Faculty Support
Training and Consulting:
- Building Intercultural Competence and Cultural Intelligence Workshops
- Fully Customizable Cross-Cultural Education Awareness and Teaching Strategies Trainings
- Culture and Language Strategies Trainings for Specific Classes and Cohorts
- General Language and Cultural Frequent Consultation (in person or over phone/email)
- Language and Culture Consultation for Visiting Scholars

Advocate: Global Advocacy Certificate Program
Become a Global Advocate by attending one of seven workshops on intercultural competence during an academic year:
asu.internationaleducator.certificate.com

Join: International Student Support Forum for Faculty and Staff
Self-enroll in this Canvas Org forum to receive access to articles, media, FAQ, and discussion board for ongoing education and collaboration to support international students more effectively.
asu.instructure.com/enroll/XMYLCC

Campus Resources for Students
In some cultures, the idea of needing help is cause for embarrassment or is a perceived admission of failure. Students who recognize the need to support systems exist then penalties can eventually engage in programs willingly and successfully.

University Academic Success Programs (UASP):
- A student needs course-specific academic assistance: tutoring.asu.edu
- Testing Support | Tutors | Undergraduate and Graduate Writing Centers | Supplemental Instruction (SI) | Academic Tutoring | Online Tutoring
- Graduate Statistics Tutoring | Dissertation Camp | Managing Graduate School Workshops/Webinars

Let’s Chat Series Communication Workshops
Interactive Communication Workshops free and open to all students

International Students and Scholars Center (ISSC):
- A student needs language-specific instruction: eoss.asu.edu
- Immigration and Non-Academic Advising | Shorter departmental Liaison

International Student Engagement (ISE):
- A student needs to be better connected on campus: issc.asu.edu
- Student Outreach and Connection | Social and Cultural Engagement

ASU Counseling Services:
- A student needs mental support, including for culture shock: counseling.asu.edu/enroll
- Confidential Personal Counseling | Crisis Services | Multilingual Services

For general questions, consultations, or to schedule a departmental training, contact:
Renee Klug
Senior University International Educator | Office of the University Provost/Global Launch
Email renee.klug@asu.edu
Tel. 480-727-3386
All Guides asu.instructure.com/enroll/XMYLCC (self-enroll to access under “Modules”)

Understanding and Teaching International Students

ASU values its diverse student population and seeks to promote effective communication between faculty and students. In welcoming all students, faculty can respect backgrounds by accepting and integrating differences as a healthy first step toward creating intercultural harmony. Faculty then can help students acculturate to their classroom norms for optimal success. Most importantly, getting to know a student individually will help faculty understand specific personal or academic needs.

This short guide aims to identify general cultural or academic variations and offer suggestions to better internationalize classrooms, acknowledging that incorporating tools for international community inevitably honors all students.

Recognizing Possible Academic Variations

- **ENGLISH LANGUAGE EXPERIENCE:** Students whose first language is not English are required to submit TOEFL scores to their respective departments before being admitted. Students of any culture may have varying degrees of experience communicating in academic English—whether contributing to class discussions, deconstructing complex texts, or composing cogent arguments. These students are encouraged to interact well and often with faculty, peers, and academic support services to gain confidence in communicating.

- **CLASSROOM DYNAMICS:** Some international students come from passive learning environments, with a teacher-centered focus and test-driven courses. Students may be used to maintaining respectful silence and memorizing information for singular exit exams. When students enter active American classrooms, some must adjust to new norms, like participation in class discussions and group work, proactive learning, understanding the significance of ongoing assignments, and mandatory attendance.

- **WRITING:** For students in the U.S. and abroad, sometimes the focus in secondary education is on “right” answers and a transmission of facts. These students may need to adjust to university-level expectations that emphasize open expression, argument, opinion, and problem solving through mixed modalities that encourage original thought. Furthermore, as rhetorical styles vary throughout the world, some students may need assistance and support in crafting assignments that state a main argument directly with an integration of accurately cited outside support material throughout.

- **INTERGRATING SOURCES:** Some cultures outside the U.S. accept students’ use of published work in their academic writing without citations as honoring to the source author, who is viewed as the expert. Certain countries also may object to the notion that ideas can be “owned.” Clear definitions, relevant examples, and consequences of cheating and plagiarism will help students understand expectations for academic integrity.

- **READING AND RESEARCH:** Methods for interpreting texts vary across cultures; some students are experienced with critical reading while others are used to memorizing large passages. Students from cultures with limited or restricted access to information may need assistance with navigating libraries and databases.

- **SEEKING ASSISTANCE:** Some students may struggle with approaching faculty for help in deference to authority. For some, “honor” may be compromised if they need academic help. Honor may also be displayed by helping others, even at the cost of jeopardizing academic integrity. One of the educator’s most important roles is teaching students to assist each other in constructive ways.

- **GENDER NORMS:** Young men and women in some educational settings do not work together. Consequently, students may feel reluctant and self-conscious when asked to work in mixed pairs or groups.

- **HUMOR:** In some non-English speaking cultures, sarcasm is uncommon. Therefore, Americans’ use of banter and sarcasm may be taken literally or completely misunderstood by people of other cultures, especially for those who are still learning English.

Quick Facts

- As of 2018, nearly 10,000 international students study at ASU.
- ASU is the #1 public U.S. university to host international students.
- Top 10 countries for international enrollment at ASU: China, India, Saudi Arabia, Kuwait, Republic of Korea, Taiwan, United Arab Emirates, Iran, Canada, and Mexico (Open Doors, 2018)

ARIZONA STATE UNIVERSITY FACULTY GUIDE

ARIZONA STATE UNIVERSITY FACULTY GUIDE
Suggestions for Teaching in a Multi-Cultural Classroom

These suggestions are provided for your consideration to clarify academic expectations for and increase engagement among international students.

Make Expectations and Grading Policies Explicit

- Since having course syllabi may be a new concept for some international students, provide paper or electronic copies of and verbally review syllabi with concise class and assignment expectations, policies on attendance, tardiness, late work, and illness, office hours, contact information, tutoring/ international services, and academic integrity definitions, examples, and consequences. List appropriate reasons to come to office hours.
- Provide and use clear assignment handouts or grading rubrics. Include how much credit is allotted for content, organization, grammar, etc.
- Post handouts, tutorials, rubrics, presentations, links to APA/MLA guides, and grades online to advance autonomy and assuage confusion.
- Announce and visually display how much time students will have to complete in-class assignments or exams.
- Graduate Student Awareness: International students experience lengthier application and approval times for assistantships and internships because of visa or other stipulations. Faculty Advisors are encouraged to guide students into the workforce process and check in regularly to measure both personal and professional progress.

Provide Effective Examples

- Provide strong examples of the types of work you want from your students, such as former papers or presentations.
- Present teaching material in multiple ways across various platforms and provide short but thorough bullet-pointed handouts/Canvas notes.
- Be mindful of pacing and use of idioms and slang.
- Incorporate examples that appeal to a global audience. If using pop culture references, to avoid slowing down a lecture, write the reference on the board or include images in your PowerPoint and encourage students unfamiliar with the topic to reference it on their own. This applies to idiomatic expressions, as well.
- Give synonyms to advanced vocabulary words when explaining integral or new concepts. Visually display these words so students can match spelling and pronunciation.
- If you have verbal or physical “signals” for highlighting important information, make sure students know what these are.

Facilitating Effective Group Work

Since most international students are transitioning into active classroom environments, facilitating effective group work and discussions requires some strategy:

- Mix up the groups for ethnic and gender diversity, as much as possible.
- Assign roles/responsibilities for students to engage more actively and deliberately.
- Check in with students to measure their progress, clarify confusion, and answer questions.
- Present questions/objectives at the beginning of a task that students can prepare for; follow up to make sure students understood the objectives and effectively responded.
- Inform group members beforehand that they will be evaluating each other’s participation.

Grading/accountability will include a group grade and an averaged, individual peer-evaluated grade.

Encourage Various Learning Methods

- Encourage students to understand their multicultural classmates; ask and provide opportunities for international students to report on opinions, policies, projects, or research from their countries that correlate with the subject matter.
- Allow students to process their thoughts in writing or small group discussions before asking them to contribute aloud for class discussions.
- Remind students to seek assistance early and often from University Academic Success Programs (UASP), Let’s Chat Series Workshops, and the libraries.
- Reinforce, in essay production, the idea of writing as a process. Even if drafts are not required, encourage students to outline, draft, and edit essays independently or with tutors.
- Encourage enthusiastic students to facilitate study groups.

Set and Enforce Boundaries

- Determine if you are comfortable with students recording lectures for note-taking support, as this can be an effective tool for many learners.
- Indicate clearly on syllabi and in discussions that negotiating for assignment extensions and passing grades is unacceptable in the U.S.; do not entertain pleading and be firm in your dismissal of inappropriate student behavior.
- Require essay uploads to Canvas’ Turnitin to identify plagiarism and populate the database.
- Consider what adjustments you are willing to make in your classroom, particularly regarding mixed-gender group work, religious observance, etc.
- Limit the accommodations you provide to students, especially those with lower-level skills. Refer them to UASP or other language services.
- As a point of awareness, although many times gifts are genuine tokens of appreciation, sometimes they may be offered near the end of semesters in hopeful expectation of grade adjustments.

Creating Harmonious Environments

- Faculty should be aware of cultural or academic backgrounds but avoid making assumptions about students’ scholastic abilities or work ethics. What may be a student’s unfamiliarity with U.S. educational norms can be assuaged by clear policies and consistent feedback.
- Faculty must maintain the same standards for all students. Expectations can be stated and measured in rubrics and assignments.
- Watch for microaggressions in the classroom that single out or alienate any student.
- If a student seems disengaged or is skipping class, send the student an email stating your concern and invite him/her to speak to you during office hours or after class.
- On Page 4 of this guide, familiarize yourself with the Campus Resources for Students section and access the “Maintaining Academic Integrity” Guide for all students in the link on the bottom of the page.