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CULTURAL AWARENESS LEVELS OF PROFESSIONALS AND STUDENTS AT MISSISSIPPI STATE UNIVERSITY: INTERNATIONAL EDUCATION'S CHALLENGE

By

William Edward Stephen Cottrell

A Dissertation
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
of the Doctor of Education Degree
in Educational Leadership
in the Department of Instructional Systems, Leadership, and Workforce Development

Mississippi State, Mississippi

December 2004

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CULTURAL AWARENESS LEVELS OF PROFESSIONALS AND STUDENTS AT MISSISSIPPI STATE UNIVERSITY: INTERNATIONAL EDUCATION'S CHALLENGE

By

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Pages in Study: 145

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The literature indicates that America's demographic transformation is becoming a priority issue for higher education. Consequently, progressive educational leadership has a stake in international education development. Since enhanced cultural awareness is essential to this process, its scarcity in terms of measurable evidence has given rise to this study.

Research questions included: (1) What is the level of cultural awareness among professional employees and students at Mississippi State University as measured by the Culture Shock Inventory Measurement Table? (2) Do demographic factors relate to cultural awareness levels of professional employees and students at Mississippi State

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University? (3) What role does international exposure play in improving cultural awareness of the professional employees and students at Mississippi State University?

The methodology used was descriptive, bivariate, and multiple regression. Data were collected in the fall of 2004. The source answers came from a self-administered, 10% random samplings of the institution's educational administrators and faculty and a classroom administered convenience sampling of students. The study used demographics (gender, ethnicity, and religiosity) and international exposure (travel abroad and second language ability) in association with four dependent indices (Lack of Western Ethnocentrism, Behavioral Flex, Cultural Knowledge-Specific, and Interpersonal Sensitivity) from the Culture Shock Inventory survey.

Significant findings included: (1) All groups scored below the norm in the Lack of Western Ethnocentrism and Cultural Knowledge-Specific categories. (2) In the Behavioral Flex category, only the educational administrators and faculty scored below the norm. (3) All three sampling groups were above the norm in the Interpersonal Sensitivity category. (4) No Blacks were part of the random sampling in the faculty category. (5) The executive administration consisted of 102 personnel of which six were minorities. (7) The number of female administrators was significantly higher than their male counterparts and the number of male faculty was significantly higher than their female counterparts. (8) Protestant religiosity dominated all sample groups. (9) Over 90% of all three-sample groups had never been to a non-English speaking nation for more than one month. (10) Nineteen percent of the professional employees claimed command of a second language, as did 17% of the student category.

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DEDICATION

This study is dedicated to both my mother, Mrs. Margit Simon Cottrell, a Magyar woman of extraordinary quality who taught me how to wonder and to my father, Mr. William Edward Cottrell, a merchant marine, who taught me how to wander.

Another extraordinary human who has been locked away deep in my heart for 40 years is Staff Sergeant M.P.Chepenik. This Marine Corps drill instructor instilled in me an intense sense of Espirit de Corps in preparation for my great personal challenge in Viet Nam and, unbeknownst to me at the time, all challenges since.

In addition, my Buddhist monk father-in-law, Luk Ta Hang Kong and my Buddhist nun mother-in-law, Luk Sri Ith Kim, also deserve to be inscribed on this page. Their ability to save most of their family from destruction while under the savage yoke of the Khmer Rouge kindled my passion to learn more about the horrific consequences of colonization, botched foreign policy and political modernization theory. In doing so, I became aware of the extreme vulnerability of education to be used as the perverted instrument of mindless indoctrination over critical thinking…a true threat to humankind.

Lastly, this work is dedicated to my wife, Luk Sri Kim Heang Kong Cottrell, a stalwart survivor of Cambodia's brutal civil war and more brutal Khmer Rouge regime. Her spirit of hope, essence of practicality and gift of our three loving daughters: Simone, Savannah and Isabelle, keep me celebrating my good fortune.

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ACKNOWLEDGMENTS

I would like to express my deep appreciation to former Dean Roy Ruby of Mississippi State University's College of Education and Dr. Anthony Olinzock, Department Head of that college's Department of Instructional Systems, Educational Leadership, and Workforce Development. These true educational leaders saw a failure in the making and stepped forward to make it right. In addition, I want to acknowledge the generous nature of my major professor, Dr. Mabel Okojie, a woman who instills a mixture of human compassion and humor into her high academic standards. I also wish to thank Drs. Ed Davis and James Adams, who were willing to assist in my academic salvation. A special salute goes to Dr. Taylor Mack, my former teacher, former colleague and a friend whose perspective on life's interesting challenges parallels my own.

Without a doubt, my dear friend and statistical mentor is Dr. Bunnak Poch. Our endless discussions about the point of it all coupled with his statistical magic in guiding me from the chaotic darkness of raw data into the light of statistical order has been nothing short of an academic miracle. Bunnak's journey from teenage slave laborer under the Khmer Rouge to respected international demographer has constantly inspired me to complete this academic crucible.

Finally, if I have erred in spite of the aforementioned array of professional and spiritual guidance, I happily attribute my errors to my own stupidity and to an extremely seductive wife.

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CHAPTER I

INTRODUCTION

> We all carry worlds in our heads, and those worlds are decidedly different. We educators set out to teach, but how can we reach the worlds of others when we don't even know they exist? Indeed, many of us don't even realize that our own worlds exist only in our heads and in the cultural institutions we have built to support them.(Delpit, 1995, p. xiv)

The primary focus of higher education in America in its early stages centered solely on local, state, and national interests (Gibson, 1964). Later, the theoretical perspective of higher education began to shift toward shaping a more pluralistic and democratic society. Today, progressive academe increasingly embraces the premise that exposure to international ideas, customs, values, and beliefs is an important part of a citizen's education (Aveni, 2003).

Post WWII educational leaders such as Brubacher and Rudy (1958) suggested that this type of expanded thinking distinguished American higher education from other national systems. Shaffer and Dowling (1966) further explored this shift toward multiculturalism resulting in the same conclusion. They also theorized that international exposure to the world's economic, social, and political conditions produced "change agents" in shaping American higher education.

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Another "defining moment" in America's educational awakening to the international experience was reflected in the Coleman Report (1966). This monumental report supported American educational leadership transforming itself into a global perspective through enhanced awareness of other cultures. Continued research by Chickering and Reisser (1993) gave further credence to its message. Their work concluded that enhanced cultural awareness seemed to have a positive correlation with increased tolerance "toward openness and self-esteem." This growing urgency to explore cultural awareness issues was further justified by the doubling of foreign-born Americans between 1970 and 1995 (Kubota & Ward, 2000). In addition, the nonimmigrant categories such as international students, scholars, and faculty have become an integral part of the American higher education mosaic (Steward, 1993).

Of the 1.3 million international students worldwide (Mazzarol, 1998), the U. S. hosts over half a million of these international guests on its college and university campuses (NAFSA, 2001). According to the U. S. Department of Commerce, higher education degrees awarded international students constitute America's fifth largest exporter of services (NASULGC, 2000). A prime example of this nation's growing interest in international education is reflected in the number of international students at Mississippi State University. This mid-south institution hosted over one thousand international students and their dependants from eighty-one countries in 2000 (ISO, 2000).

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Although the rapidly changing demographics of America (Kubota & Ward, 2000) coupled with higher education's philosophical mission would seem to initiate cultural awareness research on university campuses (Cohen & Neufeld, 1981), the many positive outcomes expected from such research such as the international education of America's future business and political leaders have yet to be recognized by some in higher education leadership. For example, one seemingly obvious catalyst of enhanced cultural awareness in international education development would include proactive international alumni support via financial donations, recruitment, study abroad assistance, etc. (Mazzarol, 1997).

Twenty-first century educational leadership will need to effectively guide both the veteran and novice professionals in achieving cultural awareness levels compatible with the progressive institutional requirements (methodology, curriculum, professional development, outreach programs, etc.) needed to accommodate changing American demographics (Yin, 2000). Even so, there are higher education professionals who have yet to accept that they must prepare their domestic students to think both critically and globally for twenty-first century viability (Kirkpatrick, 2001). It is of paramount importance that senior educational leadership recognizes its essential role in this transformation process.

Although political will is often the catalysts for new initiatives in higher education, rhetoric and platitudes alone will do precious little to bring a sense of enhanced cultural awareness to the fore. Beyond the words resides the hard work of

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transforming a parochial institutional culture into one embracing world-wide perspectives. Educational leadership will need to begin this onerous task by objectively examining itself in the context of the global perspectives it purports to serve. A recent Kellogg Commission report stated, "The great international economic, technical, geopolitical forces reshaping the world are hardly by-passing higher education. We will not only lead new development in globalization and technology, we will be reshaped by them" (NASULGC, 2000, p.1).

Observant educational leaders are discovering a myriad of advantages when real international exchange is practiced on their campuses. A primary example of this type of benefit is the sustained international exposure to other values and belief systems provided by an international community (NASULGC, 2000). If international education development and its accompanying benefits are to be realized, educational leadership must first acknowledge the importance of multicultural awareness, sensitivity, and competence and then commit to instilling these vital foundation blocks into their institutional culture (Steward, 1998).

According to Delpit (1995), educational leadership can no longer conceptualize only within the dominant culture. It must engage in the hard work of seeing life through a multitude of cultural awareness perspectives and influence others to do likewise. Pope & Reynolds (1997) and Steward (1998), further argued that those higher education institutions that deny their members exposure to multicultural awareness and its ultimate goal of multicultural sensitivity and competence will become passé in America's rapidly

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transforming global setting. As reported by Auletta & Jones (1990), change is beneficial not only for the international guest but for the dominant culture host as well.

This benefit of sustained international exposure to multiple cultural perceptions is validated further by the on-going discourse in the academy related to dominant culture self-identity and its awareness of others through Critical Culture Perspective theory. This third wave of American higher education conceptualization follows two centuries of student focused *in loco parentis* and a half century of Human Development theory. It is designed to transform educational leadership's understanding of the power of culture (particularly its own) and how to identify and deconstruct those cultural aspects having deleterious effects on both professional employees' and students' educational goals (Rhoads & Black, 1995). Critical Culture Perspective theory is only beginning to investigate the educational leadership mindset and its influence on campus culture and the students it serves. Mueller & Pope (2001) elaborated on the slow pace of this self-discovery by stating that although several models exist focusing on the dominant culture's cultural awareness levels, few have been empirically researched. Aveni (2003) supported this scarcity of empirical evidence in his observation that little examination has been given to discovery of cultural awareness and its effects on American higher education with the one exception of student study abroad programs i.e. "student only" sustained international exposure.

As described by Guerlain (1997), being of the dominant culture and at the same time open-minded, presents quite a challenging mental conundrum. Driven by

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accelerating global realities such as America's rapidly changing demographics, economics, and technology, educational leadership is being challenged to accelerate a solution to Guerlain's ethnocentrism-driven dilemma. Given that dominant culture educational leadership has yet to think with an open mind, a serious lack of imagination remains the major obstacle to higher education's international education development. Solving this conundrum will be a difficult challenge for twenty-first century educational leadership but success will banish this grave liability to America (Bennett, 1993).

Statement of the Problem

Although international students have been enrolled at Mississippi State University for more than three decades, there has never been a study focused on the cultural awareness levels of the domestic professional employees and students who interact with them (Appendix A). Consequently, a core factor needed to construct recognizable and effective international education development is not known. This lack of knowledge about measurable cultural awareness level issues deserves to be researched due to its importance in discovering both obstacles to and predictors of cultural awareness. This discovery is a core requirement for international education development.

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Research Questions

The specific research questions are as follows:

1) What is the level of cultural awareness among professional employees and students at Mississippi State University as measured by the Culture Shock Inventory Measurement Table? (Appendix B)

2) Do demographic factors relate to cultural awareness levels of professional employees and students at Mississippi State University?

3) What role does international exposure play in improving cultural awareness of the professional employees and students at Mississippi State University?

Rationale for the Study

Reliable indicators estimate that international students contribute an impressive $12.3 billion annually to the American economy (NASULGC, 2000). Within this pool, the state of Mississippi receives approximately $40 million and Mississippi State University receives approximately $18 million (NAFSA, 2001). Oddly enough, little empirical research exists on the study of international education development (Mazzarol, 1997). Accelerated research into the discovery of predictors that may be associated with enhancing this economic asset is but one rationale for initiating research focused on this subject. Beyond the obvious economic sense for such a study, empirical research supports the theory that professional employees who possess the stepping-stones of high multicultural awareness, sensitivity, and competence are significantly influential in transforming a parochial-thinking campus climate into one with an international

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environment. This research also shows that in addition to economic gain, such a transformation can enhance institutional academic and social standing (Steward, 1998).

As competition among America's higher education institutions increases for the international student market-share, international student attrition rates will also increase at those institutions where the dominant culture educational leadership and student population remains apathetic. Mazzarol and Soutar (2001) supported this argument in their international education development marketing strategy. They strongly emphasized the importance of differentiation, i.e. *service-after-the-sale,* as a hallmark of student retention. They also posited that educational opportunities were becoming a "buyer's market" for full-paying international students already in America. Consequently, a parochial mindset on the part of educational leadership has no place in those institutions claiming to be international in scope (Kirkpatrick, 2001).

The academic and social advantages brought to Mississippi State University by the international community are also very beneficial to both its professional employees and students (Kirkpatrick, 2001). Developing these extremely noteworthy assets to their maximum potential requires an understanding of multicultural awareness, sensitivity, and competence on the part of both current and future educational leadership (Steward, 1998). Yin's (2000) work further suggested that those who choose to pursue international education development would need to embrace the three aforementioned criteria in order to gain the flexibility required to adjust their cultural interactions.

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The rationale for researching how to achieve high levels of professional employee and student cultural awareness to progress international education development has become even more salient since the start of the war on terrorism on September11, 2001. Increased visa denials of well-qualified international student applicants by U.S. consulates worldwide continue to decrease new international enrollment (Selingo, 2004). These U.S. consulate "choke points" in conjunction with varying degrees of domestic educational leadership apathy and/or unawareness are having a detrimental effect on higher education's international education development. For example, it can be rationalized that low levels of dominant culture professional and student cultural awareness can significantly influence international students in their decisions to "transfer out" to schools and even countries with more accommodating environments such Australia, New Zealand, Canada, France, and the United Kingdom.

According to a recent Council of Graduate Schools survey, 90% of higher education institutions in the U.S. have reported a decrease in international applications since 9/11. Applications from the world's two major feeder nations, China and India, are down 76% and 58% respectively (Appendix C). According to the Mississippi State University International Admissions Office, applications from China have fallen by 45% and from India by 42%. In total, this sampling institution has suffered a decrease of 24% among all of its receiving nations since the fall of 2001 (Appendix D). This is but one example of the growing trend in higher education that requires an effective and rational response if international education is to grow and develop in America. The following

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editorial in a recent edition of the New York Times quotes Dr. Robert Gates, former director of the Central Intelligence Agency and current president of Texas A&M University:

> Relatively small numbers of American students pursue graduate degrees in engineering and science. As a result, the research efforts at many American universities depend on international graduate students. They do much of the laboratory work that leads to new discoveries. More troubling is the impact that declining foreign enrollments could have in the war on terrorism. (2004, p. A-23)

Mississippi State University is a representative sample of president Gates' succinct description of the situation. In the spring term of 2004, 59% of all graduate students in the College of Engineering were international, 28% in the College of Veterinary Medicine, and 26% in the College of Agriculture & Life Sciences (Appendix E)**.** Within these figures, international students traditionally have held positions as teachers and researchers through the university's various assistantship programs. This has relieved tenured faculty to continue their involvement in research. Of the total graduate assistantships awarded by this mid-south institution in the spring of 2004, 38% were held by internationals (Appendix F). In addition, 31% of the doctorate degrees awarded between 1999-2003 were received by internationals (Appendix G). These percentages have been the norm for several years. Therefore, it can be stated with some justification that international students play a significant role in teaching, research, and service in both accomplishing this institution's mission and assisting it to remain in compliance with its

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current ranking as a Carnegie Doctoral/Research-Extensive recognized institution. These numbers are even more impressive considering that international students represent only 19% of the total graduate student population and a mere 5% of the total student population (MSU FactBook 2001-2002). Consequently, it can be rationalized that if low cultural awareness and its possible influence on international attrition and recruitment issues is not addressed, major disruptions could occur resulting in preventable devolution of Mississippi State University's vision and mission (Appendix H).

Increased multicultural awareness, sensitivity, and competence on the part of educational leadership will play a pivotal role in international education development on the Mississippi State University campus. Without these core components, the likelihood of international education development is slight and students retention doubtful. Advocacy at the senior levels of administration will be the primary catalyst in any such transformation. Obstacles to cultural awareness must be dissolved and predictors given appropriate attention by educational leadership for this process to occur. Furthermore, international education development is presumed to instill into both its practitioners and their students the ability to work effectively in the global market whether from within the United States or abroad (Aveni, 2003)

Beyond the economic gain, well-functioning international education development would bring to the fore a myriad of global challenges that will further actualize the potential of higher education's canon. Bowers (2000) supported this need for improved international education development in our increasingly fragile world. He argued that

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educational leadership should acknowledge the reality that although the world is becoming more economically global through technology it is also becoming more culturally rigid. He further posited that educational leadership has a responsibility to research this negative correlation and advocate for appropriate solutions. Such development is expected to encourage an enhanced understanding and appreciation of other cultures, expand cognitive skills, reduce dogmatism and increase critical thinking… a necessity for democratic discourse.

In summary, this study was unique and pioneering in collecting cultural awareness data on Mississippi State University. Data collected during this research assisted in identifying levels of cultural awareness and examining certain factors affecting cultural awareness among both professional employees and their students. The results of this study provided an explanatory and predictability rationale for both educational administrators and faculty who wish to explore international education development. Given that international students and scholars are an integral component to any international education development endeavor, discovering the keystone, i.e. cultural awareness levels of the university community, was the primary rationale for this study.

Purpose of the Study

The purpose of this study was to investigate cultural awareness levels at Mississippi State University. Specifically, it addressed the extent to which professional employees and students are prepared to interact effectively with those who differ culturally from themselves. Research has shown that high levels of cultural awareness

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can lead to cultural sensitivity and competence in international education development (Steward, 1998). It is also expected that the discovery of any predictors contributing to cultural awareness will provide educational leadership insight into implementation efforts toward an enhanced international education learning environment.

Two objectives were set for this study. The first was to examine the levels of and gaps in cultural awareness between the professional employees and the students. The second was to examine cultural awareness predictors among these groups to discover which factors made a significant contribution to cultural awareness and which did not. The factors used included demographics (gender, religion, and ethnicity) and international exposure (overseas experience and foreign language spoken). Within the demographic sphere, Altemeyer (2003) argued that the prejudicial influence of the mid-south Bible Belt could not be overlooked. In addition, the social-psychological research of Amir (1969) and Stephan (1985) independently discovered evidence that the interracial contact between groups resulted in changed attitudes between groups. In their research of the ethnicity factor, Helms and Carter (1990) further discovered complex perspectives of the world within ethnic groups with overall significance residing in each having a dominating global view. This ethnocentric perspective provided the researcher the rationale for focusing on the White dominant culture of the professional employee and student at Mississippi State University. Additional research by Carter (1995) found a positive correlation between less mature (polarized) and more mature (progressive) perspectives and the degree of positive interaction with those not of the White race.

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Consequently, the work of Amir (1969), Stephan (1985) Carter (1995) assisted in justifying the international exposure factor in this study.

To achieve these objectives, data on cultural awareness was collected using the Cultural Shock Inventory instrument obtained from W.J. Reddin & Associates (1995) combined with two versions of a demographic survey generated by the researcher (Appendix I). The discovery of predictor variables that promote cultural awareness expertise resided within this research and justified its implementation.

Limitations

This study was limited to one particular mid-south university. Therefore, its results may be generalized beyond that institution with caution. Furthermore, the sample size for this study was relatively small. This may have inflated the standard deviation of the estimates and lowered the significant level of the estimates. The findings of the study are further limited in terms of the honesty and thoroughness of the respondents in completing the questionnaire. The findings are also limited by the validity of the instrument as well. Finally, it should be noted that the data collected is subjective and dependent on each respondent's feelings and personal experience. Therefore, subjects may have provided socially acceptable responses to the questionnaire.

Definition of Terms

Assimilation: A process by which ethnic and racial distinctions between groups disappear (Ferrante, 1995)

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Bible Belt: A slang term used for a geographical region in the South and the midsection of the United States—areas that host large groups of fundamentalist Christians (Miles, 2002)

Carnegie Classification: Doctoral/Research – Extensive: A 2000 classification for institutions that typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded 50 or more doctoral degrees per year across at least 15 disciplines (http://www.educause.edu/memdir/carnegie/)

Confucian Heritage Culture: Used to describe students from countries such as China, Taiwan, Singapore, Hong Kong, Malaysia or Korea, with Confucian heritage cultures and related educational values of collectivism (Biggs, 1994)

Culture: A complex whole consisting of objects, values, and other characteristics that people have acquired as members of society (Thio, 1989)

Cultural Awareness (Multicultural Awareness): The cognizance and acceptance that an individual from one cultural group holds about those from other cultural groups as regards norms, beliefs, behavior, priorities, learning styles, and values (Reddin & Rowell, 1995)

Cultural Sensitivity: The ability of one person to understand a person from another culture using skills that enable him/her to decipher the symbols used in the other culture (Penland, 1996)

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Culture Wars: A philosophical conflict occurring in the United States since the early 1980s that pits the Neo-Marxist interpretation of education against Neo-Conservatism (Gutek, 1997)

Dependent Variable: A variable defined as the predicted outcome in a regression equation (Salkind, 2000)

Dominant Culture: There is usually one dominant culture in each area (forming the basis for being able to define that culture). This is determined by power and control in cultural institutions (church, government, education, mass media, monetary systems, and economics). As a result, this dominant culture impacts what people in that culture think, say, and do. In order to determine the power/control within a culture, ask the question "Who is in charge? The answer for the U.S. at least is the White American Male. (For the purposes of this study, the researcher included females) (Robbins, 1996)

Educational Administrators: Those who direct, control, and manage all matters pertaining to school affairs, including business administration, since all aspects of school affairs may be considered as carried on for educational ends (Good, 1973)

Ethnocentrism: Culturally determined behavior that generates a powerful perspective deep in the human psychic that is used by the mind to resist accepting society as multicultural (Wurzel, 1988)

Experience: The degree of direct contact with people from other countries through working, traveling, and conversing, and also learned skills such as reading and speaking foreign languages (Reddin & Rowell, 1995)

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Exposure: To make known (American Heritage Dictionary, 1991)

Faculty: The body of persons responsible for instruction and administration in a school, college, or university (Good, 1973)

Independent Variable: A variable defined as the known or manipulated data in a regression equation (Salkind, 2000)

International: Extending across the boundaries of two or more nations (American Heritage Dictionary, 1991)

In Loco Parentis: Latin phrase meaning "in place of the parent"; in contemporary educational parlance this refers to the school's position in determining the amount of supervision given a student away from home (Good, 1973)

International Education: A type of learning that incorporates learning in a multicultural context (Roysircar-Sodowsky and Plake, 1991)

International Education Development: A wide range of multicultural building activities integrated together for the common goal of International Education. A non-exhaustive sampling would include the following: A practiced philosophy, organizational structure, financial development and allocation, recruitment strategy, professional development, student exposure programs, curriculum, career services, tenure component, professional diversity goals, international alumni, projects, etc. (Working definition by researcher)

International Student: Any student receiving an education in a country that is not a part of or within his or her own native country (Roysircar-Sodowsky and Plake, 1991)

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Mid-South: A region of the United States that consists of Mississippi, Alabama, Tennessee, Arkansas, and Louisiana (Roysircar-Sodowsky and Plake, 1991)

Multicultural Competence: The ability to be culturally sensitive and responsive, coupled with the multicultural awareness and knowledge essential in creating multicultural campuses (Pope & Reynolds, 1997)

Population: The group to which the researcher of a study would like the results of a "sample" to be generalized (Fraenkel & Wallen, 2000)

Religious Ethnocentrism: The tendency to make "Us versus Them," "In-group versus Out-group" judgments of others based on religious identification and beliefs (Altemeyer, 2003)

Religious Fundamentalism: The attitude that one's religious beliefs contain the fundamental, basic, intrinsic, essential, inerrant truth about humanity and deity (Altemeyer, 2003)

Socially Marginalized Groups: One of several categories that compose demographic information (e.g. gay, lesbian, bisexual or religious minorities) (Mueller & Pope, 2001)

Stratified Random Sampling: The process of selecting a sample in such a way that identified subgroups in the population are represented in the sample in the same proportion as they exist in the population (Fraenkel & Wallen, 2000)

Student Development Theory: The body of theory and associated concepts that attempts to explain the process of human development as it may apply to the growth and development of college students of any age (Bloland, Stamatakos, and Rogers, 1994)

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CHAPTER II

LITERATURE REVIEW

Introduction

This chapter provides a literature review based on the dominant culture's relation with other cultures. It is principally directed toward theories and research that provide insight into obstacles and predictors of cultural awareness. In addition, this review provides support for the necessity of having high cultural awareness levels in international education development structure. As mentioned in the first chapter, this will be educational leadership's great challenge in the twenty-first century (Bennett, 1993).

In researching the literature, two major themes became apparent. First, due in large part to rapidly changing demographics (Kubota & Ward, 2000), the past 25 years have witnessed what has become known as America's "Culture War" and higher education has not been immune. Spirited dialogue between those in support of the historical status quo and those focused on realigning academia's goals and objectives in an attempt to reflect changing cultural demographics is underway with no closure in sight (Gutek, 1997). Second, as a possible consequence of the West's distaste for self-focused constructive criticism, research related to the dominant culture's multicultural awareness is very limited in American educational literature and only recently has there been an effort toward remedying the situation (Pope & Mueller, 2000).

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Overlaying these major themes and possibly influenced by the myriad of emerging cultural, political, and economic implications originating from them exists the stark reality that many in dominant culture educational leadership positions have yet to provide little more than a rhetorical response to America's changing demographic landscape (Rhoads & Black, 1995). This literature review provides the reader with aspects of recent historical and contemporary academic discourse regarding the sources of this phenomenon and the need for further research in the field.

The Dominant Culture's Internal Challenge

As Steward (1993) argued, few in positions of dominant culture educational leadership have accepted the challenge of assessing their own beliefs and feelings about other cultures. In other words, belonging to the dominant culture makes it very difficult to participate in open-mindedness (Guerlain, 1997). One unfortunate consequence of dominant culture membership that hinders cultural awareness is the belief that cultural identity does not exist. This phenomenon is the legacy of White America having removed itself from its own ethnic history in the struggle to become "all American". This self-imposed illusion has resulted in the pronounced belief of requiring assimilation into the dominant culture of those perceived to be less fortunate. Katz and Ivey (1977) have suggested that those of the dominant culture have denied their ethnic roots and have therefore abandoned any responsibility for benefiting from their own ethnic history. A consequence of this cultural self-denial is the denigration of minority groups who choose to keep their unique cultures. Additionally, Goldstein (1999) suggested that the American

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dominant culture's denial of its own cross-racial kinship networks (14%) supports resistance to cultural awareness thus limiting its acceptability. To overcome this dilemma, dominant culture educational leadership will need to re-frame itself into a global perspective. Such a transformation will require a solid grounding in multicultural competence (Pope & Reynolds, 1997) and its foundation blocks of multicultural awareness and sensitivity (Steward, 1998).

In the progression toward a truly diverse cultural climate, dominant culture educational leadership may wish to consider incorporating Culture Theory into the shaping of a pluralistic higher education setting. The primary paradigm of this theory requires placing its practitioners into a participant-observer role; a role of self-discovery of one's own level of cultural awareness and flexibility. Although such a theory is contrary to long-standing higher education tradition, no longer can dominant culture educational leadership solely attempt to direct cultural transformation through "command-and-control" rhetoric. Evidence is showing that educational leaders must participate as well (Shang & Moore, 1990).

A possible solution to this dilemma was presented by Etta Hollins (1990), who argued that a sense of self-imposed cultural awareness (identity) must first be developed in the dominant culture in order to establish recognition of its own unique heritage thus allowing for a more accommodating perspective toward others who have chosen to maintain their own cultures. She succinctly posited that to do otherwise is an ethnocentric illusion.

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The Grand Theory and Its Grand Nemeses

According to Nisbett (2003), the term "ethnocentric" is Greek in origin. It seems that those born in this cradle of Western Civilization recognized themselves as superior to the Persians but that their recognition criteria might have been prejudicial. After some reflection they concluded that it was not! Therefore, it can be safely assumed that ethnocentrism negates the ability to reason objectively about other cultures. The dominant culture in America has embraced its own unique version of this "ism" under the guise of Eurocentric Theory. This particular perspective is focused on linear and analytical cognitive reasoning and conceived from centuries of European-Christian moral character. It is the core of White America's psychic nature and will have to be thoroughly reconsidered in order for a more favorable environment for cultural awareness and accommodation to flourish (Moore & Upcraft, 1990).

Given America's rapidly changing demographics (Kubota & Ward, 2000), educational leaders, such as Banks (1976), Lauder (1983), Suzuki (1984), and Takaki (1989), supported dominant culture higher education leadership playing a leading role in this transformation process. Auletta & Jones (1990) also argued that dominant culture higher education leadership must initiate the move from an Eurocentric reductionist perspective to a more inclusive multicultural view.

Nisbett (2003) posited that research supports the dramatic differences in Western and Asian thought processes. Two very important components of these cross-cultural opposites, for example, are the opposing value priorities attached to the specific theories

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of Western individualism and Confucian Heritage Culture collectivism (Biggs, 1994). Bhawuk (1998) further argued that when thoroughly observed through comparative analysis, these theories provide clarity to the dominant culture's individualistic Eurocentric perspective in relation to the collectivism found in the cognitive dynamics of a significant percentage of international students enrolled in American higher education. Given the high percentage of Confucian Heritage Culture influenced international students enrolled at Mississippi State University, comparison of these opposing theories has substantial justification.

In his discussion of Eurocentrism's principle nemesis, Critical Theory, Bhawuk (1998) posited that a person possessing a single culture is less effective in cultural awareness interaction than one who can use more than one cultural frame of reference. The critical theorist Michael Foucault (1980), who described the dominant culture as having ultimate societal authority, expressed further support of the shortcomings of ethnocentric "grand theory" thinking. This includes what society can discuss and who is credible. Foucault further described the dominant culture strategy of designing educational infrastructure and curriculum to convince the subjugated minorities to participate happily in their own subjugation (Gutek, 1997).

Critical Theory examines the origins of both cultural and professional beliefs and values. It has emerged due to the disjunction between rhetoric and what is actually practiced in schools. Critical Theory states that the inequality and inequity found in education is difficult for the subordinate groups to challenge. This theory describes the

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dominant group as possessing a cultural power web that controls our hopes, our self-esteem, and how we deal with life (Owens, 1991). In essence, the dominant group controls the culture. This translates into classroom curriculum choice, classroom credibility, and decision making. Consequently, cultural awareness issues are often denied any degree of priority (Jones, 1990). In addition, Critical Theory challenges the whole cultural assumption that education should continue to be based on Western civilization.

Given that Critical Theory posits that schools are not neutral institutions but political organizations that favor some while discriminating against others through curriculum, teaching styles, etc., there exists a growing challenge for the increasingly heterogeneous classroom (Gutek, 1997). Yin (2000) further supports Gutek in his findings that the need for multicultural teaching practices is becoming more important as the classroom becomes more diverse.

Kincheloe's (1998) taxonomy deconstructs this "status quo-subjugated" marriage-of-convenience into four dominant culture initiated illusions, which he refers to as "class myths." He postulated that equal opportunity, meritocracy, equality as conformity and power neutrality were all conceived to indoctrinate the subjugated and thereby maintain the status quo. Given that homogeneity tends to breed its own next generation, the dominant culture has a strong tendency to remain entrenched and increasingly inbred and fossilized "…homogeneous academic environment cannot adequately prepare students for responsible leadership" (Gudeman, 2001, p. 251).

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Tyack (1974) and Katz (1977) lent further support to the necessity of deconstructing Eurocentric Theory in their explanations that it is the cause of schools first sorting and then developing (divide and conquer strategy) student populations into the next generation of a stratified American social order. This generates a segregated social order or "class" of marginalized citizens. It should be noted that the term "class" elicits denial in egalitarian-seeking American society. Such "class" denial by the dominant culture is a subjugation tactic designed to convince the "others" of their own incompetence (Kincheloe, 1998). Such a process is an impediment to establishment of an environment conducive to cultural awareness, and ultimately, international education development.

Further supporting this "class" perspective, the French postmodern sociologists, Pierre Bourdieu and Jean-Claude Passeron (1990) described Eurocentric Theory as a tool of class struggle through pedagogical manipulation designed to perpetuate the dominant group. They considered it contrary to higher education's mission of developing critical thinking for all; a necessary component for actualizing democracy.

In addition, the radical social theorists, Geertz (1983) and Lyotard (1984) also supported the need for deconstructing Eurocentric Theory's core focus of universalizing human behavior. They, and others, called for enhanced cultural awareness as the means to "local knowledge" and its potential goal; transformed education using a multicultural perspective (Rhoads & Black, 1995).

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White Racial Consciousness

Mueller & Pope (2001) demonstrated in their empirical research that degrees of White racial consciousness could predict significant levels of variance in multicultural competence. The statistics support their hypothesis that the more self awareness of their own biases and cultural influences that White educators incorporate into their decision making, the more effective those decisions will be in international education development.

According to the U.S. Department of Education (as cited by the Chronicle of Higher Education, 1999), the composition of American university educational leadership continues to be predominantly White (87%). Mississippi State University's White executive administration stands at 95%, its faculty at 87% and its educational administration at 84% (Appendix J). Its White student population is 76% (Mississippi State University FactBook, 2001-2002). These percentages may be predictors in limiting successful cultural awareness interaction among the professional employees. For example, of the sample institution's 102 executives, six are minorities (Appendix J). Consequently, it can be assumed that sustained multicultural exposure among the senior educational leadership is significantly limited.

Although not all professional employees will gain *expert* status in cultural awareness, professional development opportunities should be available to allow them to work effectively with those of "other" cultures (Mueller & Pope, 2001). Based on their research outcomes, Mueller and Pope (2001) posited that a lesser degree of ethnocentrism

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from the White perspective in American society appeared to be related to an increased level of multicultural competence.

As earlier mentioned, the dominant culture has historically had a difficult time being constructively critical of itself. Although Sabnani, Ponterotto, & Borodovsky (1991), proposed in their research results that a positive correlation exists between White racial attitudes and multicultural competence, very little research has been conducted on professional employees. According to Pope and Reynolds (1997), most research has occurred on undergraduates but the need exists for similar research on professional employees of higher education. Lastly, the research of Mueller & Pope (2001) discovered that respondents who considered themselves as outside of the mainstream (socially marginalized) reported a high variance of multicultural competence.

International Exposure and Cultural Awareness

The findings of Mueller & Pope (2001) revealed a significant correlation between international exposure and multicultural awareness. It can be surmised that educational programming designed to increase international exposure (study abroad, faculty exchange, professional employee development, international living arrangements on campus, etc.) will increase multicultural awareness, the first step in achieving multicultural sensitivity and competence (Steward, 1998).

The conclusions of Ingulsrud, Kai, Kadowaki, Kurobane, and Shiobara (2002) provided strong evidence that specifically, study abroad, provides its participants a unique opportunity to encounter points of view different from their own, which can

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precipitate new themes of discourse. Such cross-cultural processing requires the implementation of critical thinking, the harbinger of multicultural awareness, sensitivity and competence (Steward, 1998). This reasoning is in alignment with the research results of Talbot (1992) and Pope & Reynolds (1997).

Andrews' (2002) research further indicated that a possible cause of low cultural awareness levels among the dominant class is the size of the minority group (s) in relation to themselves i.e. limitation levels of international exposure. According to the research results, dominant culture minorities model a perceived fear (threat) about interracial (intercultural) contact. A practical application of a solution to this finding for professional employees and students would include university initiated developmental programs focused on exploration of racial and multicultural awareness.

According to the documentation gleaned from the public records of Mississippi State University, less than 1.6% of the student population participated in foreign travel affiliated with their official university studies during the period between 1999-2003 (Appendix K). During this same period, the professional employee percentage of travel averaged 15% (Appendix L). This is a generous figure given that this researcher noticed but did not pursue in the data collection the names of students, educational administrators, and faculty who had made multiple trips abroad. A discriminatory count focused on eliminating duplication would have produced somewhat decreased percentages.

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According to Katz (1977), a clear understanding of cultural awareness can lead to cultural sensitivity, which is essential in helping Whites move beyond intellectualizing over racial and cultural issues. The expected result of such implementation would be a campus environment more conducive to international education development (Pope & Reynolds, 1997).

The results of the research performed by Olzak, Shanahan, and West (1994) seem to counter certain aforementioned conclusions. Using Competition Theory, they posited that the fear of too much interracial contact generates labor conflict through labor competition. Dominant culture exposure to the "other" cultures seems to be less race-based and more correlated to "class" prejudice although their self-imposed isolation has a degree of association with the issue of race exposure (Conlon & Kimenyi, 1991).

Religiosity as an Obstacle

Allport and Ross (1967) posited that prejudice is a tendency of practicing and affiliated religious people. Altemeyer (1981, 1988, and 1996) also argued that attitudes developed from literal beliefs associated with fundamental religiosity typically correlates in the .70s on the Right-Wing Authoritarianism scale. Nisbett (2003) posited that empirical research outcome has consistently shown that White Protestants display the most Western patterns of ethnocentric behavior. It was further argued by Altemeyer (2003) that religious ethnocentrism and religious fundamentalism are highly correlated. Although such scores can be found in all fundamentalism labeled religions,

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"Fundamentalist Protestants" such as those denominations that are primarily found in the Bible-Belt (Baptists, Jehovah's Witness, etc.) consistently score high (Shortridge, 1976).

In contrast, studies conducted by Fullerton & Hunsberger (1982) and Altemeyer & Hunsberger (1992) focused on formal Christian teaching beliefs had insignificant outcome results regarding prejudice against racial-ethnic groups. The results of their quantitative research provided evidence that a particular religion does not particularly associate with a prejudice. According to the outcome, it is the individual's attitude that their beliefs are correct and absolute that is associated with bigotry. Altemeyer (1996) suggested that such structural and compartmentalized thinking reflects a right-wrong authoritarian mind.

The conundrum resides in the empirical evidence supported contradiction that although religion is generally acknowledged to teach ethical, just, behavior and usually condemns intolerance, the actual research shows that the more the congregation is exposed to the teachings the more prejudiced they seem to be (Altemeyer, 2003). According to Tajfel, Billig, Bundy, and Flament, (1971), Tajfel (1978) and Tajfel and Turner (1979), the explanation may be found in minimum group effect; a phenomenon that generates ethnocentrism by simply being in a group i.e. the "in-group" having priority over the "out-group." Jackson & Hunsberger (1999) further argued that this "Tajfel-based" social identity appeal can promote prejudice against differences perceived

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in others who are not part of the "in-group" such as international students in a higher education setting.

In conclusion, Altemeyer & Hunsberger's (1997) research suggests that religious fundamentalism triggers a socialization process resulting in various kinds of prejudice. They found a .70 correlation between religious fundamentalism and prejudice in university students. A variety of empirical research is revealing that early emphasis on religious fundamentalism, its teachings, and constant church attendance may contribute to those prejudices against which the religion preaches. Consequently, fundamentalist religion, inadvertently, may be identified as an early ethnocentrism school of which individuals are members by segregating themselves into their family's religions. It is assumed that a degree of correlation would exist between the professional employees and students in this study as regards their cultural awareness. This is due to possible membership in this Bible-Belt religious propensity.

Cross-Cultural Pedagogy

The changing demographics in the university classroom require more appropriate theories of pedagogy. Gutherie (1975) supported this perspective in his offering of Social Behaviorist Theory, which focuses not on personality traits but on external determinants and dominant culture educational leadership's response to them. Gutherie (1975) considered this approach one in which early success reinforces leadership's progress. Nisbett (2003) has posited that although psychologists assume in universal-type concepts, many other disciplines proclaim that cultures have developed different systems of

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thought for thousands of years. Hess and Azuma (1991) gave further credence in their comparison of Western individualism and Confucian Heritage Culture collectivism in the pursuit of education. It was their contention that the socialization background of Western individualism is one of assertiveness, independence, and exploration on one's own initiative whereas the Confucian Heritage Culture student brings to the American campus a history of socialized obedience, conformity, and persistence. Nisbett (2003) supported this perspective through research that captured evidence of the general interdependence of Eastern cultures and the independence of the West. Biggs (1994) further validated the interdependence perspective through collectivism in his research focused on the context of Confucian Heritage Culture characteristics of cultural learning style (collaboration) and environment, teacher-student relations, teaching methods, education's role in society (family), achievement goals, and success and failure attributes. This degree of understanding of such comparative-contrastive education in the applied theory makeup of the dominant culture's higher educational leadership is essential for international education's development in the twenty-first century. For example, it is plausible that a lack of such comparative pedagogical understanding by educational leadership in their response to international education could account for the seemingly high percentage of academic misconduct charges levied against international students at Mississippi State University. During the observed 8-year period, international students (5% of the total student population) generated a mean average of 23% of the university's academic misconduct charges with a high of 38% in 1993-1994 (Appendix M). The use of student-

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centered theory within the dimensions of changing demographics in higher education via multicultural awareness, sensitivity and competence will be necessary to lesson such statistics and allow for international education development to flourish (Steward, 1998).

Bhawuk's (1998) research on the role of theory in cross-cultural training showed a significant positive relationship between a person's ability to expand their cultural awareness and cross-cultural success. Although there is mounting evidence that sustained international exposure will develop cross-cultural awareness and sensitivity even without formal training, the net result will be some degree of cultural expertise at the *novice*, culture-specific level. Those *experts* who approach cultural awareness from a theory-based perspective have an understanding of a large number of cultural behaviors (Bhawuk & Brislin, 1992).Their research further demonstrated a significant difference between theory-based and non-theory based training in cross-cultural expertise and that theory based pedagogy is a predictor of successful international exposure. According to Anderson (1990), to acquire such expertise, the learner must complete the cognitive, associative, and autonomous stages of learning**.** Larkin (1981) provided evidence that *experts* differ from *novices* in that they use theory to both organize and retrieve knowledge in problem solving. Using the Larkin model, cultural awareness can be taught, learned, and used in a similar manner.

Summary

In summary, one of the major challenges to Eurocentric Theory is the growing evidence supporting the benefits of international exposure to cultural awareness and

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international education development and similar evidence that certain attitudes originating in fundamental religiosity seem to play a significant role in retarding this critical-thinking process. These obstacles are the direct result of rapidly changing demographics and the status quo's reluctance to accommodate this inevitable change. Given the expanding inventory of empirical evidence supporting the advantages of international education development in higher education, dominant culture educational leadership is seriously challenged to transform itself, its domestic student population, and its institutional infrastructure into a more equitable and user friendly culture for all whom it purports to serve.

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CHAPTER III

METHODOLOGY

Research Design

This study involved a correlational research design to investigate the impact of demographic factors and international exposure on levels of cultural awareness among professional employees and students at Mississippi State University. Data for this study were collected using the researcher's self-generated demographic questionnaire (student and professional employee versions) and Reddin, and Rowell's (1995) Culture Shock Inventory instrument (Appendix I).

Sampling and Participants

Professional employees and students at Mississippi State University were chosen to participate. The professional employees were split into two subsets: educational administrators and faculty. The educational administrator group with an EEO Classification of 30 (Professional Staff) consisted of a population of 1,270 while the faculty group of Tenured/Tenure Track Faculty encompassed a population of 730. Two different sampling techniques were used to generate a sample of professional employees and a sample of students. A stratified random sampling technique was used to select a sample of professional employees. This was due to the population of professional employees being heterogeneous in terms of their functional roles and the degree of

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contact they had with students that could have affected their exposure to and experience with different cultures. Thus, a stratified sampling ensured greater homogeneity within each subset and minimized the sampling error. After stratified by these criteria into the educational administration and faculty subgroups, a 10% random sample was selected from each subset which generated 127 (n=118) educational administrators and 73 faculty (n=67). The student population was limited to include only those students enrolled in all sections of the Introduction to World Geography course (GR 1123). Given that this course was from a selection in the social sciences required of all students, there is a strong likelihood that this group reflected random diversity of the student population from all majors. This group generated a sampling of 672 (n=665).

Instrumentation

The cultural awareness survey instrument consisted of two parts. The first part contained statements addressing respondents' demographic characteristics (gender, religion, and ethnicity), educational level, work experience (university teaching experience, time working at the mid-south institution, completion of a Student Development Theory course (required by Division of Student Affairs) (Appendix O), present supervisory experience, family heritage, and international exposure (travel abroad and foreign language spoken). Given the homogeneous nature of most traditional undergraduate students' educational levels and lack of work experience, those particular data were not included in the student demographic questionnaire but were part of the professional employee version (Appendix J).

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The second part of the instrument consisted of the Culture Shock Inventory (Appendix J). It was designed to acquaint those who expect to interact successfully with others outside of their own culture through an awareness of some of the factors that may cause degrees of discomfort. The CSI contained eighty agree-disagree questions that captured eight indices of cultural awareness with varying levels of intensity. The questions were equally divided among the eight indices. These indices reflected lack of Western ethnocentrism, experience, cognitive flex and behavioral flex, cultural knowledge-general, cultural knowledge-specific, cultural behavior-general and interpersonal sensitivity. The CSI was an appropriate instrument for the study because it provided the standard level of cultural awareness and was designed for those who interact with minority cultures within their own country. Consequently, it is suitable for dominant culture professional employees and students who interact with international students.

Reliability and Validity

The reliability of the CSI instrument was assessed earlier. A test-retest study was conducted with 107 first and second level managers of a government department. The retest was administered two months after the original test. The correlations ranged from 0.57 to 0.86: lack of Western ethnocentrism .67, experience .86, cognitive flex .69, behavioral flex .77, cultural knowledge-specific .76, cultural knowledge-general .57, cultural behavior-general .74 and interpersonal sensitivity .81. This is a reasonable correlation for training and research purposes (Reddin & Rowell, 1995).

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Content validity of the CSI instrument consists of multiple items through a construction of eight indices containing ten questions each (Appendix K). The criteria-related validity was assessed through comparing the instrument with other existing instruments with similar purposes. The CSI fulfilled this requirement in that the instrument contained two other versions of itself that support its stated validity. They were the Behavioral Inventory Battery Cell Analysis and the Behavioral Inventory Battery Group-Group Analysis (Reddin & Rowell, 1995).

Procedures for Collecting Data

Prior to commencing this study, the researcher received signed permission from the university's Institutional Review Board (IRB) (Appendix L). After approval, the CSI questionnaire was distributed to the professional employee and student respondents by two means. For the professional employees, the instrument was mailed and self-administered. Included in the survey packet were a self-addressed envelope, questionnaire, a cover letter explaining the survey's purpose, and the importance of the respondent's participation, and participant confidentiality information. To assure a high response rate, further follow-ups through telephone calls, e-mail, and direct contact were made to those professional employees who delayed their returns (Dillman, 1978). For the student sample, the researcher presented and distributed self-administered questionnaires to Introduction to World Geography students during normal class periods. Subjects received no compensation for their participation.

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Variables and Measurements

Analyses focused on the impact of demographic factors and experience on four selected indices of the subjects' overall cultural awareness. These indices represented both internal and behavioral aspects of cultural awareness.

Dependent Variables

Operational definitions pertaining to the four indices are as follows: Lack of Western Ethnocentrism represents the degree to which the Western value system is seen as possibly inappropriate for the culturally different. Behavioral Flex is the degree to which one's own behavior is open to change. Cultural Knowledge-Specific is the degree of awareness and understanding of various beliefs and patterns of behavior specific to other cultures. Interpersonal Sensitivity is the degree of awareness and understanding of verbal and nonverbal human behavior (Reddin & Rowell, 1995).

The study preserved the original measurements of these indices in order to examine the level of cultural awareness of the professional employees and students against the measurement standard. Each index was represented by ten questions and was measured on a Likert scale, ranging from zero (lowest level) to ten (highest level). According to the CSI measurement, the average levels of cultural awareness on these four indices are 6, 6, 6, and 8, respectively. Scores below (or above) these averages are designated as lower (or higher) than the standard (Reddin & Rowell, 1995).

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Independent Variables

In this study, the effects of two sets of explanatory variables were examined. They were demographic factors (gender, religion, and ethnicity) and international exposure (travel abroad and foreign language spoken). Gender was coded 1 for male and 0 for female. Religion was coded 1 for Protestant and 0 otherwise. Ethnicity was a categorical variable represented by two dummy variables; African American (coded 1) and other ethnic groups (coded 1) with Caucasian (coded 0) being the reference. International exposure was represented by two variables: travel abroad and foreign language spoken. Respondents were asked if they had ever traveled abroad and the length of stay abroad. Thus, travel experience was represented by two dummy variables: ever traveled with the duration of stay less than one month (coded 1) and ever traveled with the duration of stay at least one month (coded 1), with those who had never traveled abroad or had traveled to only English-speaking countries being the reference (coded 0). Foreign language spoken was respondents' ability to speak a second language(s). Respondents were asked if they spoke a language other than English and how fluently they spoke that language. Thus, respondents were given a code 1 if they could speak a second language at least at a fair level of fluency and 0 otherwise.

Methods of Data Analysis

The analyses consisted of descriptive, bivariate and multiple regression. The analyses were performed separately for the professional employees (a status variable differentiating educational administration from faculty was included in all analyses) and

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for the students. First, the description of the cultural awareness data was provided for each participant group (professional employees and students). This descriptive analysis provided understanding of the cultural awareness levels for the professional employees and the students as compared to the Culture Shock Inventory measurement standard. Second, bivariate analysis was performed to examine if there was significant variance by respondents' group status and factors included in the study (demographic factors and international experience). Last, multiple ordinary least squares (OLS) regressions were used to examine the effects of demographic factors and international exposure on levels of cultural awareness for the professional employees and the students in three steps. First, each index of cultural awareness was regressed on demographic factors. Second, each index of cultural awareness was regressed on international exposure. Finally, each index of cultural awareness was regressed simultaneously on demographic factors and international exposure. Performing the regressions in steps as described allowed for the examination of the effects of demographic factors and international exposure on levels of cultural awareness as stated in Research Questions 2 and 3.

It is noteworthy that the OLS regression technique was chosen for two reasons. One reason was that the indices of cultural awareness were measured on a 10-point Likert scale, which meets the OLS regression assumption pertaining to levels of measurement. The other reason was that this technique allowed for simultaneous examination of the effects of selected factors on levels of cultural awareness.

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CHAPTER IV

RESULTS AND DISCUSSION

Results

As American higher education demographics change, successful international education development will necessitate increased cultural awareness in both its professional employee and student populations. The results and discussion presented in this chapter are designed to make a contribution to that end.

The specific purpose of this research was to assess cultural awareness levels among professional employees and students at Mississippi State University. This study also sought to discover any statistically significant differences among educational administrators, faculty, and students regarding their Lack of Western Ethnocentrism, Behavioral Flex, Cultural Knowledge–Specific, and Interpersonal Sensitivity. Finally, it intended to investigate whether the level of cultural awareness difference varies as a function of selected demographics (gender, religion, and ethnicity) and international exposure (travel abroad and foreign language spoken). The results of this research may assist university leadership in improving international education development at this mid-south institution and, with caution, at other institutions of higher education.

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The study used three instruments for data collection: the student demographic survey, the professional employee demographic survey, and the Culture Shock Inventory (CSI) (Appendix I). The professional employees (educational administrators and faculty) were randomly selected, while students were chosen using convenience sampling. All participants were members of Mississippi State University. A requisite 10% sample size consisting of 127 educational administrators and 73 faculty members was used. The student sampling consisted of 679 undergraduate students. Given the response rate of 93%, 92%, and 98% for these groups respectively, the final data for the analysis consisted of 118 educational administrators, 67 faculty, and 665 students.

Descriptive Data

Table 1 describes the demographic and international exposure data. Demographic data showed the majority of the administrators to be female (66.7%), White (78%), and Protestant (75.4%) who had never been abroad (72.9%) nor were influenced by command of a foreign language (89%)**.** Faculty was primarily male (75.8%), White (94%), and Protestant (55.2%) who reported that they had either never traveled abroad or had done so for less than one month (91%) and who neither spoke a foreign language or did so poorly or fairly (73.2%).

The student respondents were evenly balanced genderwise and were primarily White (81.5%) and Protestant (74.3%) who had never traveled or traveled for less than one month (96.6%) in a non-English speaking country. Interestingly, although the majority of the students (56.1%) acknowledged having no foreign language ability, over

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26% claimed some foreign language expertise while 17.1% reported good to excellent foreign language skills.

Table 1

Descriptive Statistics

	Administrators	Faculty	Students
Number of Cases	118	67	665
Gender			
Female	66.7%	24.2%	51.7%
Male	33.3%	75.8%	48.3%
Ethnicity			
White	78.0%	94.0%	81.5%
Black	14.4%	0.0%	13.8%
Others	7.6%	6.0%	4.7%
Religiosity			
Protestant	75.4%	55.2%	74.3%
Catholic	11.0%	32.8%	14.1%
Others	8.5%	6.0%	5.4%
No Religion	5.1%	6.0%	6.2%
Ever Traveled			
Never	72.9%	40.3%	79.7%
Less Than One Month	20.3%	50.7%	15.9%
One Month or More	6.8%	9.0%	4.4%
Foreign Language			
No	50.0%	25.4%	56.1%
Poor and Fair	39.0%	47.8%	26.8%
Good and Excellent	11.0%	26.9%	17.1%

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Levels of Cultural Awareness

Research question 1: What is the level of cultural awareness among professional employees and students at Mississippi State University as measured by the Culture Shock Inventory (CSI) Measurement Table?

To answer this question, a t-test was used to compare the average score of each cultural awareness index for both the pooled data and each separate group against the established CSI norm. As previously mentioned, each index of cultural awareness (Lack of Western Ethnocentrism, Behavioral Flex, Cultural Knowledge-Specific, and Interpersonal Sensitivity) was created as a sum of each participant's "agree" response (coded 1) on each of the 10 items representing that index. Thus, each index had a range of points from zero (lowest) to 10 (highest). According to Reddin and Rowell (1995), the average level (norm) of cultural awareness as indicated by these indices would be 6.0, 6.0, 6.0, and 8.0, respectively.

The t-test results presented in Table 2 show that the study sample exhibits on average lower means for Lack of Western Ethnocentrism and Cultural Knowledge-Specific, but higher means for Interpersonal Sensitivity than the expected CSI norms. Behavioral Flex was split with educational administrators and faculty means below the CSI norm and with students and the pooled categories above it. Of the sixteen (four were pooled) analyses generated from the three sample groups against the four dependent variables, twelve were shown to be significant.

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Lack of Western Ethnocentrism

Calculated individually, the analyses showed the average level of the Lack of Western Ethnocentrism among the educational administrators to be .6 lower than the CSI norm (5.4 verses 6.0, correspondingly). The corresponding t-test statistic indicated that the mean difference was highly significant at $t = -3.09$ and $p < .01$. This result indicated that the educational administrators were below the CSI norm in the Lack of Western Ethnocentrism category. Among the faculty, the analysis showed that the average level of Lack of Western Ethnocentrism was .4 lower than the CSI norm (5.6 verses 6.0, correspondingly), but that the difference was not significant in that the analysis reflected $t = -1.36$ and $p > .05$. The student sample revealed the average level of Lack of Western Ethnocentrism to be .8 and significantly lower than the CSI norm (5.2 verses 6.0, correspondingly). The student category t-test statistic on the mean was $t = -9.83$ and $p < .001$. Pooled, the educational administrator, faculty, and student categories were highly significant with their mean at .7 below the CSI norm (5.3 vs. 6.0 correspondingly).

Behavioral Flex

The second Culture Awareness index to be analyzed was Behavioral Flex. As reflected in Table 2, the average level of this category among the educational administrators was .6 lower than the CSI norm (5.4 verses 6.0, correspondingly). The t-test result indicated that the mean difference was highly significant with $t = -3.38$ and $p < .01$, suggesting that members of this group were significantly below the normal flexibility to which one's behavior is open to change. The average level of Behavioral Flex among

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the faculty was not significantly lower than the CSI norm (5.5 verses 6.0, correspondingly, with $t = -1.67$ and $p > .05$). The Behavioral Flex average among the students resulted in a score .3 significantly higher than the CSI norm (6.3 verses 6.0, correspondingly, and $t = 4.30$ and $p < .001$). Unlike educational administrators and faculty, students tended to be above the norm level of openness in their change behavior ability. Pooled analysis of the three sample groups revealed no significant differences.

Cultural Knowledge-Specific

The Cultural Knowledge-Specific category for all groups was found to be significantly lower than the CSI norm. All t-test results were significant at $p < .001$). This finding indicates that all three groups were well below the CSI norm in their awareness and understanding of behavioral models and beliefs about particular cultures. Interestingly, faculty had the lowest mean level of awareness of the three study groups with the observed mean of 4.8 ($t = -4.19$)' while the student group displayed the highest awareness level of the Cultural Knowledge-Specific index with the observed mean of 5.2 ($t = -10.89$).

Interpersonal Sensitivity

Unlike Cultural Knowledge-Specific, Interpersonal Sensitivity for each study group appeared to be greater than the CSI norm. The average levels of Interpersonal Sensitivity among the educational administrators and students were .4 and .2,

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respectively, higher than the CSI norm. The differences were highly significant with the t-test statistics being 3.30 ($p < .01$) for administrators and 3.83 ($p < .001$) for students.

Table 2

T-Test Comparison of Means against the CSI Norm

	CSI Norm	Study Sample Norm				
		Mean	Mean Difference	T-Test Against CSI Norm[1]		Number of Cases
Lack of Western Ethnocentrism						
Administrators	6.0	5.4	**-0.6**	-3.09	**	108
Faculty	6.0	5.6	**-0.4**	-1.36		51
Students	6.0	5.2	**-0.8**	-9.83	***	616
Pooled	6.0	5.3	**-0.7**	-10.23	***	775
Behavioral Flex						
Administrators	6.0	5.4	**-0.6**	-3.38	**	108
Faculty	6.0	5.5	**-0.5**	-1.67		60
Students	6.0	6.3	0.3	4.30	***	610
Pooled	6.0	6.1	0.1	1.80		778
Cultural Knowledge-Specific						
Administrators	6.0	4.9	**-1.1**	-4.78	***	98
Faculty	6.0	4.8	**-1.2**	-4.19	***	53
Students	6.0	5.2	**-0.8**	-9.00	***	602
Pooled	6.0	5.2	**-0.8**	-10.89	***	753
Interpersonal Sensitivity						
Administrators	8.0	8.4	0.4	3.30	**	111
Faculty	8.0	8.1	0.1	0.39		57
Students	8.0	8.2	0.2	3.83	***	624
Pooled	8.0	8.2	0.2	4.69	***	792

[1] 2-tailed significance: * = $p < .05$; ** = $p < .01$; *** = $p < .001$

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Both groups exhibited a degree of awareness and understanding of verbal and non-verbal human behavior that resided above the CSI norm. However, the average Interpersonal Sensitivity for faculty was not significantly different from that established by the CSI, meaning that the faculty's Interpersonal Sensitivity level reflected the acceptable level of awareness and understanding specified by the CSI norm. The pooled analysis for these three sample groups was significant at $t = 4.69$ and $p < .001$.

Bivariate Analysis

Bivariate Effect of Demographic Factors

Research question 2: Do demographic factors relate to cultural awareness levels of professional employees and students at Mississippi State University?

A one-way analysis of variance (Univariate ANOVA[1]) was employed to answer this research question by uncovering the main effects of each of the demographic factors on each dependent variable. These independent categorical variables (gender, religion, and ethnicity) were drawn from the demographic frame and analyzed individually with each of the four dependent variables (Lack of Western Ethnocentrism, Behavioral Flex, Cultural Knowledge-Specific, and Interpersonal Sensitivity). An alpha level of .05 was selected to determine whether the relationship was statistically significant or possibly due to chance. The results for the pooled data are presented in Table 3, Panel I.

[1] Although gender has only two categories, one-way ANOVA is used to compare the mean difference by gender.

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Table 3

Bivariate Effects of Demographic Factors and International Exposure

	Lack of Western Ethnocentrism	Behavioral Flex	Cultural Knowledge-Specific	Inter-Personal Sensitivity
I. Demographics				
Gender				
Female	5.1	6.1	5.2	8.4
Male	5.5	6.2	5.1	8.1
F-Test (df=1)	**8.87** **	**0.55**	**0.24**	**4.21** *
Ethnicity				
White	5.4	6.1	5.2	8.3
Black	4.9	6.5	4.8	7.8
Others	4.7	5.2	5.0	8.3
F-test (df=2)	**4.28** *	**6.68** **	**2.13**	**5.19** **
Religiosity				
Protestant	5.2	6.1	5.2	8.3
Catholic	5.6	6.4	5.2	8.3
Others	4.8	6.0	5.1	7.9
No Religion	5.8	6.0	4.6	8.2
F-test (df=3)	**3.06** *	**0.83**	**0.94**	**0.90**
II. International Exposure				
Ever Traveled				
Never	5.2	6.1	5.1	8.2
Less Than One Month	5.3	6.2	5.1	8.2
One Month or More	5.8	6.7	6.1	8.4
F-test (df=2)	**1.40**	**2.59**	**3.93** *	**0.24**
Foreign Language				
No	5.0	5.9	5.0	8.1
Poor and Fair	5.6	6.4	5.5	8.5
Good and Excellent	5.4	6.3	5.1	8.3
F-test (df=2)	**5.77** **	**6.90** **	**4.12** *	**4.54** *

*: $p < .05$; **: $p < .01$; ***: $p < .001$

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Gender had a significant effect on two of the four indices of cultural awareness. Using (df = 1), the Lack of Western Ethnocentrism category was measured at $F = 8.87$, $p < .01$ and Interpersonal Sensitivity at $F = 4.21$, $p < .05$. Even so, gender had no significant effect on Behavioral Flex at $F = .55$, $p > .05$ and Cultural Knowledge-Specific measured at $F = .24$, $p > .05$.

The effect of ethnicity was found to be significant on three indices. Lack of Western Ethnocentrism produced $F = 4.28$, $p < .05$, Behavioral Flex at $F = 6.68$, $p < .01$ and Interpersonal Sensitivity at $F = 5.19$, $p < .01$. Whites scored higher on Lack of Western Ethnocentrism and Interpersonal Sensitive than did other ethnic groups. However, Blacks were found to have more Behavioral Flex than the other sample groups. Lastly, Behavioral Flex ($F = .83$, $p > .05$), Cultural Knowledge-Specific ($F = .94$, $p > .05$), and Interpersonal Sensitivity ($F = .90$, $p > .05$) did not significantly vary as a function of religious affiliation (df = 3). In contrast, Catholics had the highest mean of lack of Western Ethnocentrism of Christian-oriented religions, while respondents claiming membership in religions other than Christianity had the lowest mean. This category was found to be significant at $F = < 3.06$, $p < .05$.

Bivariate Effect of International Exposure

Research Question 3: What role does International Exposure play in improving cultural awareness of the professional employees and students at Mississippi State University? The results in Table 3, Panel II, allow us to examine the effect of international exposure on each of the indices of cultural awareness. An alpha level of .05

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was employed to ascertain if relationships were significant or simply due to chance. The pooled results are displayed in Table 3, Panel II.

As in Research Question 2, a one-way analysis of variance (Univariate ANOVA) was used to discover the main effects of International Exposure on each of the four dependent variables. The categorical, independent variables (Travel Abroad and Foreign Language Spoken) were drawn from the professional employee and student questionnaires respectively and analyzed individually with each of the dependent variables (Lack of Western Ethnocentrism, Behavioral Flex, Cultural Knowledge-Specific, and Interpersonal Sensitivity) resulting in eight separate analyses.

Travel Abroad produced significance in the Cultural Knowledge-Specific index ($df = 2$) reflected by ($F = 3.93$, $p < .05$) but had insignificant impact on the Lack of Western Ethnocentrism ($F = 1.40$, $p > .05$), Behavioral Flex ($F = 2.59$, $p > .05$), and Interpersonal Sensitivity ($F = .24$, $p = > .05$) indices. This could possibly insinuate that international experience heightens external awareness (geographical, political, linguistic, etc.) yet may not contribute to long-term cultural and/or psychological change. Even so, and as reflected in this study's literature review, major research efforts have produced opposite results. Further research is warranted.

Foreign Language Spoken provided significance in each of the four cultural awareness indices investigated ($df = 2$) producing the following results: Lack of Western Ethnocentrism ($F = 5.77$, $p < .01$), Behavioral Flex ($F = 6.90$, $p < .01$), Cultural Knowledge-Specific ($F = 4.12$, $p < .05$), and Interpersonal Sensitivity ($F = 4.54$, $p < .05$).

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Interestingly, respondents who had not been fluent in speaking a second language showed the highest mean on all indices.

Multiple Regression Analysis of Cultural Awareness

In the above bivariate analysis, gender, ethnicity, and foreign language had significant effects on at least two indices of cultural awareness, while religion and travel experience had significant effects on only one index (Lack of Western Ethnocentrism for religion and Cultural Knowledge-Specific for travel experience).

In this section, research questions 2 and 3 were re-addressed by using a multiple regression technique by which each index of cultural awareness was regressed simultaneously on all sets of the selected predictors with respondent status being controlled. Furthermore, this technique allows us to examine the extent to which the variation in each index can be explained by all the selected predictors. The standardized regression coefficients are presented in Table 4 below.

Overall, the model explained modestly the variability in the four selected indices of cultural awareness (from 4% for Interpersonal Sensitivity to 8% for Behavioral Flex) (Table 4, Panel A). The results obtained from the F-Test for the contribution of each set of predictors to the model (Table 4, Panel B) show that the pattern and the significance of each predictor on each index are similar to those of bivariate analysis in Table 3 above, with two exceptions. First, the effect of ethnicity on Lack of Western Ethnocentrism is not significant in the multiple regression analysis. Second, the effect of travel experience on Behavioral Flex becomes statistically significant in the multiple regression analysis.

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Disregarding these exceptions, the multiple regression findings suggest that the selected predictors tend to exert influence on all indices of cultural awareness independently.

Panel C of Table 4 presents the standardized regression coefficients of all four indices of cultural awareness. For each index, the magnitude of the standardized regression coefficients tells us which predictor individually has stronger effect on a corresponding index.

Lack of Western Ethnocentrism

Gender, religion, and Foreign Language Spoken continued to have significant impact on Lack of Western Ethnocentrism (Table 4, Panel C, Column I). Of the variables in the model, gender had the largest impact on Lack of Western Ethnocentrism (Beta = .12), followed by speaking a foreign language fairly (Beta = .10) and being a Catholic or non-religious (Beta = .08). Males tended to have the predicted mean of Lack of Western Ethnocentrism about .12 standard deviation units greater than did females, controlled for all variables in the model. Catholics and those without religion had the predicted mean of Lack of Western Ethnocentrism about .08 standard deviation units greater than Protestants. Speaking a second language, either poorly or fairly, increased the predicted mean of Lack of Western Ethnocentrism by about .10 standard deviation units above non-speaking a second language.

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Table 4

Standardized Regression Coefficients of Cultural Awareness

	I Lack of Western Ethnocentrism	II Behavioral Flex	III Cultural Knowledge Specific	IV Inter-Personal Sensitivity
A. Model Summary				
R-Squared	0.05	0.08	0.05	0.04
F	3.00 ***	5.20 ***	2.80 **	2.18 *
B. F-Test of the Significant Contribution of Each Set of Predictors in the Model				
Gender	8.88 **	0.15	0.41	4.46 *
Ethnicity	2.05	4.48 *	2.18	4.00 *
Religion	3.48 *	1.42	1.09	0.93
Ever Traveled	0.73	4.20 *	4.45 *	0.48
Foreign Language	3.33 *	5.32 **	4.54 *	4.43 *
Respondent Status	0.65	16.00 ***	4.69 **	0.77
C. Standardized Coefficients				
Gender				
Male	0.12 **	0.01	-0.03	-0.08 *
Ethnicity				
Black	-0.06	0.08 *	-0.08 *	-0.11 **
Others	-0.06	-0.07	-0.01	0.01
Religion				
Catholic	0.08 *	0.07	-0.01	0.02
Others	-0.05	-0.02	-0.01	-0.06
No Religion/No Answer	0.08 *	0.03	-0.07	0.02

(Continued)

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Table 4 (Continued)

	I Lack of Western Ethnocentrism	II Behavioral Flex	III Cultual Knowledge Specific	IV Inter-Personal Sensitivity
C. Standardized Coefficients (continued)				
Ever Traveled				
Less Than One Month	-0.04	0.07	-0.04	-0.04
One Month or More	0.02	0.10 *	0.10 **	-0.01
Foreign Language				
Poor and Fair	0.10 *	0.13 **	0.12 **	0.12 **
Good and Excellent	0.07	0.05	0.01	0.04
Respondent Status				
Educational Administrative	0.04	-0.16 ***	-0.08 *	0.03
Faculty	0.01	-0.16 ***	-0.10 *	-0.03

* p < .05; ** p < .01; *** p < .001

Behavioral Flex

Gender and religion did not have significant impact on Behavioral Flex. However, ethnicity and both variables representing international exposure displayed significant impact on Behavioral Flex, controlled for respondent status (Table 4, Panel C, Column II). Among the ethnic groups, Blacks tended to have the predicted mean of Behavioral Flex about .08 standard deviation units higher than did Whites. The results associated with travel experience showed that those who had traveled abroad for at least one month had the predicted mean of Behavioral Flex about .10 standard deviation units greater than

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did those without travel experience. Similarly, those speaking a second language either poorly or fairly had the predicted mean of Behavioral Flex about .13 standard deviation units greater than did their counterparts who did not speak any second language. The results in Column 2, Table 4, also indicate that both educational administrative personnel and the faculty had lower predicted mean of Behavioral Flex than did undergraduate students by .16 standard deviation units.

Cultural Knowledge-Specific

Among the three demographic variables, only ethnicity had significant impact on Cultural Knowledge-Specific. The result showed that Blacks averaged about .08 standard deviation units of predicted Cultural Knowledge-Specific lower than did Whites, holding the effects of all other variables in the model constant (Table 4, Panel C, Column III). Furthermore, the effect of international exposure on Cultural Knowledge-Specific was similar to the effect of international exposure on Behavioral Flex, with the effects of travel experience for at least one month long and speaking a second language poorly/fairly being significant and positive (the corresponding Beta coefficients are .10 and .12).

Interpersonal Sensitivity

The model for Interpersonal Sensitivity in Table 4 (Panel C, Column IV), showed that two of the selected demographic factors (gender and ethnicity) and one of the international exposure factors (speaking a second language) had significant effects, with

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the effect of speaking a second language poorly/fairly being the strongest, followed by being a Black and being a male. While those who spoke a second language poorly/fairly tended to have greater predicted mean than those who did not (Beta = .12), males or Blacks tended to have lower predicted mean than their counterpart females or Whites (the corresponding Betas are -.08 and -.11).

Discussion

The results of this study provide some disturbing news regarding the level of cultural awareness at Mississippi State University. That is not to say that the professional employees and students of this mid-south university have a monopoly on low cultural awareness yet the research reflects a need for improvement in three of the four dependent variables investigated. As reflected in Table 2, the overall sample groups scored low on Lack of Western Ethnocentrism, possibly suggesting that the Western lifestyle has some possible influence on their particular cultural perspectives. Even more extreme than the Lack of Western Ethnocentrism outcome were the below normal scores reached by all respondent groups (professional employee, faculty, and student) in the Cultural Knowledge-Specific category. This particular score translates into a lack of awareness and understanding of various beliefs in specific other cultures throughout the overall respondent pool, which could be interpreted as a significant indicator of isolationist-thinking ethnocentrism. The third sub-norm score was found in Behavioral Flex. It describes the degree to which a person is willing to be open to change. Both the educational administrator and faculty categories fell below the norm while the student

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respondents ranked above the norm. This could possibly be accounted for by the students' age variable (< 22 years for the vast majority of students). Therefore, it may be assumed that youth not only have a propensity toward less fossilized thinking but also are more apt to actualize their potential in this regard. Lastly, Interpersonal Sensitivity scores were above the norm among all three respondent groups. Interestingly, the difference in sample size seemed to hold no significance between the professional employee and student categories. All respondent groups scored above the norm in their "awareness and understanding of verbal and non-verbal human behavior" (Reddin, 1975, p. 2). Further research is warranted given the number of "below norm" scores generated on the other three dependent variables.

The aforementioned statistical results (see Table 2) were drawn from the t-test performed on the three sample groups and describe the need for this mid-south institution to improve its professional employee and student cultural awareness levels in three of the four fields investigated. Such an initiative would be beneficial to any international education development. It should be of particular concern to the educational leadership that the faculty, who interact with students on a daily basis, are barely above the CSI norm.

Further research into the independent variable data yielded substantial differences in gender percentages. There was twice the number of female educational administrators as males. Conversely, in the faculty category, males outnumbered females three to one (see Table 1). Since it can be assumed that the classroom teacher has more opportunity to

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influence the student population through increased exposure than does the educational administrator, the stratified sampling technique used in this research was properly chosen. However, aside from justifying the analytical mechanics of this research, the question of gender disparity in the professional employee category brings to the fore a litany of questions for the dominant culture, not the least being questions of gender equity and ethics. Although these questions are beyond the scope of this dissertation, the possible results of such a study could reveal significant negative influences on organizational structure, academic behavior, and social-cultural practices that may tend to restrict inclusive attitudes that international education requires in its development (Guerlain, 1997). In marked contrast to the professional employee categories, the student category held fairly balanced gender percentages, which could give further validation to the conclusions of Tyack (1974) and Katz (1977) in their deconstruction of Eurocentric Theory. Both researchers posit that schools first sort and then develop students in preparation for the next generation of stratified American social order (class) i.e. status quo selection being gender specific.

Robbins (1996) and Bourdieu and Passeron (1990) all have argued that Dominant Culture theory in America is self-regulated to the male gender. This may be worthy of further study as it pertains to international education developmental obstacles and predictors especially given the significance between the genders ($F = 8.87$, $p < .01$) for the Lack of Western Ethnocentrism index. Overall, males tended to have less Western Ethnocentrism in that they seemed to have more flexibility regarding the Western value

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system being seen as possibly inappropriate for the culturally different. This may be due to more opportunities for international exposure for males.

For the purpose of this research, ethnicity was subdivided into White, Black, and Other. As noted in Table 1, no member of the largest minority group (Black) respondents was identified through the random sampling process in the faculty category. This particular group makes up three percent of the faculty (Appendix J) in the sample institution which hosts 17 % of its student population from that racial group (Mississippi State University FactBook, 2001–2002). Given that Mueller & Pope (2001) provide empirical evidence that sustained exposure to "other" cultural groups is a significant factor in increasing cultural awareness, the lack of "others" in an academic department makeup would be a serious obstacle to increased cultural exposure in the workplace and hence any cultural awareness exposure among the faculty. Further evidence of educational leadership's lack of sustained cultural exposure is evident in the number of "other" cultures represented at the executive educational administrative level (Appendix J). It could be argued that the102 White dominant culture executive educational leaders at this mid-south university have very limited opportunity to practice sustained exposure to "other" cultures due to there being only five Blacks and one Asian at the senior level (Andrews, 2002).

Within the religiosity categories, the descriptive data results show no significance among the dependent variables with the exception of Lack of Western Ethnocentrism. Table 3 indicates that the highest means of all cultural awareness indices, particularly

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Lack of Western Ethnocentrism and Behavioral Flex, were associated with the Catholic category. According to Altemeyer (2003), formal, hierarchical religions have a tendency to allow for more diversity of thought and belief within their organizational structure than do fundamentalist-oriented religions. This may be the indirect consequence of more formal education as reflected in the 33% faculty rate held by this group within a majority Protestant environment (see Table 1).

Of the four groups (Protestant, Catholic, Others, and No Religion), the lowest means of all indices resided in the Others category. Therefore, the least amount of Lack of Western Ethnocentrism was in this category. Assuming that these non-Christian religions reside with new immigrant-oriented professional employees and students who hold assimilation beliefs and practices conducive to their determination to "succeed in America," there is the strong possibility that this "convert" syndrome has influenced them to be more American than Americans, themselves (Ferrante, 1995). Further research is warranted.

Although international exposure is emphasized by various researchers as a strong indicator of higher levels of cultural awareness, interestingly, the bivariate results of this research do not fully support this conclusion. Of the four dependent cultural awareness variables investigated, only Cultural Knowledge-Specific ($df = 2$) showed to be modestly significantly influenced by travel experience ($F = 3.93$, $p < .05$). It is very possible that the small sample size of the current research project does not allow for the type of similar results found by Shang and Moore (1990), Mueller and Pope (2001), Steward (1998), and

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Bhawuk (1998). Consequently, one could possibly insinuate that international experience heightens external awareness (geographical, political, linguistic, etc.) yet may not contribute to long term cultural and/or psychological change. It can also be assumed that the length of sustained international exposure, the time lapse since its occurrence, and the particular conditions under which it occurred (military vs. volunteer worker in emerging nation, for example) each have their own particular influences on the gradual re-assimilation into the primary culture after re-entry and therefore influences the degree to which the respondent has been able to retain certain cultural awareness variables (Bhawuk, 1998).

Lastly, the descriptive ANOVA (see Table 3) provided significant data for each of the investigated dependent variables in association with Foreign Language Spoken. This supports the psycholinguistic theory argued by Nisbett (2003) and others of the relationship between language learning and cultural awareness learning. It should be noted that the "Poor and Fair" category reflected the highest means of the three language ability groups (No, Poor and Fair, Good and Excellent) indicating a possible psycholinguistic correlation between cultural awareness motivation (openness) and the early stages of language learning. Although an interesting proposition, the scope of this possibility exceeds the current study yet warrants further investigation.

In conclusion, it is interesting to note that although the majority of the students (56.1%) acknowledged having no foreign language ability, over 26% claimed some

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foreign language expertise while 17.1% reported good to excellent foreign language skills (see Table 1).

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

General Summary

As a consequence of shifting geopolitical, economic, and national security realities, higher education has been experiencing yet another cycle of demographic change since the early 1980s. (Kubota & Ward, 2000). One major consequence of that change has been the challenge to the Eurocentric dominance of the nation's educational system. This challenge has become known as America's "culture war." The philosophical camps of this academic and sociological slugfest have gathered under the opposing banners of Critical Theory and Neo-Conservatism (Gutek, 1997).

Critical Theory focuses on two related educational elements," critique and reform" (Gutek, 1997 p. 323). It presents a hypothesis on who controls the schools and their self-serving motives. Strongly influenced by Neo-Marxist philosophy, Critical Theory is applied in the real world of educational (and other) issues. In doing so, it observes how real decisions are made by the powerfully dominant to keep those without political and economic power in subordination. Critical Theory's agenda includes the use of education to empower those who have been historically relegated to the subordinate classes. This would certainly include those not of the dominant culture (Gutek, 1997).

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Neo-Conservatism, on the other hand, has a dual core philosophy grounded with one ideological foot in Classic Liberal economics: the deregulation of the economy, the dismantling of Affirmative Action, free trade, the privatization of education, etc. The other ideological foot, is deeply embedded in the fundamentalist "religious right" and embraces the philosophy that American values, culture, and principles should be grounded in Western Judeo-Christian dogma. In short, Neo-Conservatism incorporates a philosophical sense of high priority for economic gain for those able to achieve it coupled to an equally strong sense that God supports such achievement. Entangled within these two enormous philosophical forces lies the challenge confronting American international education development (Gutek, 1997). By all accounts, America's rapidly transforming demographics is making international education development an issue of first priority. As a consequence, progressive educational leadership is beginning to engage this challenge through self-analysis of its own multicultural awareness (Rhoads and Black, 1995). This study was designed to make one small contribution toward that end.

Mississippi State University is at a crossroads in this culture war. If it decides to commit itself to progressive 21st century international education development, a paradigm shift in its organizational thinking and structure will be required to truly reflect its claim to Flagship status. To implement this possibility, the university's educational leaders will need to access, know, and understand their own cultural awareness, sensitivity, and competence before they can make decisions that would graduate students qualified to compete in a global-thinking world. To accomplish this Herculean feat would include a

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strong understanding of the thinking of the academic, economic, and political communities of the state married to a strategy for their mutual benefit. This is the second tier of progressive educational leadership's challenge at this mid-south institution.

To state the obvious, money is a prime motivator in the commodification of higher education. As mentioned in this study's introduction, reliable indicators estimate that international students contribute an impressive $12.3 billion annually to the American economy (NASULGC, 2000). Within this pool, the state of Mississippi receives approximately $40 million and Mississippi State University receives approximately $18 million (NAFSA, 2001). This economic reality has greatly assisted progressive educational leadership to begin the process of considering seriously the cost-benefit ratio of international education and deciding if interaction with those who originate beyond America's borders is a legitimate goal in education. Those institutions that have concluded that both the economic and those intangible benefits of international education development on their campuses outweigh the cost are opting to dismantle their own ethnocentric barriers for profitable expansionist thought and action. Theory-based direction combined with senior leadership's sustained political commitment and financial support are mandatory components for any such transformation (Bhawuk & Brislin, 1992).

As posited by Rhoads & Black (1995), when "other" cultural awareness begins to develop in an organization's primary culture as legitimate and equal to its own, then a more egalitarian climate is more likely to exist. To arrive at this point, educational

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leadership may consider possessing the expertise to implement fully Mississippi State University's vision and mission (Appendix H) as a vehicle to an overall international learning environment (Steward, 1993).

In sum, successful educational leadership does not provide itself the luxury of claiming accountability by using its own terms in order to maintain the status quo but enters into theory-based honest dialogue about the new world order and education's role in it (Bhawuk & Brislin, 1992). As a small yet core contribution to such a process, this study provides Mississippi State University's first investigation into four (Lack of Western Ethnocentrism, Behavioral Flex, Cultural Knowledge-Specific, and Interpersonal Sensitivity) of its educational leaderships'(present and future) cultural awareness levels (Appendix A). A summary of the three research questions' findings, conclusions drawn from those findings, and recommendations derived from those conclusions are presented in this final chapter of the study.

Specific Summary

The first research question focuses on the level of cultural awareness among professional employees and students at Mississippi State University as measured by the Culture Shock Inventory Measurement Table (Appendix B). This question was evaluated using a 2-tailed, t-test to compare the sample mean against the CSI norm for significance. This analysis indicated that all three sample groups (educational administrators, faculty, and students) generated highly significant differences in the Culture Knowledge-Specific category thereby indicating low degrees of awareness and understanding of various

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beliefs and patterns of behavior in specific other cultures. In the Lack of Western Ethnocentrism category, educational administrators and students generated highly significant differences against the CSI norm thus indicating a low degree of flexibility as regards the Western value system being seen as inappropriate for other parts of the world. In the third category of Behavioral Flex, educational administrators and students had highly significant scores against the CSI norm. This attested to the low degree to which a person's own behavior is open to change. Lastly, the Interpersonal Sensitivity category captured positive scores for all three sample groups with significance for both the educational administrators and student groups. This score indicated positive degrees of awareness and understanding of verbal and non-verbal human behavior.

Bivariate and Multiple Regression Effects of Demographics

The second research question concentrated on three demographic factors (gender, religion, and ethnicity) related to cultural awareness levels of professional employees and students at Mississippi State University. The responses to the question were analyzed using both bivariate and multiple regression analysis procedures.

In the one-way ANOVA procedure, gender had a significant effect on the Lack of Western Ethnocentrism and Interpersonal Sensitivity but no significant effect on Behavioral Flex or Cultural Knowledge-Specific. A more detailed analysis through multiple regression reveals that gender tends to exert influence on all indices of cultural awareness independently.

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The effect of ethnicity was found to be significant on three indices using the one-way ANOVA: Lack of Western Ethnocentrism, Behavioral Flex, and Interpersonal Sensitivity. Whites scored higher on Interpersonal Sensitivity than did Blacks. Blacks were found to have more Behavioral Flex than the other sample groups. The effect of ethnicity on Lack of Western Ethnocentrism was not significant in the multiple regression analysis but similar to the bivariate effects on the other indices.

Behavioral Flex, Cultural Knowledge-Specific, and Interpersonal Sensitivity were found to not significantly vary as a function of religious affiliation. In contrast, Catholics had the highest mean for Lack of Western Ethnocentrism of Christian-oriented religions. Catholics were surpassed only by those who claimed no religious affiliation. Respondents claiming membership in religions other than Christianity had the lowest mean. The multiple regression pattern and significance of religion on each index was similar to those of the bivariate analysis.

Bivariate and Multiple Regression Effects of International Exposure

The third research question concentrated on two international exposure factors (Travel Abroad and Foreign Language Spoken) related to cultural awareness levels of professional employees and students at Mississippi State University. The responses to the question were analyzed using both bivariate and multiple regression analysis procedures.

In the one-way ANOVA procedure, Travel Abroad had a significant effect on Cultural Knowledge-Specific but had insignificant effect on the Lack of Western Ethnocentrism, Behavioral Flex, and Interpersonal Sensitivity indices. When analyzed

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using multiple regression, Behavioral Flex also became statistically significant. On the other hand, when ethnicity was investigated through ANOVA analysis, it proved to have significance in the Lack of Western Ethnocentrism index yet when examined through multiple regression the significance was lost. This could possible be the result of the White category's relatively large sample size being excluded as the control group.

Foreign Language Spoken provided significance in each of the four cultural awareness indices investigated. The multiple regression analysis showed that speaking a second language, either poorly or fairly, increased the predicted mean of Lack of Western Ethnocentrism by about .10 standard deviation units above non-speaking a second language.

Conclusions

General Conclusions

Educational leadership must first establish a sense of crisis within their institutions regarding cultural awareness. For example, a possible cause of Mississippi State University's increasing international student attrition rate is its seemingly high percentage of academic misconduct charges and its comparatively low amount of graduate assistantship stipends (Appendix M). With an international student enrollment count of 788 in 2000, the current number stands at 595. This represents a conservative loss of approximately $ 4.5 million to the university and community and reflects a 24%

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decrease in international student enrollment over four years (Appendix D).This should qualify as a crisis.

Expanding this proposition to the organizational behavior level, Deal and Peterson (1993) argue that all institutions possess an "inner reality" or culture that influences its members' values and interactions. The problem is that dominant culture educational leadership does not emphasize inclusion as a critical force in developing cultural awareness (Robbins & Alvy, 1995). For American education to serve the changing demographics both in and out of its classrooms, educational leadership will need to commit to increasing its own cultural awareness and influencing those that it serves to do likewise (Alton, 1994).

If Mazzarol and Soutar's (2001) argument was correct, that increased cultural awareness and its positive academic and economic consequences have strong positive correlations with increased enrollment and retention rates of international students, this study will have made some contribution to the potential success of international education development at Mississippi State University.

Specific Conclusions

Eight specific conclusions were drawn based on the results of this study. They are as follows:

- Cultural awareness among professional employees and students at Mississippi State University as measured by the Culture Shock Inventory Measurement Table is below the norm in 2.5 of the 4 indices observed.

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- Knowledge of other cultures is very low among professional employees and students at Mississippi State University.
- Sustained international exposure plays an important role in enhancing Behavioral Flex and Cultural Knowledge-Specific awareness at this mid-south institution.
- In general, second language speakers have higher cultural awareness levels in all four indices researched at Mississippi State University.
- Gender is a significant predictor of cultural awareness with the lack of Western ethnocentrism and interpersonal sensitivity indices at this mid-south university.
- Religiosity has significant influence on ethnocentrism at Mississippi State University.
- Whites have a higher degree of ethnocentric flexibility than do Blacks or Others at this mid-south institution.
- Blacks have a higher level of Behavioral Flex than Whites and Others at Mississippi State University.

Recommendations

Based on the conclusions drawn from this study, it is recommended that Mississippi State University reframe its institutional culture to one more international in scope. Doing so will greatly assist in the implementation of this mid-south institution's mission and vision to "provide access and opportunity to students from all sections of the state's diverse population" (Appendix H). Toward that end the following recommendations are presented:

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Educational Leadership's Charge

- Provide an environment conducive to critical-thinking
- Understand and guide economic, academic, and social forces toward international educational development for this land-grant university within its community-service tradition
- Graduate globally competent American students
- Recruit and matriculate international students using competitive cost, niche, and service-after-the-sale as the guiding principles

University Infrastructure

- Advocate for measures pursuant to competitive and sustained international education funding
- Establish a full time associate provost position with appropriate staff and line-item budget to lead international education development
- Initiate active and high profile promotion of a wide variety of study-abroad opportunities such as the Fulbright scholarship, Truman scholarship, Rhoads scholarship, Ford scholarship, McArthur scholarship, etc.
- Establish more flexible academic admissions criteria for international students
- Establish international housing to accommodate international interaction among students
- Provide on-campus housing for American faculty to enhance out-of-class contact between students and teacher

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- Provide overseas and other university collaboration for students, administrators, and faculty
- Mainstream international guests into university organizational behavior
- Incorporate international student recruitment into enrollment services mindset
- Establish international knowledge system through recognized organizations
- Construct an assessment tool(s) capable of accurate measurement of both professional employee and student progress toward cultural awareness, sensitivity, and competence
- Explore the cost-benefit ratio of initiating interaction with international alumni for recruitment and development funding purposes
- Invest in internal and external international student marketing expertise
- Explore the concept of two-year satellite schools abroad as feeder schools for the Batchelor's and ultimately graduate degrees on the main campus

Human Capital Upgrade

- Actively recruit professional administrators and faculty both nationally and worldwide
- Design educational administrator and faculty recruitment and promotion (tenure) criteria to include an international education component
- Initiate professional development programs focused on cultural awareness, sensitivity, and competence for faculty and educational administrators, deans, directors, department heads, and their unit leadership. This would include a course such as a

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redesigned version of the required Division of Student Affairs course COE 8523 (Student Development Theory) with a strong international component (Appendix O)

- Research and rectify the causes for gender and ethnicity imbalance among and between professional employees and faculty
- Provide university assistance through Human Resource Management for qualified professional employees to petition for Legal Permanent Residence

Curriculum

- Re-frame the academic organization to incorporate international education into mainstream curriculum
- A minimum of a one semester study-abroad experience be required in a non English-speaking nation prior to graduation. Graduate students would be required to complete one academic year as part of their program of study
- Initiate the College of Education taking a leading role in preparing K-12 teachers in re-conceptualizing teaching and learning philosophy and methodology from a multicultural perspective
- Require basic fluency in a foreign language prior to graduation
- Expand distance education and its methodology in accordance with the culture of the target audience

Public Relations

- Collaborate with the local community in mutually beneficial interaction

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- Facilitate access to high profile expert speakers to address international issues
- Develop a state of the art website dedicated to international education development
- Provide undergraduate and graduate scholarships on a purely academic basis for study abroad
- Adopt a university in an emerging nation
- Support the local K-12 schools in developing an international education mindset
- Provide outreach assistance regarding international education development and support to state community college feeder schools
- Establish University Relations feed to local and national print and cyberspace media
- Maximize MSU radio & TV station support
- Increased collaboration between Division of Student Affairs and faculty to create a transformative culture. (Rhodes & Black, 1995)

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APPENDIX A

INTERNATIONAL REVIEW BOARD LETTER

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Mississippi State University

December 4, 2003

Stephen Cottrell
International Student Advisor
Mail Stop 9742

Dear Mr. Cottrell:

After reviewing the IRB database, it appears that there are no studies regarding Mississippi State University employees' level of cross-cultural awareness and how that void may affect relations with those they serve who are from different cultures. In addition, there is no evidence of studies reflecting a similar focus on undergraduate students. If you have any other questions, please feel free to contact our office.

Sincerely,

Jonathan E. Miller
IRB Coordinator

Office for Regulatory Compliance
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APPENDIX B

CULTURE SHOCK INVENTORY MEASUREMENT TABLE

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HOW DO YOU COMPARE WITH OTHERS?

To compare yourself with other managers use the table below. This test is based on international norms of 648 predominantly North American managers. Locate the raw score in the body of the table and read at top of the column to find the category.

		Very Low VL	Low L	Average ME	High H	Very High VH
A.	Lack of Western Ethnocentrism	0-3	4-5	6	7	8-10
B.	Experience	0-2	3	4	5-6	7-10
C.	Cognitive Flex	0-4	5	6	7	8-10
D.	Behavioral Flex	0-3	4-5	6	7	8-10
E.	Cultural Knowledge-Specific	0-3	4-5	6	7-8	9-10
F.	Cultural Knowledge-General	0-5	6	7	8	9-10
G.	Cultural Behavior-General	0-4	5	6	7	8-10
H.	Interpersonal Sensitivity	0-6	7	8	9	10

WHAT IS BEING MEASURED?

The eight scales tests for western ethnocentrism (the belief that the West's way is generally best), cross cultural experience, cognitive flex, behavioral flex, cultural knowledge specific, cultural knowledge general, customs acceptance, and interpersonal sensitivity.

A. Lack of Western Ethnocentrism
"A great many countries would not benefit from increased industrialization."

B. Experience
"People from other countries are often invited in our home."

C. Cognitive Flex
"I am never called opinionated."

D. Behavioral Flex
"I have done some very unusual things that have changed my life."

E. Cultural Knowledge - Specific
"America is thought to be less class conscious than Britain."

F. Cultural Knowledge - General
"No languages are inferior to other languages."

G. Cultural Knowledge - Behavior
"Work and play are not clearly different."

H. Interpersonal Sensitivity
"The way a person stands can tell you something about that person."

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APPENDIX C

COUNCIL OF GRADUATE SCHOOLS SURVEY RESULTS

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For Immediate Release
March 2, 2004

Contact: Peter Syverson
Vice President, Research
Council of Graduate Schools
202-223-3791

Council of Graduate Schools Survey Finds Widespread Declines in International Graduate Student Applications to U.S. Graduate Schools for Fall 2004

Washington, D.C. – Graduate school applications from international students declined 32% over the last year, the result of declines across all major countries of origin and for all major fields, according to a Council of Graduate Schools survey. The survey was conducted in response to growing concerns voiced by its member institutions about declines in international applications. This survey generated responses from 113 graduate schools including 60% of the top 50 universities in terms of international graduate student enrollment. These 113 institutions enroll nearly one-half of all international graduate students in the U.S.

- Over 90% of U.S. graduate schools of all institutional sizes and types responding to the survey reported an overall decrease in international graduate student applications. (Only 8% reported an overall increase in applications.)
- Total international applications in the responding graduate schools for Fall 2004 declined 32% from Fall 2003.
- Of the institutions that responded, 76% reported declines from China and 58% reported declines from India, the two largest sending countries.
- Forty-seven percent of responding institutions reported a decline from Korea, 33% a decline from Taiwan, 30% a decline from Western Europe, 31% a decline from the Middle East, and 36% from all other countries.
- Thirty-two of the 50 research institutions with the largest international student enrollment responded to the survey. These institutions reported particularly severe declines, with all but one reporting decreases in international graduate student applications. Ninety percent of these responding graduate schools reported declines in applications from China, with 72% and 60% reporting declines from India and Korea, respectively. Forty-six percent of institutions also reported declines from Taiwan, 30% from Western Europe, 23% from the Middle East and 30% from all other countries.

-more-

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- International applications declined across all major fields, but the most striking decreases came in engineering, physical sciences, and biological sciences. Nearly 80% of graduate schools reported decreases in international applications for graduate engineering programs, and 65% reported declines in physical sciences. Approximately 50% or more graduate schools also reported declines in applications for programs in agriculture, biological sciences, business, education, humanities, and social sciences.
- Among the top 50 research institutions, an even greater percentage reported declines in all major fields, compared to the full survey. Over 90% of these graduate schools reported decreases in international applications for engineering programs, and 80% for the physical sciences.

The Council of Graduate Schools (CGS) members are colleges and universities engaged in research, scholarship, and the preparation of candidates for advanced degrees. Current CGS membership includes over 450 universities in the United States

Data were collected between February 15 and March 2, 2004. The admissions process in the CGS institutions is still underway and it is not yet clear how these application declines will impact graduate enrollment in the fall. However it does portend a concern for the future.

"The alarming declines in applications reported by CGS member graduate schools are in areas critical to maintaining the scientific enterprise and economic competitiveness of our country as well as the cultural and intellectual diversity that contributes to the international renown of U.S. graduate education," commented Debra W. Stewart, president of CGS. She urges Congress and the administration to continue to aggressively address the real and perceived problems in the visa process while appropriately assuring national security.

##

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APPENDIX D

INTERNATIONAL STUDENT ENROLLMENT

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International Student Enrollment
Mississippi State University

Fall 2003-2004 Comparison
(Unofficial)

Fall 2003

College	Ret	New	Tot
Accountancy	5	2	7
Ag & Life Sciences	42	20	62
Architecture	7	3	10
Arts & Sciences	90	41	131
Business & Industry	59	17	76
Education	16	7	23
Engineering	272	70	342
Forest Resources	14	2	16
Vet. Medicine	11	0	11
Unclassified	5	4	9
Totals	523	171	694

Trends

Year	Total	Change
Fall 1998	688	--
Fall 1999	752	(+64)
Fall 2000	788	(+36)
Fall 2001	**781**	**(-7)**
Fall 2002	730	(-51)
Fall 2003	694	(-36)
Fall 2004	595	(-99)

Fall 2004

College	Ret	New	Tot
Accountancy	6	1	7
Ag & Life Sciences	52	18	70
Architecture	10	3	13
Arts & Sciences	78	45	123
Business & Industry	49	9	58
Education	21	3	24
Engineering	215	44	259
Forest Resources	8	1	9
Vet. Medicine	13	3	16
Unclassified	6	6	12
Totals	461	134	595

Change 2003-04

College	Ret	New	Tot
Accountancy	1	(1)	0
Ag & Life Sciences	10	(2)	8
Architecture	3	0	3
Arts & Sciences	(12)	4	(8)
Business & Industry	(10)	(8)	(18)
Education	5	(4)	1
Engineering	(57)	(26)	(83)
Forest Resources	(6)	(1)	(7)
Vet. Medicine	2	3	5
Unclassified	1	2	3
Totals	(62)	(37)	(99)

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APPENDIX E

INTERNATIONAL GRADUATE STUDENT PERCENTAGE

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Unofficial Enrollment Counts

Fall Semester 2003 - All Parts Of Term
All Campuses
Graduate Students Only
International Students Only
02/23/2004 15:25:24

		New Admissions						Total	
College	Returning	Fresh	UG Trans	Graduate	CVM	Other*	Total	Enrolled	
School of Accountancy	4	0	0	1	0	0	1	5	18.5%
College of Ag. & Life Sciences	41	0	0	19	0	0	19	60	76%
College of Architecture	4	0	0	3	0	0	3	7	59%
College of Arts & Sciences	68	0	0	20	0	0	20	88	11.5%
College of Business & Industry	31	0	0	9	0	0	9	40	18%
College of Education	11	0	0	2	0	0	2	13	1.6%
College of Engineering	254	0	0	63	0	0	63	317	59%
College of Forest Resources	13	0	0	1	0	0	1	14	12%
College of Veterinary Medicine	10	0	0	0	0	0	0	10	28%
Special Non-Degree	0	0	0	0	0	0	0	0	
Graduate School (Unclassified)	5	0	0	4	0	0	4	9	3%
Cont Ed	0	0	0	0	0	0	0	0	
Meridian Div. Of Technology	0	0	0	0	0	0	0	0	
School of Human Sciences	0	0	0	0	0	0	0	0	
Academic Affairs	0	0	0	0	0	0	0	0	
No College Designated	0	0	0	0	0	0	0	0	
Totals	441	0	0	122	0	0	122	563	18%

* Other Includes ALL New Admissions with Major of CND,SND,ATS
- OR -
Admit Type of AT (Transient Student)

المنارة للاستشارات

APPENDIX F

INTERNATIONAL STUDENTS ON ASSISTANTSHIPS

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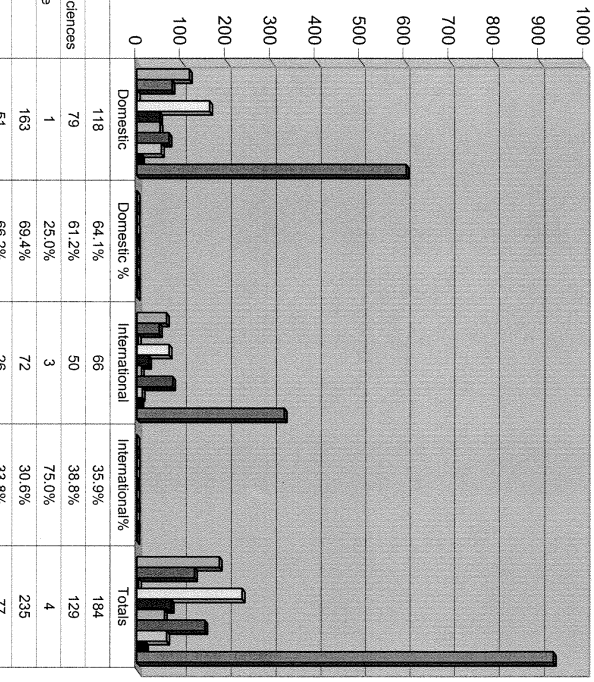
Spring 2004 Domestic/International Graduate Assistants



	Domestic	Domestic %	International	International%	Totals
Admin	118	64.1%	66	35.9%	184
Ag & Life Sciences	79	61.2%	50	38.8%	129
Architecture	1	25.0%	3	75.0%	4
A&S	163	69.4%	72	30.6%	235
B&I	51	66.2%	26	33.8%	77
Education	52	83.9%	10	16.1%	62
Engineering	72	47.4%	80	52.6%	152
Forest Resources	55	82.1%	12	17.9%	67
CVM	11	55.0%	9	45.0%	20
Totals	602	64.7%	328	35.3%	930

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APPENDIX G

INTERNATIONAL DOCTORAL STUDENTS (1999-2003)

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Mississippi State University Doctoral Graduation Rates (1999-2003)

College of ...	98/99	99/00	2000/01	2001/02	2002/03	
International :						
Agriculture & Life Sciences	24	18	11	9	10	
Art & Sciences	7	8	6	5	6	
Business and Industry	0	2	2	2	2	
Education	2	7	5	1	2	
Engineering	4	5	5	3	6	
Forest Resources	1	1	3	5	1	
Veterinary Medicine	2	1	0	0	2	
Total:	40	42	32	25	29	168
	-20					148
All:						
Agriculture & Life Sciences	32	30	23	25	12	
Art & Sciences	19	20	17	15	23	
Business and Industry	5	7	5	10	9	
Education	30	46	33	33	31	
Engineering	9	15	15	7	11	
Forest Resources	5	7	5	9	3	
Veterinary Medicine	3	3	1	1	4	
Total:	103	128	99	100	93	523
	-51					472

1999-2003 **148/472 = 0.3135 (31%)**

المنارة للاستشارات

APPENDIX H

VISION AND MISSION STATEMENTS

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Mississippi State University

Skip to Main Content

Search MSU

Site Index : A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Vision and Mission Statements

VISION

The vision of Mississippi State University is to be an accessible, responsive, and inclusive land grant university that is engaged with the many constituencies it serves in delivering excellent programs of teaching, research, and outreach that improve the lives and opportunities of the citizens of the state, region, and world.

MISSION

Mississippi State University is a public, land-grant, doctoral, research university classified as Doctoral/Research-Extensive by the Carnegie Foundation. Its mission is to provide access and opportunity to students from all sectors of the state's diverse population and to offer excellent and extensive programs in instruction, research, and outreach.

Enhancing its historic strengths in agriculture, natural resources, science, and engineering, Mississippi State entered the twenty-first century with additional strengths in a comprehensive range of graduate and undergraduate programs. These include architecture, the arts, business, education, the humanities, the social and behavioral sciences, and veterinary medicine. The Meridian Campus focuses on meeting the needs of place-bound students and working adults through upper division and graduate programs in education, business, liberal arts, and social work.

The university's educational programs emphasize the exploration of ideas and the discovery, application, and dissemination of knowledge. The university embraces its role as a major contributor to the economic development of the state through targeted research and the transfer of ideas to the marketplace, aided by faculty-industry relationships and by interdisciplinary initiatives. Building on its land-grant tradition, MSU extends its resources and expertise throughout the entire state for the benefit of Mississippi's citizens. Through integration of its programs in learning, research, and service, through traditional scholarship, through statewide extension and outreach, and through engagement with business, industry, government, communities and organizations, the university is committed to maintaining its tradition as the People's University.

COMMITMENTS

Access and Excellence
Mississippi State University will provide access and opportunity to students from all sectors of the state's diverse population. The university promotes citizenship and leadership in its students and fosters in them an understanding of their history and culture, an appreciation of the arts, a tolerance for opposing points of view, a facility with written and spoken language, an understanding of scientific principles and methods, a command of modern technologies, a competence in critical thinking and problem solving, a commitment to life-long learning, and a spirit of inquiry. MSU will provide mentoring and support to the students admitted to maximize their chances of success and to help Mississippi reach and surpass the national average in the percentage of our population that holds a college degree, and will provide access for working and place-bound adult learners, particularly through its Meridian Campus and distance learning programs. The university will develop competent and informed citizens and professionals who are

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equipped to lead in the world of work and in their communities through traditional academic programs, experiential learning, and opportunities for leadership development and community service.

Statewide Mission
Mississippi State University will serve the State of Mississippi and beyond through its broad range of instruction, research, and outreach functions. The university maintains four strategically located research and extension centers around the state and has staff in every county of Mississippi. The institution regularly enrolls students from each of the state's eighty-two counties and is actively engaged with business and industry, agriculture and natural resources, schools, communities and organizations in every part of the state.

Research and Economic Development
As a principal research university in the Southeast, MSU will continue to build on existing strengths in engineering and agricultural sciences and pursue emerging opportunities in other fields that match the university's areas of expertise and the needs of the state, including automotive research and development, computational sciences, biotechnology, early childhood learning, biological engineering, remote sensing, and alternative energy sources, among others. The university will contribute to the development and revitalization of communities throughout the state through programs such as those of the Carl Small Town Center and the Stennis Institute of Government and through projects such as the creation in downtown Meridian of the Riley Education and Performing Arts Center.

Outreach and Service
MSU will continue to build on its land-grant tradition and statewide presence through partnerships with business and industry and the agricultural sector, with communities and organizations, and with others. The university will strengthen its numerous partnerships with K 12 schools and community colleges, continue to play a major role in preparing the state's school teachers and other education professionals, reach out to the youth of the state through 4-H and other programs targeted toward youth development, and serve non-traditional students through non-traditional means.

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APPENDIX I

INSTRUMENTS (CSI QUESTIONNAIRE AND DEMOGRAPHIC SURVEYS)

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CULTURE SHOCK INVENTORY

1. A great many countries would not benefit from increased industrialization.

   Agree Disagree

2. People from other countries are often invited in our house.

   Agree Disagree

3. I am never called opinionated.

   Agree Disagree

4. I have done some very unusual things that have changed my life.

   Agree Disagree

5. America is thought to be less class conscious than Britain.

   Agree Disagree

6. No languages are inferior to other languages.

   Agree Disagree

7. People in lesser developed countries do not behave in unnatural ways.

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Agree Disagree

8. The way a person stands can tell you something about that person as a person.

Agree Disagree

9. Many countries do not want or need industrial progress.

Agree Disagree

10. As an adult, I have had at least one very close friend from another country.

Agree Disagree

11. I frequently change my opinion.

Agree Disagree

12. Most people would say I'm easy going.

Agree Disagree

13. Germans are believed to form and join clubs more than people from most other countries.

Agree Disagree

14. No races are born intellectually superior to other races.

Agree Disagree

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15. Work and play are not clearly different.

Agree Disagree

16. A smile does not always indicate pleasure.

Agree Disagree

17. If lesser developed countries remained just as they are now they would not be too badly off.

Agree Disagree

18. I have worked for more than three years in a country other than my own.

Agree Disagree e

19. It is always best to be completely open-minded and willing to change one's opinion. Agree Disagree

20. I would like to change.

Agree Disagree

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21. Superstition is said to play a larger part in life in Ireland than in many other countries.

Agree Disagree

22. Countries having no system of courts can still provide adequate justice for their people.

Agree Disagree

23. All ceremonies have practical value.

Agree Disagree e

24. Different people can communicate similar feelings in quite different ways.

Agree Disagree

25. In a great many ways, people in lesser developed countries have a better life than those in industrialized countries.

Agree Disagree

26. I have traveled for a total of at least six months in one or more countries other than the one I was born in.

Agree Disagree

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27. There is never only one right answer to questions involving people.

Agree Disagree

28. I am involved in several quite different kinds of social groups.

Agree Disagree

29. In France, art and literature are thought to be valued more than in most other countries.

Agree Disagree

30. Religious beliefs may hinder a country from advancing economically.

Agree Disagree

31. Gracious manners in one country may be poor manners in another.

Agree Disagree

32. Stating a point loudly and frequently is a poor way of gaining acceptance for it.

Agree Disagree

33. The average level of morality, if different at all, is probably higher in less developed countries.

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Agree Disagree

34. I have taken a course in anthropology or read at least three professional books about other cultures.

Agree Disagree

35. Listening to every idea presented is always a good policy.

Agree Disagree

36. I often experiment with new methods of doing thing.

Agree Disagree

37. North Americans and Latin Americans think differently about time.

Agree Disagree

38. People in less economically developed countries usually have well developed social customs.

Agree Disagree

39. Weeping has quite different meanings in different cultures.

Agree Disagree

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40. A person's facial expression can change the meaning of the words spoken.

Agree Disagree

41. Economic progress is by no means the most important measure of a country's advancement.

Agree Disagree

42. I can converse easily in at least one language other than my own.

Agree Disagree

43. I sometimes change my opinion even if I am not certain I am right in doing so.

Agree Disagree

44. I am very different now from two years ago.

Agree Disagree

45. Male friends in North America touch each other less than male friends in Latin America.

Agree Disagree

46. A country's geographical position influences the way of life of its people.

Agree Disagree

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47. No custom is strange to the people who practice it.

Agree Disagree

48. People often communicate without realizing it.

Agree Disagree

49. Lesser developed countries do not owe it to the world to strive to become more industrialized.

Agree Disagree

50. I can make sense out of a daily newspaper in at least two languages other than my own.

Agree Disagree

51. There are usually more good reasons for change than against it.

Agree Disagree

52. I seldom conform unless I have to.

Agree Disagree

53. In normal conversation North Americans stand further apart than Latin Americans.

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Agree Disagree

54. In some countries only a little sympathy is felt for a sick family member.

Agree Disagree

55. No country is more boorish or vulgar than another.

Agree Disagree

56. Even slight gestures can mean and convey just as much as many words.

Agree Disagree

57. Industrialization has as many bad points as good ones.

Agree Disagree

58. I go out of my way to talk with people from other countries.

Agree Disagree

59. In most cases right and wrong are hard to distinguish.

Agree Disagree

60. I often do things on the spur of the moment.

Agree Disagree

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61. Australians see themselves as individuals.

Agree Disagree

62. There is no such things as a bad smell which all nationalities would agree on.

Agree Disagree

63. Patterns of everyday courtesies are complex in all countries.

Agree Disagree

64. Clothes reflect personality.

Agree Disagree

65. Many lesser developed countries reject democracy as it is clearly unsuitable to their needs at the moment.

Agree Disagree

66. I have visited at least one other country at least six times.

Agree Disagree

67. I do not have many firm beliefs.

Agree Disagree

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68. I don't usually plan too well before acting.

Agree Disagree

69. Religion is more important in Burma than in most countries.

Agree Disagree

70. It is difficult to learn the way of life of the people in another country.

Agree Disagree

71. Witch doctors usually help the sick.

Agree Disagree

72. Gazing around while listening probably indicates disinterest in what is being said.

Agree Disagree

73. Income has little relationship of the guality of one's life.

Agree Disagree

74. I have worked with people from at least two countries other than the one I was born in.

Agree Disagree

75. Other people very often have better ideas than I do.

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Agree Disagree

76. I often do things differently after hearing the suggestions of others.

Agree Disagree

77. People in America are on a first name basis more quickly than people of most other countries.

Agree Disagree

78. Climate affects customs and economic development.

Agree Disagree

79. Making or scarring the body nearly always serves a practical purpose in countries where it is practiced.

Agree Disagree

80. The method of shaking hands reflects personality.

Agree Disagree

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DEMOGRAPHIC SURVEY (STUDENT)

1. Age (in years) :

2. Ethnicity

- African American –Not Hispanic
- Asian American
- Hispanic
- Native American
- White (Caucasian) –Not Hispanic
- International – Please specify nation of citizenship:

3. Sex (Check One):

- Male
- Female

4. Family Heritage (Please check all that apply):

Religious Origins:

- Buddhist
- Catholic
- Hindu
- Islamic
- Jewish
- Protestant (Please specify):
- Other (Please specify):

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- None
- Northern European
- Western European
- Eastern European
- North African
- Sub Sahara African
- Middle East
- Southwest Asian
- Central Asian
- East Asian
- Southeast Asian
- Micronesia / Polynesian
- Mexican
- Central American
- South American
- Cuban
- Native North American
- Other (Please specify):
- Unknown

5. What are the last four foreign countries your traveled to:

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	Country	Year	Length of Stay
1			
2			
3			
4			

6. What foreign languages can you speak and /or read?

	Language	Fluency Level (Excellent, Good, Poor)
1		
2		
3		
4		

Stephen Cottrell
MSU Graduate Student
College of Education
2004

DEMOGRAPHIC SURVEY (PROFESSIONAL)

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1. Age (in years):

2. Ethnicity

   - African American – Not Hispanic
   - Asian American
   - Hispanic
   - Native American
   - White (Caucasian)- Not Hispanic
   - International – Please specify nation of citizenship:

3. Sex (Check One):

   - Male
   - Female

4. Highest Educational Level:

   - Degree:
   - Graduation Date:
   - Major:

5. Any Formal Education Classes since Graduation?

   - Yes – If yes,

     - Course:

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- Date:

- ○ No

6. Are you teaching or have you ever taught university classes?

- ○ Yes
- ○ No

7. How long have you been at Mississippi State University (in years, including this one)? _____ Years

8. Have you completed the Student Development course (COE 8523)?

- ○ Yes
- ○ No

9. In your position, do you supervise other people?

- ○ Yes (Please indicate how many)
  - Undergraduate Staff:
  - Graduate Assistants:
  - Support Staff:
  - Professional Staff:
- ○ No

10.a. Family Heritage (Please check all that apply):

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Religious Origins:

- Buddhist
- Catholic
- Hindu
- Islamic
- Jewish
- Protestant (Please specify):
- Other (Please specify):
- None

10.b. Family Heritage (Please check all that apply):

Geographic Origins:

- Northern European
- Western European
- Eastern European
- North African
- Sub Sahara African
- Middle East
- Southwest Asian
- Central Asian
- East Asian
- Southeast Asian

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- Micronesia/Polynesian
- Mexican
- Central American
- South American
- Cuban
- Native North American
- Other (Please specify):
- Unknown

11. What are the last four foreign countries your traveled to:

	Country	**Year**	**Length of Stay**
1			
2			
3			
4			

12. What foreign languages can you speak and / or read?

	Language	**Fluency Level (Excellent, Good, Poor)**
1		
2		

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3		
4		

Stephen Cottrell
MSU Graduate Student
College of Education
2004

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APPENDIX J

DOMINANT CULTURE PROFESSIONAL EMPLOYEE MAKEUP

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PWRSUMFT
RUN DATE: 17-SEP-2004

Mississippi State University
Counts of Employees
as of 11-FEB-2002

Executive

	Full-Time		Part-Time		Intermittent		Retirees		Temporary		Grad Assist		Students		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
White	73	23	0	0	0	0	7	2	0	0	0	0	0	0	80	25
Black	2	2	0	1	0	0	0	0	0	0	0	0	0	0	2	3
Hispanic	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender Totals	**76**	**26**	**0**	**1**	**0**	**0**	**7**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**83**	**29**
Group Subtotals	**102**		**1**		**0**		**9**		**0**		**0**		**0**		**112**	

Faculty

	Full-Time		Part-Time		Intermittent		Retirees		Temporary		Grad Assist		Students		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
White	655	263	51	59	4	47	57	23	2	0	0	0	1	1	770	393
Black	20	16	1	4	1	6	2	2	0	0	0	0	0	0	24	28
Hispanic	12	6	0	1	0	0	0	0	0	0	0	0	0	0	12	7
Asian	55	9	1	2	0	0	3	0	0	0	0	0	0	0	59	11
American Indian	1	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender Totals	**743**	**294**	**53**	**66**	**5**	**53**	**62**	**25**	**2**	**0**	**0**	**0**	**2**	**1**	**867**	**439**
Group Subtotals	**1037**		**119**		**58**		**87**		**2**		**0**		**3**		**1306**	

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PWRSUMFT
RUN DATE: 17-SEP-2004

Mississippi State University
Counts of Employees
as of 11-FEB-2002

Professional

	Full-Time		Part-Time		Intermittent		Retirees		Temporary		Grad Assist		Students		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
White	577	503	8	33	27	11	27	14	0	2	0	1	1	0	640	564
Black	39	76	1	0	4	5	2	3	0	0	1	0	0	0	47	84
Hispanic	9	2	0	1	1	0	0	0	0	0	0	0	0	0	10	3
Asian	53	22	3	4	1	1	0	0	0	0	0	0	0	0	57	27
American Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender Totals	**678**	**603**	**12**	**38**	**33**	**17**	**29**	**17**	**0**	**2**	**1**	**1**	**1**	**0**	**754**	**678**
Group Subtotals	**1281**		**50**		**50**		**46**		**2**		**2**		**1**		**1432**	

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APPENDIX K

INTERNATIONAL TRAVEL APPROVALS FOR STUDENTS (1999-2003)

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Total Student Enrollment

1999	2000	2001	2002	2003
15,270	15,764	16,066	15,852	15,416

Yearly Number of Students Approved for Foreign Travel

1999	2000	2001	2002	2003
18	34	9	24	37

Yearly Percentage of Students Approved for Foreign Travel

1999	2000	2001	2002	2003
1.2%	2.2%	.6%	1.5%	2.4%

These numbers reflect all students. In my research several names were duplicated which causes the actual number (and percentage) of individual students to decrease. In addition, international students were included in these numbers which further decreases the number of targeted dominant culture students.

SOURCE

Mississippi State University
1999 – 2003
President's Recommendation To The Board Of Trustees Institution Of Higher Education

Mississippi State University
Office of Institutional Research Web page
<http://www.msstate.edu/dept/opeie>

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APPENDIX L

INTERNATIONAL TRAVEL APPROVALS FOR PROFESSIONALS (1999-2003)

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International Travel - 1999-2004

1999	
January	24
February	35
March	26
April	58
May	31
June	42
July	22
August	0
September	30
October	17
November	33
December	0
	318

2000	
January	21
February	31
March	44
April	46
May	46
June	39
July	37
August	0
September	36
October	22
November	16
December	0
	338

2001	
January	18
February	19
March	28
April	58
May	39
June	27
July	24
August	15
September	23
October	19
November	12
December	1
	283

2002	
January	24
February	43
March	46
April	49
May	53
June	35
July	23
August	18
September	18
October	8
November	18
December	14
	349

2003	
January	9
February	27
March	52
April	46
May	48
June	45
July	22
August	24
September	18
October	22
November	33
December	29
	375

2004	
January	0
February	50
March	36
	86

OVERALL TOTAL - 1,749

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APPENDIX M

ACADEMIC MISCONDUCT STATISTICS

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- Instructors adjudicated 88% of the reported cases.
- The Academic Honesty Committee heard 47 cases or 10%.

B. Race and Gender

Academic Misconduct by Race and Gender									
	93-94	94-95	95-96	96-97	97-98	98-99	99-2000	2000-2001	TOTAL
Students Reported	47	75	54	39	54	53	75	89	486
White American Students	16	32	27	21	31	22	55	45	249
African-American Students	13	20	16	9	12	18	10	28	126
International Students	18	23	11	9	11	13	10	16	111
	38%	31%	20%	23%	20%	25%	13%	18%	23%
Male	31	51	43	26	41	36	50	62	340
Female	16	24	11	13	13	17	25	27	146

- White American students accounted for 51% (249/486) of reported cases for the last eight years.
- African-American students accounted for 26% (126/486) of reported cases for the last eight years.
- International students accounted for 23% (111/486) of reported cases for the last eight years.
- Male students accounted for 70% (340/486) of reported cases for the last eight years.

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APPENDIX N

INSTITUTIONAL REVIEW BOARD CERTIFICATION AND LETTERS

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Mississippi State University

CERTIFICATION OF HUMAN SUBJECTS EDUCATION

Stephen Cottrell
RRTC
9742

Date Training Completed: 5/9/2003

Certification Expires: 5/9/2006

DESCRIPTION OF INVESTIGATOR EDUCATION

Beginning July 2000, Mississippi State University Office of Research and the Institutional Review Board (IRB) implemented a required training program for all investigators who use or plan to use human subjects in research. This two hour program provided investigators with information regarding federal regulations governing the use of human subjects in research, an overview of the Research Compliance Components at MSU, a detailed presentation regarding the Informed Consent Process, the use of Special Populations, Data Safety concerns and specific information regarding the IRB review process. In addition, investigators viewed the NIH Video, "Evolving Concerns - Protection for Human Subjects".

The Office of Research and the IRB also provided each investigator with a copy of the following documents:
The Belmont Report
MSU Human Subjects Policy
MSU IRB Handbook
Human Subject Web Sites of Interest

Investigators that were not able to attend one of these numerous live training sessions were allowed to complete the training via an online tutorial.

Every three years, investigators will be required to participate in training sessions and a new certification will be issued at that time.

Mary Harwood
AUTHORIZED IRB REPRESENTATIVE

5/12/03
Date

Office for Regulatory Compliance
P. O. Box 6223 • 300 Bowen Hall • Mailstop 9563 • Mississippi State, MS 39762 • (662) 325-3294 • FAX (662) 325-8776

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Mississippi State University

June 1, 2004

Stephen Cottrell
International Services Office
Mailstop 9742

Re: IRB Docket #04-130: Cultural Awareness Levels of Dominant Culture Professional Employees and Dominant Culture Students at Mississippi State University: The Importance of International Exposure in International Education Development

Dear Mr. Cottrell:

The above referenced project was reviewed and approved via administrative review on June 1, 2004 in accordance with 45 CFR 46.101 b(2). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please refer to your IRB number (#04-130) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at tarwood@research.msstate.edu or 325-3294.

Sincerely,

Tracy S. Arwood
Regulatory Compliance Officer

cc: Mabel Okojie

Office for Regulatory Compliance
P. O. Box 6223 • 8A Morgan Street • Mailstop 9563 • Mississippi State, MS 39762 • (662) 325-3294 • FAX (662) 325-8776

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Student: Date:

As Mississippi State University's International Student Advisor and an instructor in the Geosciences Department for several years, I've observed a wide range of interaction between our university's domestic students and those students who are culturally different. Consequently, I am considering a type of psycho-cultural approach to my dissertation topic on cultural awareness and its possible influence on international education at MSU. The survey that I have chosen is designed to discover eight components of awareness: lack of Western ethnocentrism, experience, cognitive flex, behavioral flex, cultural knowledge-specific, cultural knowledge-general, and interpersonal sensitivity.

You are invited to complete the attached demographic sheet and Culture Shock Inventory questionnaire. Doing so would greatly assist me in securing an appropriate sample size for this research. It is expected that the overall results of this survey will be used as indicators for possible university-wide professional developmental activities. In addition, I hope to incorporate the data and its analysis into my dissertation in Educational Leadership.

It is expected that the data will be collapsed into a computer file by the end of the term followed by the shredding of the questionnaires. The results of this survey will be made available to the university's administration who will decide on its future application. Only my advisor, Dr. Mabel Okojie and I will have access to the raw data.

Please complete the instrument, being sure to follow the attached directions and return to me at your earliest convenience. The survey is expected to take a maximum of 30 minutes to complete.

Be sure to remember the following:
1. Participation in this research is strictly voluntary.
2. You may withdraw from participating at any time.
3. You can decline to answer any question(s).
4. You will experience no anticipated discomfort or risk as a result of your participation.
5. You can contact me (662-325-8929), or the Institutional Review Board (662-325-3294 or 662-325-5220) for answers to any questions about the research and subject's rights.
6. The results of your participation will be confidential.

By completing the answer sheet you are agreeing to participate in this survey.

Thank you for your assistance in this important aspect of international education development on our campus.

Stephen Cottrell
Graduate Student - College of Education

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Dr.: Date:

As Mississippi State University's International Student Advisor and an instructor in the Geosciences Department for several years, I have observed a wide range of interactions between our university's professional employees and those students who are culturally different. Consequently, I am considering a type of psycho-cultural approach to my dissertation topic on cultural awareness and its possible influence on international education at MSU. The survey that I have chosen is designed to discover eight components of awareness: lack of Western ethnocentrism, experience, cognitive flex, behavioral flex, cultural knowledge-specific, cultural knowledge-general, and interpersonal sensitivity.

You are invited to complete the attached demographic sheet and Culture Shock Inventory questionnaire. Doing so would greatly assist me in securing an appropriate sample size for this research. It is expected that the overall results of this survey will be used as indicators for possible university-wide professional developmental activities. In addition, I hope to incorporate the data and its analysis into my dissertation in Educational Leadership.

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Please complete the instrument, being sure to follow the attached directions and return to me at your earliest convenience. The survey is expected to take a maximum of 30 minutes to complete.

Be sure to remember the following:
1. Participation in this research is strictly voluntary.
2. You may withdraw from participating at any time.
3. You can decline to answer any question(s).
4. You will experience no anticipated discomfort or risk as a result of your participation.
5. You can contact me (662-325-8929), or the Institutional Review Board (662-325-7404 or 662-325-5220) for answers to any questions about the research and subject's rights.
6. The results of your participation will be confidential.

By completing the answer sheet you are agreeing to participate in this survey.

Thank you for your assistance in this important aspect of international education development on our campus.

Stephen Cottrell
Graduate Student - College of Education

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APPENDIX O

DIVISION OF STUDENT AFFAIRS OPERATING PROCEDURE

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(O. P. 91.04)

Mississippi State University

Links to Main Policy Table of Contents, Volume VII, and Office of Internal Audit Home Page

STUDENT AFFAIRS OP 91.04: Course in Student Development Theory

Date: August 17, 1990 /Revised 7/1/96

Purpose

To ensure that all professional staff in the Division of Student Affairs are knowledgeable in theories of student development.

Policy

New professional staff members are required to take the course COE 8523, Student Development Theory, within the first year of employment at Mississippi State University if they have not had an equivalent course in their academic preparation. Professional staff members hired before Fall 1990 are encouraged but not required to take the course. No leave time will be charged for employees taking this course. Requests for exemption from this requirement must be made in writing through normal administrative channels for action by the Vice President for Student Affairs.

Review

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The Vice President for Student Affairs is responsible for the review of this operating policy by July 31 of each year.

For information about this policy, contact the reviewing department.

For information about this page, contact Don Zant.

For information about Mississippi State University, contact msuinfo@ur.msstate.edu.

Last modified:

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APPENDIX P

RESUME

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STEPHEN COTTRELL
P.O. Box 2052
Starkville, Mississippi 39760-2052
Home: 662-323-4571
Office: 662-325-8929
scottrell@iso.msstate.edu

EDUCATION

Doctor of Education (Educational Leadership)
Mississippi State University, Starkville, Mississippi.
ABD (expected graduation: December, 2004)

Masters of Science (Geography)
Current Graduate Student
Mississippi State University

Master of Arts (T.E.F.L./Linguistics)
University of Northern Iowa, Cedar Falls, Iowa.
Graduation: 1974

Bachelor of Science (Geography)
University of South Alabama, Mobile, Alabama.
Graduation: 1971

EXPERIENCE

International Student Advisor (1994 – Present)
International Services Office, Mississippi State University, Starkville, MS.

Primary Designated School Official (PDSO) (2002 – Present)
Designated School Official (DSO) (1991 – 2002)
Student and Exchange Visitor Information System (SEVIS)
Department of Homeland Security

Alternate Responsible Officer (ARO) (1994 – Present)
United States Department of State J Visa Program

Geography Instructor-of-Record (1995 – 2003)
Department of Geosciences, Mississippi State University, Starkville, MS.

Coordinator of International Services (1991 – 1993)
International Services Office, University of South Alabama, Mobile, AL.

Refugee Resettlement Coordinator (Khmer, Vietnamese, Lao, Kurd, Hmong, and Afghan) (1981 – 1991)
United States Catholic Conference

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TRAVEL/WORK EXPERIENCE
Worked and/or traveled in 24 countries (1965 -1983)
(Central & South America, Southwest Asia, Southeast Asia, Europe, Caribbean)
Taught in Iran, Colombia, Thailand, and the Philippines
Served aboard naval vessels in the Mediterranean, Caribbean, and Pacific
Undergraduate geography research in Guatemala, Mexico, and Belize
Backpacked from Iran to England
Peace Corps in northern Thailand's Golden Triangle region
Marine Corps infantry platoon sergeant in Viet Nam

PROFESSIONAL ORGANIZATIONS
NAFSA: Association of International Education
Southern Sociological Society

LANGUAGES AND COMPUTER SKILLS
Intermediate: Khmer (Cambodian) and Survival: Farsi & Thai
Intermediate: SEVIS, FSA Atlas, Banner, GroupWise, Microsoft, Appleworks
Cursory: SPSS, Excel

SPEAKING ENGAGEMENTS
United States Department of Justice, Amnesty International, United Nations High Commission for Refugees, National Association of Foreign Student Advisors, Southern Sociological Society, Department of Health and Human Services and guest speaker in graduate classes at Mississippi State University.

COMMITTEES
NAFSA: Association of International Educators Region VII - State Representative
Diversity & Educational Equity Committee (MSU) - Past Chair
International Programs and Studies Committee (MSU) - member

PUBLICATIONS
Contributed articles to: Distorted Mirror: Southeast Asian Criminality in the United States: a handbook for police departments
Co-authored: (submitted to U.N. publications). Cambodian Migration Patterns: Post Khmer Rouge
Authored: Two short stories that were accepted by Mississippi Public Radio

AWARDS
Mississippi State University's Dept. of Geosciences Teaching and Service award -2003

MILITARY EXPERIENCE
1964 –1970 United States Marine Corps
Viet Nam Veteran – Infantry S/Sgt.

REFERENCES
Available on Request.

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