

This book satisfies an academic audience of international education, and encourages both insiders and outsiders to share their perspectives and critical frameworks of policymakers, practitioners and educators who directly and indirectly work with international students in the world.

About the Reviewer:

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Intercultural Sensitivity in Foreign Student Advising: A Quantitative Analysis of Ethnocentrism within the Profession in the Post 9/11 Era.

Jeff Davis (2011). VDM Verlag Dr. Mülle pp., 84, \$76.35. ISBN-10: 3639320972

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Jef Davis' book *Intercultural Sensitivity in Foreign Student Advising* could be helpful to international student advisors and other

professionals in two ways. First, it may help advisors understand the issues and concerns of international students who bring their diverse social and cultural backgrounds to American institutions of higher education. After the 9/11 attack in 2001, it was assumed that foreign students perceived social and cultural bias because of their nationality, religion, gender, or language. Following the 9/11 attacks, American colleges and universities did seem to experience significant changes in monitoring and regulating international student visas and the student exchange visitor information system (SEVIS).

The role of foreign student advisor is significant to address the needs and concerns of international students, especially immigration rules and visa information. In his book, Davis discusses the value of intercultural sensitivity among advisors to "increase self-

awareness, awareness of one's own culture and world-view, awareness of one's own biases and prejudices, interests in other cultures and different worldviews, fascination with new people, situations and events" (p. 42). International students experience adjustment problems and culture shock in their new location. Davis describes a plethora of research that focuses on why advisors of international students need to understand the unique needs of students in American institutions of higher education (Chapters 1 and 2).

Advisors of international students can also use this book to better understand the challenges and demands of the profession from the perspective of field research. Davis explores the dynamic roles of academic advisors who must deal with students and update their reports of these students to stakeholder government agencies. In one example, Davis described a study of 300 advisors who worked directly with international students across the United States and investigated the intercultural sensitivity of these advisors (Chapters 4 and 5). His findings not only brought attention to the latest updates on the professional network of foreign student advisors (NAFSA) but they also illustrated how the roles of advisors were shifting in the context of post 9/11. Davis found that intercultural sensitivity, also known as intercultural competence, was highly related to the political orientation of advisors, their length of time spent as an advisor, academic study in the field of intercultural relations, and levels of education. He also found that the majority of foreign student advisors operated from an ethnocentric worldview.

It would have been a valuable contribution to the field if the author had included detailed demographics of international students who adopted the roles of advisors. Furthermore, addressing challenges in the field, and comments and feedback from advisors would have been useful instead of merely presenting information as a technical report that emanated from a survey study conducted at Boston College in 2009. However, the book does shed lights on the intercultural sensitivity of foreign student advisors which has never been previously studied empirically. This book is helpful reading for international education professionals, teachers, policy makers, and researchers.

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