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Abstract

Third-country faculty are faced with significant challenges interacting with university students who come from different socio-cultural backgrounds and have different expectations regarding faculty's role, behavior, and leadership style. This paper compares diversity practices and action options that can facilitate or hinder the integration of third-country faculty across five universities established in an equal number of countries. The proportion of third-country faculty in American universities abroad is also used to provide a measure of diversity. Notwithstanding recent trends pointing to the internationalization of higher education universities have yet to develop an appropriate institutional mentality along with supporting diversity policies that would help them gain global efficiencies by hiring qualified international faculty. This may have serious implications for organizational effectiveness with respect to resource acquisition and even the long-term survival of the organization.

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