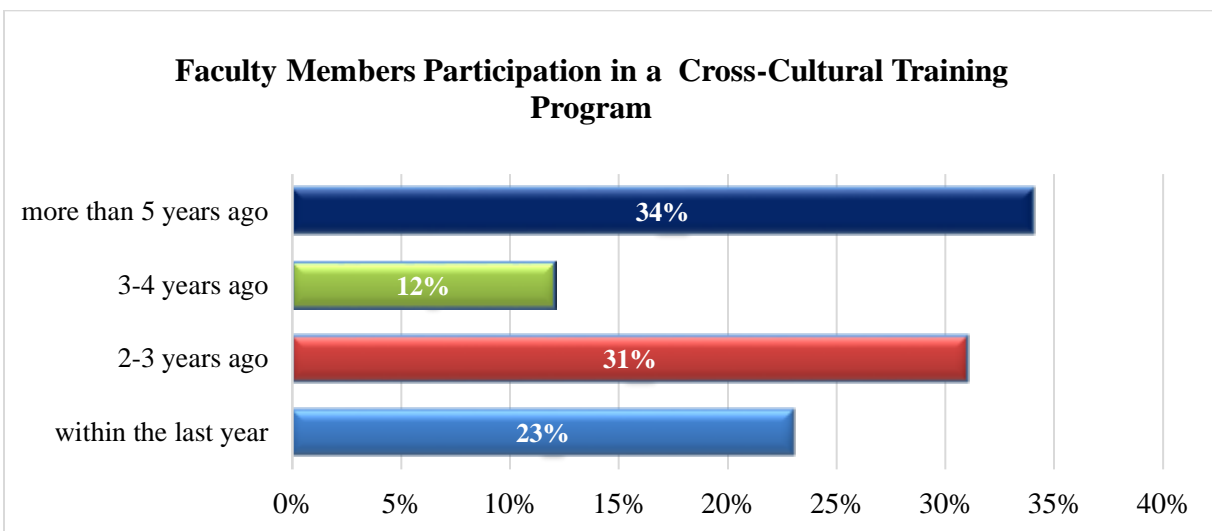


Figure 3: The Last Time Faculty Member's Participation in a Cross-Cultural Training Program.

In addition to working on a multicultural team, gender was also noteworthy. For example, one international female faculty member in the study stated that “I did not speak up in the group because of my cultural background. I was less likely to talk with my male colleagues while working in a team”. Another international female faculty member explained that in group settings “I tried not to involve cultural issues and create an unwanted situation”. These experiences, if not dealt, will hinder authentic partnerships across multicultural teams. An international faculty male knowing the importance of cultural understanding indicated that “I think I am a positive addition to the team since I am part of another culture and more aware about the different cultures. This experience more often helps to handle the specific issues in the team project.”

Cultural intelligence factors - Behavior, Metacognition, Cognition, and Motivation

The most prevalent difficulty that arose was international faculty members' personal adjustments. They often struggled and felt powerless when working on a culturally diverse team. This was even more evident for international women faculty. After participating in a cross-cultural training, faculty members reported that the main necessary changes in behavior observed were self-confidence and assertiveness. Therefore, the participants' responses were examined further to gain more detail about how cross-cultural training plays a valuable role in changing a faculty member's behavior. In the analysis, certain commonalities related to the faculty experience after participating in a cross-cultural training became very visible. Figure 4 displays more than 50% of the respondents agree with the statement that after participating in cultural diversity training they were more comfortable communicating and working with culturally diverse team members. About 30% strongly agreed that the information which they have learned in a cross-cultural training was very useful and they were able to apply the new information conveniently while working in a team with culturally diverse colleagues. Undeniably, cultural diversity training teaches faculty members to be unbiased toward their colleagues' little foibles. For example, three faculty members stated that they used to be misunderstood by their colleagues due to cultural differences. Later in their career, the same colleagues emphasized the importance of cross-cultural training as they realized what their international colleagues actually stated was critical the team's success. One of faculty member indicated that "After participating in a cultural diversity training, I understand what my colleagues meant by saying...."

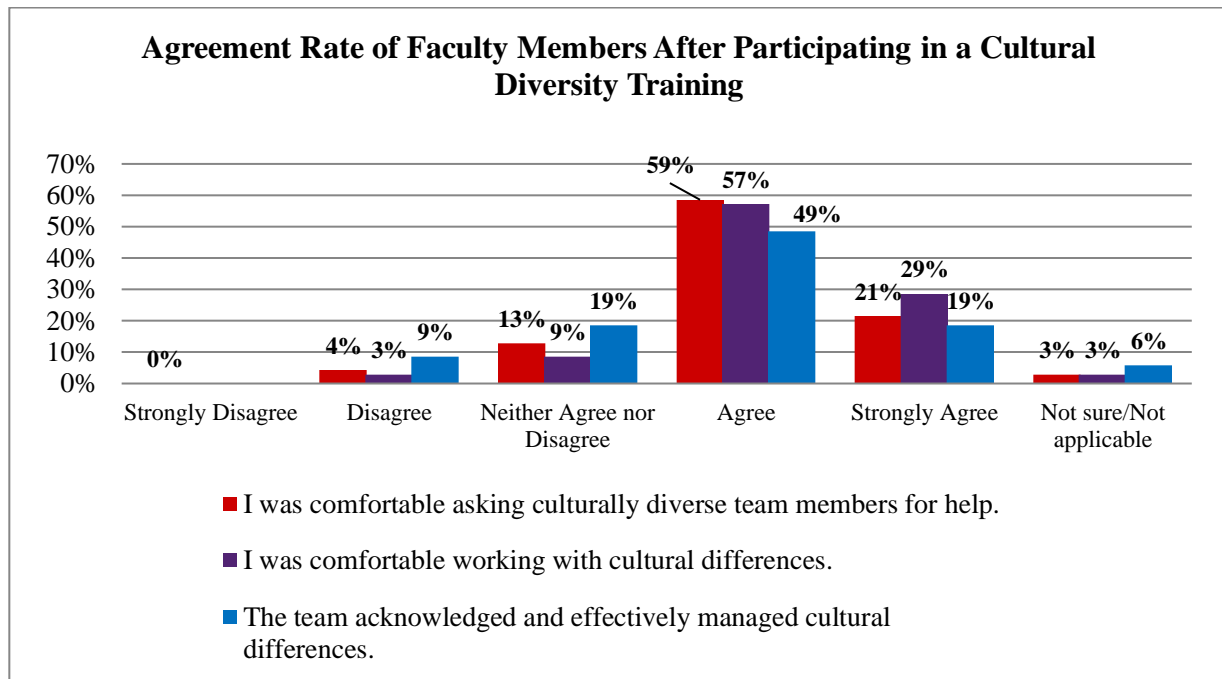


Figure 4: Agreement Rate of Faculty Members after Participating in a Culturally Diverse Training.

The study also evaluated metacognition, cognitive, and motivational cultural intelligence factors in order to measure the faculty members' experiences regarding cross-cultural differences. Although a large number of the participants in this study are knowledgeable about cultural

knowledge, skills, and capabilities, less than half classified themselves as strongly confident in those capabilities. In the metacognition cultural intelligence factor, the greatest number of participants reported feeling confident when interacting with people who have a different cultural background (88%) and with a culture that is unfamiliar to them (83%). Similarly, slightly less than 90% of overall participants (85%) also reported that “they are conscious of the cultural knowledge they apply to cross-cultural interactions”, and 82% of these participants agreed “they check the accuracy of their cultural knowledge as they interact with people from different cultures”. In the cognitive cultural intelligence level, faculty members reported that they pay more attention while interacting with culturally diverse teams. With regard to gender roles, over half (51%) of the respondents are aware that gender roles may vary among people from diverse cultural backgrounds. Additionally, faculty also reported that when they interact on multicultural teams their experiences were often very different from the experiences of their teammates. At the motivation level, forty percent of faculty (40%) reported that they are generally motivated to socialize with faculty from unfamiliar diverse cultural backgrounds. Regarding the survey responses, one important factor for the academic institution is that approximately seven in ten faculty members are pleased with and enjoy being part of a diverse environment, and appreciate interacting with team members from different cultural backgrounds.

Quality of Cross-Cultural Training Program.

The study also investigated perceptions that faculty members have toward cross-cultural training programs. The purpose of the investigation was to determine whether or not faculty members believe that cross-cultural training programs helped them to advance their skills while interacting with culturally diverse background colleagues; and, to identify what behaviors and actions faculty need to exhibit in order to successfully collaborate with their colleagues in a cross-cultural environment within the educational setting. The positive experience from a good training program is key. Faculty members must be encouraged to explore interests in the different cultures and new approaches for collaborating. The design and delivery methods of a cross-cultural training program are essential and should cover faculty concerns related to cultural issues. In the study faculty members reported that they prefer interactive discussion type training, so that they can discuss and share their experiences with each other. However, the delivery methods of training in the selected institution were short lectures. Figure 5 shows that the respondents, unfortunately, were not satisfied with the effectiveness of their training. The vast majority reported that the cross-cultural training program was “somewhat effective.” It is assumed that the short lecture delivery method negatively affected the effectiveness of training. The data clearly show that the quality of cross-cultural training was lacking and that this gap needs improvement. In addition, respondents also reported that the cross-cultural training was not effective at increasing communication skills (41%) or at increasing knowledge regarding cross-cultural differences (35%). Therefore, it can be concluded that the delivery method and quality of training are very important to achieve success and must be attended to in order to best serve faculty and, in particular, faculty from diverse backgrounds.

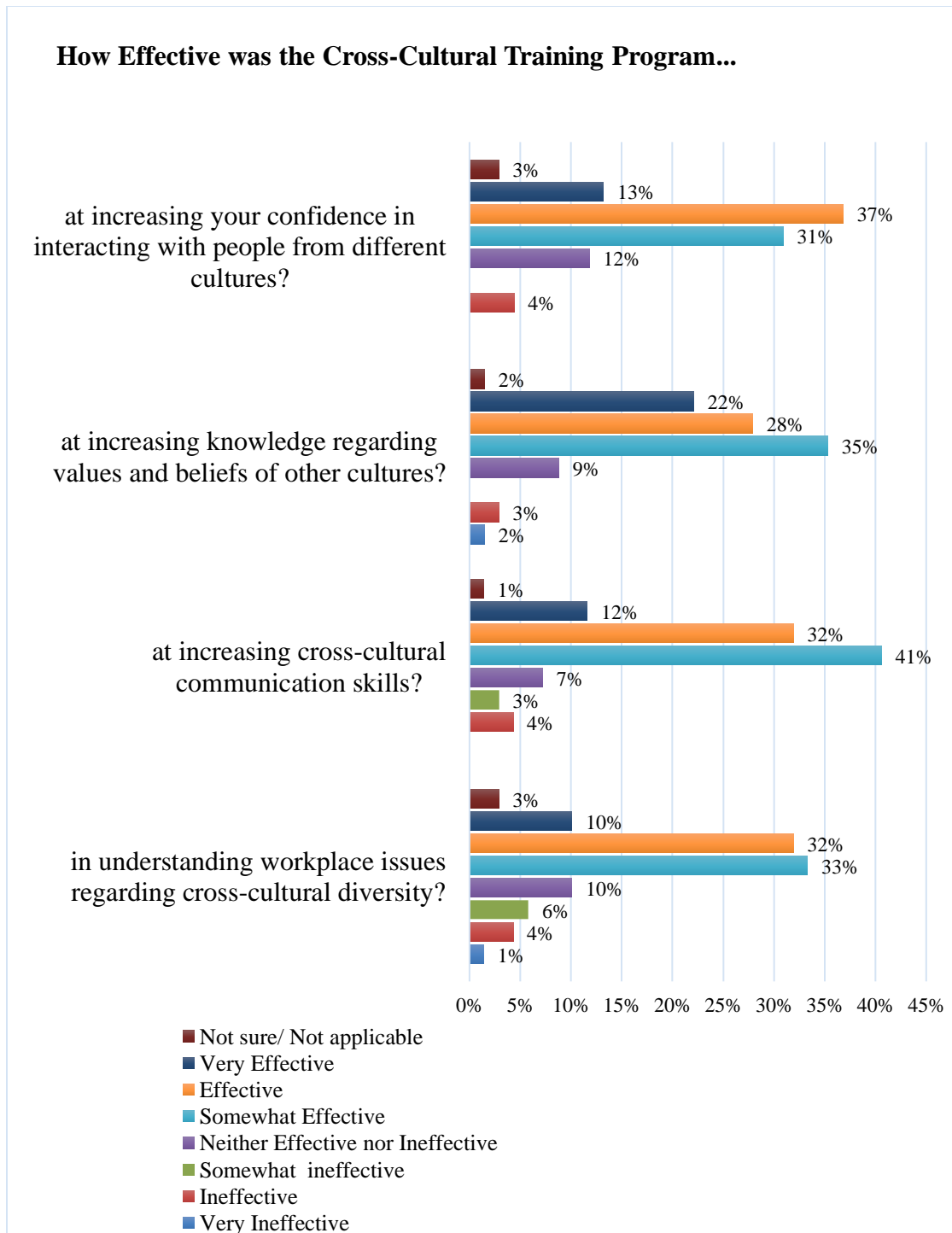


Figure 5: The Effectiveness Rate of Cross-Cultural Training

Faculty Concerns

In the one-on-one interview, a set of questions was asked that specifically mapped to the research questions posed in this research. The responses of participants necessarily correlated to the research questions. The purpose of conducting the interviews was to gain detailed information

about the adaptation strategies of the university toward new international faculty members and the potential challenges with this process. When asked if they consciously noticed a lack in the cultural orientation program at the institution, 80% of the interview respondents reported that they did. However, half of interview participants said that there is huge improvement in the cultural orientation program.

The interview responses were examined and considered holistically to determine more detail about faculty perceptions. All the participants interviewed were international faculty members (culturally diverse); they had years of experience and terminal degrees in their field.

The purpose of interviewing international faculty members was to gain detailed information about their perceptions of strategies and processes the university use for new international faculty members and the potential challenges with these strategies and process.

When asked what challenges they experienced as international faculty members, almost all participants stated that stress and pressure are primary challenges for them. Unfortunately, working under stress and pressure is not conducive to being productive, and often influences faculty members' academic achievement. There might be a profound correlation between incoming faculty members' view of their situation and experienced faculty members' approaches. Cultural orientation programs are typically organized separately for international and national faculty members. This is debatably the basis of the problem beyond the stress and pressure according to interview respondents. The participants stated that national faculty members were not invited to the cultural orientation program which builds barriers between national and international faculty members from the first day and continues after that. This factor was the reason national faculty members never received experience with diverse cultures, which causes cultural socialization issues and concerns later on. "Cultural training for both national and international faculties together would be good idea. I would love to see that!" (One of interview respondents). The significance of this finding creates a case for the Center for Faculty Innovation for the advancement of culturally integrated orientation programs.

Another challenge mentioned was the lack of professional mentor support which results in an unfriendly and unprofessional environment. With a few exceptions, all participant faculty members had a personal experience, or had heard about experiences, of mentor support within the institution. Numerous participants told stories that occurred and resulted in serious problems. For instance, one faculty member described his mentor in an unprofessional manner. His mentor, on more than one occasion, interrupted him during the lectures and completely disagreed with his teaching method and the way he explained problems. When the mentor did so, the new faculty member did not want to collaborate with his mentor anymore. As a suggestion, the faculty member mentioned that having two mentors might be the solution for this situation. When he is having a hard time with one of the mentors, he can discuss the situation with another mentor. "If you talk, let people know about your feelings, explain yourself, mention the issues that you have, people most probably would be sensitive to your issues, and suggest solutions to the situation" (One of interview respondents).

Result

The research was conducted using faculty members at JMU and the results addressed their performance, satisfaction, perceptions, and professional development as a result of working on a multicultural team. The results obtained outline cross-cultural differences in team performance and the critical and/or challenging aspects of working on a multicultural team. Full-time and part-time instructional and administrative faculty members were selected to receive the survey

questions. The data were examined based on faculty members: department, age, their experience and their satisfaction with achieving meaningful outcomes from working in groups. Again, to better understand the study, the target population, and the diversity range, the researcher examined 10 years of data reports (between 2005- 2015) on the international faculty at the institution. The data were categorized by college and year. The institution has seven colleges: The College of Arts and Letters; The College of Business; The College of Education; The College of Health and Behavioral Studies; The College of Integrated Science and Engineering; The College of Science and Math; and The College of Visual and Performing Arts.

According to faculty responses, the institution supports a diverse environment within an educational setting, and the data from the Human Resources office of the institution (between: 2005-2015) supports this fact. In addition, the institution offers diversity and multicultural training, educational presentations and conferences in an effort to increase cultural knowledge among its faculty members. As a result of the survey and interview responses, potential gaps were revealed related to the quality of the training. This gap should be taken into consideration, and the institution needs to improve the quality of its current training to better meet the needs of faculty members across the university. In addition, a concern worth noting is that some faculty had not attended training in over twenty years, while others had not had training in the last five years. When training was provided, it was a short lecture, but based on faculty responses, they prefer interactive discussions.

In addition, supporting culturally diverse faculty members at the institutional level involves a strong cooperation and collaboration among faculty members, and this point is considered one of the vital issues. The findings also verified that, over the last 20 years, the cultural orientation training has dramatically improved at the institution. Cultural orientation training programs which help faculty members develop their skills are essential because they work and lead in a global educational setting. However, the Center for Faculty Innovation needs to support the faculties' request by arranging cultural orientation training programs that include national and international faculty members, collaboratively, and provide professional mentorship training to experienced faculty members.

Recommendation for Future Study

These findings and implications suggest (for all faculty) support for training opportunities through the Office of International Programs (OIP) and the Center for Faculty Innovation (CFI). The experiences should directly explore and embrace differences across cultures.

Findings suggest that training would be beneficial for all faculties, regardless of cultural differences and university expectations, in support of a culturally diverse environment. In addition to the analysis conducted in the present study, this research has created a database from which additional analysis can be conducted. A more comprehensive follow-up study should be conducted to measure changes in faculty perceptions regarding working on cross-cultural teams; and, to determine if there are barriers that prevent faculty from being successful working on cross-cultural teams.

Another potential follow-up study, which cannot be examined from the present data, is the exploration of an online module that would provide strategies essential for working on cross-cultural teams. The findings of this study might be a useful guide for developing seminars, training programs, and workshops for future and present faculty members preparing to teach and work in a cross-cultural setting.

Finally, this study might help human resource managers within an academic setting, (who provide support for international faculty members) understand which cross-cultural experiences are beneficial, according to academic experts, giving them a better understand of which levels of cross-cultural education is needed.

Conclusion

The defining concept and practice of cultural diversity including objective review and decision-making practice, are specifically outlined to circumvent the cultural misunderstandings and communication barriers. The results indicate that there is a healthy level of awareness when working on cross-cultural teams. Faculty members have strong working relationships across multicultural lines. Eliminating the cultural constraints and decreasing the cultural challenges will be helpful not only for current faculty members but also for future faculty members, regardless of cultural background.

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Appendix I – Survey Questions

Q1 By clicking through to the next page, you will consent to participate:

- Continue to the survey (1)
- Exit the survey (2)

If Continue to the survey Is Selected, Then Skip To Please indicate your current status. If Exit the survey Is Selected, Then Skip To End of Survey

Q2 Please indicate your current status.

- Full-time Instructional Faculty (1)
- Part-time Instructional Faculty (2)
- Full-time Administrative Faculty (3)
- Part-time Administrative Faculty (4)
- Other: Please specify (5) _____

If Part-time Instructional Fac... Is Selected, Then Skip To End of Block
If Part-time Administrative Fa... Is Selected, Then Skip To End of Block

Q3 Please indicate your gender.

- Male (1)
- Female (2)
- Choose not to respond (3)

Q4 What is your age?

Q5 How many years of experience do you have with US. culture?

Q6 How long have you been working at the institute?

Q7 Are you considered International faculty?

- Yes (1)
- No (2)

Q8 How many languages can you speak?

Q9 Which of the following best describes the college you work for?

- College of Arts and Letters (1)
- College of Business (2)
- College of Education (3)
- College of Health and Behavioral Studies (4)
- College of Integrated Science and Engineering (5)
- College of Science and Math (6)
- College of Visual and Performing Arts (7)
- Other: Please specify (8) _____

Q10 Read the statement and select the response that best describes your cultural knowledge and skills in your job at the institute.

Q11 Have you ever participated in a cross-cultural training program? (Cross-cultural training is “to prepare people for more effective interpersonal relations and for job success when they interact extensively with individuals from cultures other than their own”)

- Yes (1)
- No (2)

If Yes Is Selected, Then Skip To When was the last time you attended a...If No Is Selected, Then Skip To End of Survey

Q12 When was the last time you attended a cross-cultural training program?

- with the last year (1)
- 2-3 years ago (2)
- 3-4 years ago (3)
- 5 years ago (4)
- more than 5 years ago (5)

Q13 How many times have you attended a cross-cultural training?

- 1-3 times (2)
 - 4-5 times (3)
 - More than 5 times (4)
- Q14 What was the duration of cross-cultural training?
- One lecture or short presentation (1)
 - Full day (2)
 - 2-3 days (3)
 - 2 weeks (4)
 - 1 month (5)
 - 1 year (6)
 - Other: Please specify (7) _____

Q15 Think about your multicultural team experiences, the team was able to.... (Choose all that apply)

- create a shared understanding (1)
- socially integrate (2)
- develop mutual trust (3)
- widen cultural knowledge (4)
- build interpersonal skills (5)

Q16 While working on a multicultural team to what extent did any of the following hinder productivity? (Choose all that apply)

- Communication style (1)
- Accent (2)
- Various attitude about the work (3)
- Management about the work (4)

Q17 Please rate your level of satisfaction working on a multicultural team at the institute.

Q18 Please rate your level of agreement on each of the following statements.

- I feel encouraged having culturally diverse coworkers/department members at the institute. (1)
- To work with culturally diverse co-workers gives me a feeling of personal accomplishment. (2)
- The institute values cultural diversity (to recognize and respect the value of differences in gender, age, etc.) (3)

Q19 Please indicate the most valuable aspect of the cross-cultural training for your current position. (Choose all that apply)

- Interactive discussion (1)
- Lecture (2)
- Guest speaker and panelists (3)
- Project work (field work) (4)
- Coaching (5)
- Mentoring (6)

Appendix II – Interview Questions

Introduction

1. Tell me your experience about interacting with people with different cultural backgrounds.

Experience

2. Can you describe an average work day of yours (from the point of view of working in a multicultural environment)?
3. How do you feel about your ability to cope up with cross-cultural differences in your team?
4. How do you think your experience differs from that of other faculty members who are locals?
5. Have you ever considered quitting the project because of stress or pressures caused by cross-cultural differences, and if so, can you describe the context of that situation?
- a) What kept you going? In other words, how did you overcome these obstacles to continue working in your project in a cross-cultural team?
6. According to your experience how does cross-cultural differences affect the team performance? (Please mention positive or negative effects)

Resources

7. Are you aware of any training that has helped you to perform better in a current work environment?

Constraints

8. What would you identify as the major barriers to being an international faculty member who is working in a cross-cultural environment?

Strategies for Success

9. What strategies or advice might you give to others to help them cope in a similar situation to yours?
10. What resources or supports do you think could be offered-formally or informally to make your experience as an international faculty member?

Conclusion

11. Is there anything additional you would like to share about your experiences as an international faculty member?