

Navigating Cross-Cultural Challenges: A Phenomenological Study on Strategies for International Faculty in Higher Education to Support Local Students

Peter Ndiangui*^a, Jingshun Zhang^a, Burhan Ozfidan^a, & Clarisse Halpern^a

* Corresponding author:

Email: pndiangui@fgcu.edu


a. Florida Gulf Coast University, USA.

Article Info

Received: May 11, 2024

Accepted: July 20, 2024

Published: August 5, 2024

 [10.46303/jcve.2024.24](https://doi.org/10.46303/jcve.2024.24)

How to cite

Ndiangui, P., Zhang, J., Ozfidan, B., & Halpern, C. (2024). Navigating cross-cultural challenges: A phenomenological study on strategies for international faculty in higher education to support local students. *Journal of Culture and Values in Education*, 7(2), 284-297.

<https://doi.org/10.46303/jcve.2024.24>

Copyright license

This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International license.

ABSTRACT

Dealing with local challenges and providing effective support for students as an international faculty member can be both challenging and rewarding. This phenomenological study delved into the intricate dynamics of cross-cultural encounters within higher education settings, focusing on the experiences of international faculty in supporting local students. Using semi-structured focus group meetings, the researchers explored how their lived experiences as full-time international faculty working in institutions of higher learning in the United States could be applied in providing support for students. This process required intricate navigation to acquire some level of cultural understanding of the local culture and traditions and build relationships with native faculty, staff, and students. The study was based on firsthand experiences of how the authors, international scholars from various parts of the world, navigated through these hurdles to become effective educators. The researchers constructed generalizations, noting that the institutions whose policies include embracing cultural diversity, fostering inclusivity, and providing targeted support are better positioned to enable their international faculty members to address local challenges and empower students to succeed effectively.

KEYWORDS

International faculty; acculturation and adaptation; cross-cultural challenges.

INTRODUCTION

Altbach and Yudkevich (2016) defined international faculty (IF) as individuals who were not born in and did not have their first degree from a postsecondary institution in the country where they have their primary academic appointment—and the appointment must be regular, full-time status. Many other definitions are commonly used around the world. Many countries use visa or citizenship categories to define international faculty. Several studies have shown that IF has significantly contributed to American higher education in the last four decades. Since the 1990s, White native-born males have less dominated the professoriate, with almost a quarter of faculty in colleges and universities identified as foreign-born (Corley & Sabharwal, 2007; Theobald, 2009).

This qualitative study focused on the experiences of International Faculty (IF) at U.S. universities. In broad terms, “international faculty” refers to professors and instructors employed by an institution where they did not acquire citizenship by birth and have spent a massive portion of their lives in a different country. Prior research (Corley & Sabharwal, 2007; S. Kim & Kubota, 2012; D. Kim et al., 2011; Lin et al., 2009; Marvasti, 2005; Obiakor & Martinez, 2016; Webber, 2012; Yao Tsikata, 2017) consider “foreign-born” status as the primary indicator of international faculty. In recent years, colleges and universities have seen an increase in IF (Omiteru et al., 2018). IF comprise more than half (53.8%) of those in the minoritized category (non-white, non-dominant culture), yet they face challenges on U.S. campuses that include language-related issues, and challenges of different accents, difficult relations with students due to cultural differences, feelings of loneliness and, culture-related difficulties along with the process of resettling in a foreign land (Alberts, 2008; Collins, 2008).

In the case of the United States, IF has had a long-standing presence in higher education institutions. Records indicate that historically, U.S. higher education had long benefitted from the sustained influx of foreigners, starting with 1819 when the University of Virginia hired faculty who held degrees outside the United States (Thelin, 2011). Research indicates that, in most cases, international faculty is highly qualified. For instance, refugee scholars who fled from Europe before and during the rise of Nazism in Germany found their academic careers in US higher education institutions. Sixteen of those faculty later won Nobel Prizes as immigrant academics in the United States (Coughlan, 2013; Thelin, 2011). Research has shown that there are many positive aspects of having faculty that come from diverse cultural backgrounds. Some authors have described them as professors who spread knowledge about their culture to students as they teach regular courses (Ballenger & Jian, 2019). They provide different perspectives on their teaching.

Research Questions

1. What are the challenges experienced by the IF in their professional work during and after the COVID-19 pandemic?
2. How have the IF overcome the challenges they experienced during the COVID-19 pandemic to sustain their effectiveness in providing support for their students?

3. How do students respond to the support provided by IF as their professors and mentors compared to native professors?
4. How does IF relate to the rest of the faculty and staff?

THEORETICAL FRAMEWORK

Berry (2017) developed a widely used framework for understanding how individuals and groups adapt to a new cultural environment. This work is largely based on Berry's model of acculturation. Berry's model of acculturation notes that phenomenology is suitable for exploring firsthand experiences, and the essence of these experiences is to provide generalizable findings. The challenges that international faculty face can be examined from different theoretical frameworks. The most common set of theories considers the adaptation strategies that international faculty may adopt to be effective practitioners. Berry's model can be applied to understand how international faculty and students navigate their cultural identities and adapt to the host institution. Berry's model of acculturation (Schwartz, 2008) examined different strategies immigrants can use to adapt to local cultures. Like any other immigrant population, international faculty are subjected to the dictates of the four stages included in Berry's acculturation orientation process—assimilation, integration, separation, and marginalization. Second, the cross-cultural adaptation theory (Y. Kim, 2017) helped us explore the dynamism of adaptation and the forces that will facilitate integration into local societies. By the same token, we can consider Vygotsky's sociocultural theory (Shabani, 2016), which examined the significance of social integration in the learning process.

Another set of theories relevant to this study examines how individuals change their frames of reference through critical self-reflection as they interact with people of different viewpoints and cultural backgrounds. The most notable of these theories are the ones that focus on individual transformation. They include Mezirow's Transformative Learning Theory (Mezirow, 2018). This theory examines how change occurs through critical reflection and transformative learning experiences. Similarly, the intercultural communication competence theories (Collier, 2015) help explain how individuals acquire new knowledge, skills, and attitudes as they stay in a pristine environment. This theory can be applied to understand how international faculty adapt their teaching practices and support local students in diverse classroom settings.

Last, it is crucial to explore the theories that help increase interaction between international faculty and native students. Hofstede's Cultural Dimensions Theory (Khlif, 2016) facilitates understanding the cultural differences that influence interactions between international faculty and local students. Each dimension proposed in this theoretical framework provides insight into potential conflict areas and strategies for effective communication.

In conclusion, this selected theoretical framework on immigration and acculturation integrates theories that provide a holistic understanding of the cross-cultural challenges and strategies in higher education, effectively guiding this phenomenological study.

LITERATURE REVIEW

International faculty (IF) face numerous challenges when working at universities in the United States. One significant issue is the need to navigate and adapt to a distinct cultural environment encompassing various aspects of life. This cultural adjustment is critical for bridging the cultural divide that international faculty often encounter. According to Gahungu (2011), Grant and Obi (2010), and Lee and Janda (2006), cultural discontinuity is a prevalent issue, particularly as IF struggles to conform to the norms and regulations applicable to immigrants.

Moreover, IF must acclimate to the American teaching style, which involves understanding and integrating into the educational culture and environment. This process varies with ease, as Bazemore et al. (2010), Collins (2008), and Foote (2010) noted. Student racial biases and conflicts between students and non-dominant professors can further complicate the adaptation process, as Lee and Janda (2006) highlighted.

International faculty challenges have escalated rapidly over the last three years, primarily due to the COVID-19 pandemic (Huck & Zhang, 2021). The pandemic significantly impacted various aspects of life and work, posing substantial challenges across all educational levels. Higher education institutions (HEIs) have been particularly affected, especially concerning the cross-border movement of international students, researchers, and faculty members (Halpern et al., 2022; Lennox et al., 2021).

In the 2019/2020 academic year, there were 123,508 international scholars in the US. However, the COVID-19 pandemic led to a 9.6% decrease in this number compared to the previous year (Huang, 2022). This decrease has exacerbated the challenges faced by IF, who have reported elevated frustration, anxiety, and stress levels. The pandemic thus intensified existing issues and introduced new difficulties, highlighting the need for targeted support and resources for international faculty during and beyond the pandemic era.

Furthermore, the literature reveals that IF also grapples with professional challenges related to career advancement and recognition. According to Collins (2008), several international faculty members feel their non-native status hinders their career progression. This hindrance is often due to implicit biases and the additional challenges of securing research funding and publishing in high-impact journals, which can be more difficult for those who are not native English speakers (Foote, 2010).

In addition to these professional challenges, IF also faces personal and social challenges. Relocating to a new country often involves significant adjustments in personal life, such as securing housing, understanding healthcare systems, and establishing social networks. According to Tseng and Newton (2002), the lack of a support system can lead to feelings of isolation and impact overall well-being. Additionally, potential language barriers and cultural differences that can affect communication and relationship-building with colleagues and students complicate the social integration of IF (Schrodt et al., 2003).

Studies have also pointed to the importance of institutional support in mitigating some of these challenges. For instance, mentoring programs and professional development

workshops tailored to the needs of IF can provide crucial support. Smith and Khawaja (2011) stated that institutions offering structured support systems help international faculty integrate into their academic and local communities. This support can include orientation programs, language assistance, and opportunities for networking within the academic community.

Last, an emerging body of research highlights the benefits of diversity in academia, underscoring the value of supporting IF. Diverse faculty bring different perspectives, which can enrich the academic environment and enhance students' learning experience. Promoting an inclusive environment that supports IF helps students succeed and contributes to the broader goals of academic excellence and cultural competence within higher education institutions. In summary, while IFs contribute significantly to the academic and cultural diversity of higher education institutions in the United States, they face various challenges that must be addressed. These include cultural and professional adjustments, personal and social integration issues, and the intensified difficulties brought on by the COVID-19 pandemic. Addressing these challenges through targeted support and institutional initiatives is crucial for fostering a more inclusive and supportive environment for international faculty.

METHODOLOGY

A qualitative phenomenological research design was used to explore the lived experiences of international faculty working in institutions of higher learning in the United States, which could be applied in providing support for students, particularly during the COVID-19 pandemic (Moustakas, 1994; Van Manen, 1990). Using a phenomenological approach allowed the researchers to explore how we constructed and made meaning of our experiences as international faculty working during the pandemic at a Southwest Florida university (Merriam & Tisdell, 2016). Therefore, the experiences of international faculty from different countries and continents and diverse cultural, linguistic, and religious backgrounds were analyzed and compared to identify the phenomenon's essence (Moustakas, 1994). This methodological approach, together with the secondary data, provided an understanding of the strategies used by international faculty to support local students, highlighting the importance of addressing cross-cultural challenges in higher education.

Participants

Participants in this study were four IFs in the College of Education from a public institution in Southwest Florida. They originated from Kenya, China, Türkiye, and Brazil, bringing the research a rich tapestry of cultural and linguistic diversity. This diversity was crucial as it provided various perspectives and experiences, enhancing the depth and breadth of shared lived experiences. These participants shared their life stories and ability to reflect on their firsthand experiences meaningfully.

Data Collection

Data were collected through one online semi-structured focus group conversation designed to elicit detailed participant experiences (Patton, 2015). The focus group format allowed each

interview to last sufficient time for participants to delve deeply into their experiences. Additionally, participants were encouraged to bring personal artifacts, such as photographs or documents, that they believed were relevant to their stories. These artifacts provided additional context and depth to the lived experiences shared.

Data Analysis, Credibility, and Trustworthiness

The data were analyzed using thematic analysis (Braun & Clarke, 2006), which involved (1) familiarization with the focus group transcripts, read multiple times; (2) coding to identify significant patterns and initial themes using an inductive approach; (3) and theme development based on the identification and refinement of relevant themes. Once the themes were developed, we used member checks and external audits with experts in the internationalization of higher education to ensure the findings' credibility, accuracy, and trustworthiness (Patton, 2015). In addition, the triangulation of data from individuals from distinct parts of the world, diverse theoretical perspectives, and prolonged engagement with the institution and native population added to the credibility and trustworthiness of the findings and study (Creswell & Poth, 2018).

Ethical Considerations

Ethical considerations were paramount in this study due to the data's personal and often sensitive nature. Informed consent was obtained from all participants, ensuring they were fully aware of the study's aims, procedures, and their rights. The authors were the participants, using proper justification and citations to support our choices. Participants were assured of the confidentiality and anonymity of their data. Codes were used in all reports and publications to protect their identities. Additionally, participants had the right to withdraw from the study without any consequences.

DISCUSSION OF FINDINGS

The findings indicated participants' challenging experiences teaching and doing research in the United States and the coping mechanisms they developed to overcome such challenges. On the one hand, participants perceived their challenging experiences as suffering in silence, particularly when discussing incidents of discrimination, which resulted in them feeling uncomfortable sharing these experiences. On the other hand, they shared with enthusiasm and positive outlooks how they overcame these challenges, reflected in their successful teaching, research, leadership, and academic service on and off campus.

Theme One: Inadequate Institutional Support

The first theme described the participants' perceptions of having inadequate institutional support for their teaching and research at the university. They described feeling like they were a "diversity token," seen as necessary to demonstrate the institution's commitment to diversity and inclusion, but with little to no support for their teaching, research, leadership, and service. Faculty-1 said, "They say they care [about international faculty], but they do very little to retain

them.” In this sense, participants agreed that the university is committed to recruiting diverse faculty but may not have the ideal support to retain them at the university.

In addition to the lack of support to retain international faculty at the institutional level, participants emphasized the lack of departmental support within the college they were allocated. For example, Faculty-3 recalled his experiences when he started working at the university: “When I first came, no one guided me in the department. I felt like a fish out of water.” The consequence of feeling like “a fish out of water” was a disconnect and lack of sense of belonging to the faculty body and overall institution, negatively impacting his teaching. Similarly, Faculty-4 mentioned the disconnect from the department that she stemmed from being an adjunct faculty. She said, “As an adjunct, I feel disconnected because we are not even part of official emails and meetings in the college. Some people are not as patient with answering my questions to help me.”

To overcome these challenges, participants said they rely on one another and other international faculty who could relate to their experiences and share advice, resources, and support for their teaching, research, leadership, and service in the university. Faculty-2 summarized this perspective, “I only received help regarding my concerns from other international faculty; I feel we can trust and help one another feel part of the university.”

Theme Two: Acculturation Challenges

The second theme described the participants’ acculturation challenges in the United States and how they impacted their teaching, research, leadership, and service at the university. Because of the participants’ distinct cultural and linguistic backgrounds, each had unique experiences concerning their acculturation process in the United States. For example, Faculty-3 emphasized the difficulty in adapting his teaching style to what is expected in American higher education classrooms and students: “Coming from a developing country, it was very difficult to adapt to Western culture.” Faculty-2 added the issues of bias and cultural differences to that equation, saying, “We experience a lot of stress overcoming the challenges of learning and teaching in a new language, as well as overcoming bias and cultural differences.” The participants highlighted bias concerning students’ perceptions of their countries of origin, race/ethnicity, languages, and other cultural elements.

Among the acculturation challenges discussed, participants emphasized language as the most concerning, particularly having to deal with bias because of their accents when speaking English. For example, for Faculty-3, language differences and having an accent were a gateway for students to complain about other aspects of their teaching and interactions with them. He said, “It did not take long to understand that accent can be a scapegoat for other things.” He explained that students use the fact that international faculty have accents to complain about being clear in assignment guidelines or to blame them for not understanding class content. Faculty-2 agreed, emphasizing his struggle to speak clearly to avoid complaints and experiences with bias and discrimination. He said, “I always try to speak slowly and clearly. When I teach online, I try to get help from software. Still, I found some errors.” However, Faculty-1 tried to

find a positive outlook in his experiences overcoming language barriers: "I tried to 'talk like them,' but I failed miserably. I got myself a mentor from my culture.... Then, things changed. I accepted who I am more, and adjustment became easier." Faculty-1 highlighted that his change in perspective positively impacted his teaching and interactions with his students. In this sense, having a mentor who encouraged him to embrace his culture and accent was fundamental to finding his strengths and incorporating them into his teaching, research, leadership, and service.

Theme Three: Perceptions of Worth

The final theme depicted participants' challenges and lessons learned while working as international faculty that impacted their perceptions of self-worth and, consequently, affected their teaching, research, leadership, and service. For example, Faculty-4 spoke of her feelings of never being good enough compared to American faculty regarding teaching and leadership opportunities. She said, "I feel the stress of overworking and overdoing things to prove myself worthy of opportunities. Sometimes, I feel no matter what I do, opportunities will always go to Americans." Frequently, international faculty feel that they must work harder to "prove themselves" to overcome bias and compete for academic opportunities with American faculty. Consequently, they do not feel valued by American faculty, as if they lack the necessary skills to earn opportunities. Faculty-3 agreed, saying, "When I first arrived, I just didn't feel valued by faculty."

On a positive note, all participants emphasized that they experienced feeling valued by peers and students once they recognized international faculty dedication to teaching, research, leadership, and service at the university. Faculty-2 summarized this viewpoint: "I feel that only after students realize the efforts we make to help them and improve our English can they change their minds about and keep respectful attitudes toward international faculty." To that end, participants mentioned their efforts in sharing their cultures, languages, and backgrounds in their home countries with their students, emphasizing the value of diversity and adding international/global perspectives to their education. They explained that sharing their international experiences with their students added value to the teaching and learning experience of the entire class because they provided a global exchange that benefitted the students and themselves as faculty. The participants understood that bringing awareness of the benefits of having international faculty in their students' teaching and learning experiences is a process that starts with offering international faculty the opportunity to be in the classroom and requires constant support for their professional development. Consequently, the institutional and departmental support international faculty receive can benefit the college, the faculty body, and the students' learning.

Significant Contributions

- Support provided to IF in general. This support will significantly help IF's professional development, life, and others.

- Support provided by IF to students. The relevant results will help our IFs at colleges of education improve their teaching, research, and service to broadly support our students' learning.
- Support provided by IF for program development. The results will help our colleagues, other faculty, administrators, and leaders understand IF's situation and help the programs and intuitional development.
- Support provided by IF in policymaking. The results will also help the development of the relevant policies. They also will benefit from the relevant research in the future.

DISCUSSION AND CONCLUSIONS

This qualitative phenomenological study explored the challenges international faculty (IF) faced during the COVID-19 pandemic and their strategies to overcome these obstacles. The findings reveal significant insights into IF's professional development and offer valuable perspectives for universities aiming to support their international faculty more effectively.

The study highlights several key challenges experienced by IF during the pandemic, including cultural adjustments, remote teaching adaptations, and maintaining professional networks. Despite these challenges, IF's resilience and adaptability underscore their commitment to their roles and students. These findings underscore the necessity for targeted institutional support, such as professional development programs, mental health resources, and enhanced communication channels, to better assist IF in navigating such unprecedented times.

Moreover, this qualitative study emphasizes the importance of understanding the unique experiences of IF to foster a more inclusive and supportive academic environment (Korstjens & Moser, 2018; Tong et al., 2007). By providing tailored support, universities can enhance the overall effectiveness and well-being of their international faculty, which, in turn, positively impacts student outcomes and institutional success.

Although this research is based on a particular university, the insights gained contribute to the broader discourse on the professional development of international faculty. It sets the stage for future research to explore these dynamics in different contexts and among diverse populations. Further studies could build on this work by employing larger sample sizes and quantitative methods to validate and expand upon these findings.

In conclusion, this qualitative study not only sheds light on the specific challenges faced by IF during the pandemic but also highlights the resilience and resourcefulness of these educators. The lessons from this research can guide universities in creating more robust support systems for international faculty, ensuring their success and well-being in ordinary and extraordinary circumstances. By continuing to explore and address the needs of IF, the academic community can foster a more inclusive and supportive environment, enhancing the quality of education and research globally.

Limitations

One limitation of this study is the sample size. Although the participants have worked in several other institutions, they were localized to one institution at the time of the study. They shared experiences from many other institutions, but their final experiences were localized, leading to an issue of generalizability.

Like other phenomenological approaches, subjective interpretation has the potential of introducing bias. The authors verified every information provided to ensure that their potential cultural bias did not affect the conclusions arrived at in the study. There was member checking and counter-checking between the participants to validate the accuracy of the findings.

There is also the issue of time. Higher education environments are dynamic, and factors influencing the experiences of international faculty and student support services may evolve over time. A study like this one conducted at a specific point in time may not capture changes or trends before or after the data collection period. Thus, the findings from a single study may not be universally applicable due to variations in institutional contexts, cultural norms, and educational systems across different countries and regions. Results may be specific to the context in which the study was conducted and may not be representative of other settings.

Last, only four IFs at one college influence the generalizability of the findings. Although the researchers were aware of their biases, small sample sizes or biased participant selection tend to limit the ability to draw meaningful conclusions about the experiences of international faculty and their support for students.

Recommendations

By shedding light on the strategies these faculty employ to support local students amidst cultural diversity, this research identifies and recommends institutional policies and practices to enhance intercultural competence and foster inclusive learning environments. The authors recommend that the sample size be enlarged. A larger sample may also include native speakers and compare the challenges of the two groups. There should also be the inclusion of a larger, more diverse sample size that considers demographic components such as age, nationalities, gender, religious affiliations, ethnicity, etc. In addition, including international faculty members from various disciplines, backgrounds, and career stages to capture a broad range of perspectives is also recommended.

The authors recommend a mixed-methods research design, combining qualitative and quantitative data collection methods. This method would allow for a more nuanced understanding of international faculty's experiences and challenges and the effectiveness of support services for students.

A comparative study that includes the native faculty would help understand the significance of the internationalization of higher education in dealing with the challenges. Comparing the experiences of international faculty members with those of their local counterparts would help identify the unique challenges and support strategies specific to the

international context. This comparative analysis can highlight areas where additional support or interventions may be needed for international faculty due to their unique challenges.

Through these recommendations, researchers can conduct a more comprehensive study that generates actionable insights for supporting international faculty in higher education effectively and effectively supporting international faculty in higher education. They can monitor the effectiveness of interventions over time and incorporate feedback from stakeholders to continuously improve support mechanisms and address emerging challenges.

REFERENCES

- Alberts, H. C. (2008). The challenges and opportunities of international instructors in the classroom. *Journal of Geography in Higher Education*, 32(2), 189–203.
<https://doi.org/10.1080/03098260701731306>
- Altbach, P. G., & Yudkevich, M. (2016). International faculty in 21st-century universities: Themes and variations. In M. Yudkevich, P. H. Altbach, & L. E. Rumbley (Eds.), *International faculty in higher education* (pp. 11–24). Routledge.
- Ballenger, J., & Jiang, M. (2019). Culturally responsive teaching knowledge and practices of online faculty in educational administration: A pilot study. *Journal Multicultural Learning and Teaching*, 19(1), 99–123. <https://doi.org/10.1515/mlt-2019-0001>
- Bazemore, S. D., Janda, L. H., Derlega, V. J., & Paulson, J. F. (2010). The role of rejection in mediating the effects of stigma consciousness among international university professors. *Journal of Diversity in Higher Education*, 3(2), 85–96.
- Berry, J. W. (2017). Theories and models of acculturation. *The Oxford handbook of acculturation and health*, 10, 15–28.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Collier, M. J. (2015). Intercultural communication competence: Continuing challenges and critical directions. *International Journal of Intercultural Relations*, 48, 9–11.
<https://doi.org/10.1016/j.ijintrel.2015.03.003>
- Collins, J. M. (2008). Coming to America: Challenges for faculty coming to United States' universities. *Journal of Geography in Higher Education*, 32(2), 179–188.
<https://doi.org/10.1080/03098260701731215>
- Corley, E., & Sabharwal, M. (2007). Foreign-born academic scientists and engineers: Producing more and getting less than their U.S.-born peers? *Research in Higher Education*, 48(8), 909–940. <https://doi.org/10.1007/s11162-007-9055-6>
- Coughlan, S. (2013). The scientists who escaped the Nazis. *BBC News*.
<https://www.bbc.com/news/business-23261289>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

- Foote, K. (2010). Supporting international faculty in U.S. Geography. *AAG Newsletter*, 45(8), 3. <https://www.aag.org/wp-content/uploads/2021/12/PresFoote20109.pdf>
- Gahungu, A. (2011). Integration of international faculty in academia: Foreignness as an asset. *International Journal of Educational Leadership Preparation*, 6(1), 1–22. <https://files.eric.ed.gov/fulltext/EJ972876.pdf>
- Khelif, H. (2016). Hofstede's cultural dimensions in accounting research: A review. *Meditari Accounting Research Journal*, 24(4), 545–573. <https://doi.org/10.1108/MEDAR-02-2016-0041>
- Kim, D., Wolf-Wendel, L., & Twombly, S. (2011). International faculty: Experiences of academic life and productivity in U.S. universities. *Journal of Higher Education*, 82(6), 720–747. <https://doi.org/10.1080/00221546.2011.11777225>
- Kim, S., & Kubota, R. (Eds.) (2012). Supporting nonnative English-speaking instructors to maximize student learning in their courses: A message from guest editors. *Journal on Excellence in College Teaching*, 23(3).
- Kim, Y. Y. (2017). Cross-cultural adaptation. *Oxford research encyclopedia of communication*. <https://doi.org/10.1093/acrefore/9780190228613.013.21>
- Korstjens, I., & Moser, A. (2018). Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>
- Halpern, C., Halpern, B., & Aydin, H. (2022). International students' lived experiences of intercultural competence in a Southwest Florida university. *International Journal of Multicultural Education*, 24(1), 47–67. <https://doi.org/10.18251/ijme.v24i1.3013>
- Huang F. (2022). Impacts of the COVID pandemic on international faculty's academic activities and life in Japan. *Higher Education Quarterly*, 76(2), 260–275. <https://doi.org/10.1111/hequ.12369>
- Huck, C., & Zhang, J. (2021). Effects of the COVID-19 pandemic on K-12 education: A systematic literature review. *Educational Research and Development Journal*, 24(1), 53–84. <https://files.eric.ed.gov/fulltext/EJ1308731.pdf>
- Lee, G., & Janda, L. (2006). Successful multicultural campus: Free from prejudice toward minority professors. *Multicultural Education*, 14(1), 27–30. <https://files.eric.ed.gov/fulltext/EJ759643.pdf>
- Lennox, J., Nicolas Reuge, N., & Benavides, F. (2021). UNICEF's lessons learned from the education response to the COVID-19 crisis and reflections on the implications for education policy. *International Journal of Educational Development*, 85, Article 102429. <https://doi.org/10.1016/j.ijedudev.2021.102429>
- Lin, Z., Pearce, R., & Wang, W. (2009). Imported talents: Demographic characteristics, achievement, and job satisfaction of International full-time faculty in four-year American colleges. *Higher Education*, 57, 703–721. <https://doi.org/10.1007/s10734-008-9171-z>

- Martinez, J. (2016). Motivations of a growing Latino scholar in U.S. higher education. In F. E. Obiakor & J. Martinez (Eds.), *Latin@ voices in multicultural education: From invisibility to visibility in higher education* (pp. 1–14). Nova Science Publishers.
- Marvasti, A. (2005). U.S. academic institutions and perceived effectiveness of foreign-born faculty. *Journal of Economic Issues*, 39(1), 151–176. <https://doi.org/10.1080/00213624.2005.11506784>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Mezirow, J. (2018). Transformative learning theory. In K. Illeris (Ed.), *Contemporary theories of learning* (pp. 114–128). Routledge.
- Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications.
- Obiakor, F. E., & Martinez, J. (2016). *Latin@ voices in multicultural education: From invisibility to visibility in higher education*. Nova Science Publishers.
- Omiteru, E., Martinez, J., Tsemunhu, R., & Asola, E. F. (2018). Higher education experiences of international faculty in the U.S. deep south. *Journal of Multicultural Affairs*, 3(2), 1–18. <https://scholarworks.sfasu.edu/jma/vol3/iss2/3>
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). SAGE Publications.
- Schrodt, P., Cawyer, C. S., & Sanders, R. (2003). An examination of academic mentoring behaviors and new faculty members' satisfaction with socialization and tenure and promotion processes. *Communication Education*, 52, 17–29. <https://doi.org/10.1080/03634520302461>
- Schwartz, S. J., & Zamboanga, B. L. (2008). Testing Berry's model of acculturation: A confirmatory latent class approach. *Cultural Diversity & Ethnic Minority Psychology*, 14(4), 275–285. <https://doi.org/10.1037/a0012818>
- Shabani, K. (2016). Applications of Vygotsky's sociocultural approach for teachers' professional development. *Cogent Education*, 3(1), Article 1252177. <https://doi.org/10.1080/2331186X.2016.1252177>
- Smith, R. A., & Khawaja, N. G. (2011). A review of the acculturation experiences of international students. *International Journal of Intercultural Relations*, 35(6), 699–713. <https://doi.org/10.1016/j.ijintrel.2011.08.004>
- Thelin, J. R. (2011). *A history of American higher education* (3rd ed.). Johns Hopkins University Press.
- Theobald, R. (2009). New faces in academic places: Gender and the experiences of early-career foreign-born and native-born geographers in the United States. *Journal of Geographical Science*, 57, 7–32.
- Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *International*

Journal for Quality in Health Care, 19(6), 349–357.

<https://doi.org/10.1093/intqhc/mzm042>

Tseng, W.-C., & Newton, F. B. (2002). International students' strategies for well-being. *College Student Journal*, 36(4), 591–597.

Tsikata, P. Y. (2017). Teaching from selfhood: A personal growth journey with unimaginable dividends. *Multicultural Learning and Teaching*, 12(2), Article 20160018.

<https://doi.org/10.1515/mlt-2016-0018>

Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. University of Western Ontario.

Webber, K. L. (2012). Research productivity of foreign-and-US-born faculty: Differences by time on task. *Higher Education*, 64, 709–729. <https://doi.org/10.1007/s10734-012-9523-6>