



SUPPORTING AND ENGAGING INTERNATIONAL STUDENTS IN THE CLASSROOM – A BRIEF RESOURCE FOR FACULTY



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This guide was produced by a sub-group of the 2020-2021 Faculty Development Task Force Members. The task force is a collection of global education and diversity professionals who provide critical guidance and support to Diversity Abroad initiatives.

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SUPPORTING AND ENGAGING INTERNATIONAL STUDENTS IN THE CLASSROOM – A BRIEF RESOURCE FOR FACULTY

Introduction

International students make up 4.6% of the total US higher education population, according to data from the 2021 Open Doors Report on International Educational Exchange. This number had been growing for two decades but did see a slight decline during the 2019/2020 academic year and the COVID-19 pandemic. For the tenth consecutive year, China remained the largest source of international students in the United States with India, South Korea, Saudi Arabia, and Canada rounding out the top five. Emerging market countries showed some of the strongest growth year over year, especially from Bangladesh, Brazil, Nigeria, and Pakistan.¹

Universities cite several benefits that compel internationalization such as perceived global standing, institutional effectiveness, opportunities to foster global citizenship and the enhanced tolerance, respect,

¹ Institute of International Education, IIE, retrieved 4.29.2021, <https://opendoorsdata.org/annual-release/> Repercussions from the Trump presidency as well as initial post-pandemic implications indicate a beginning decline in total international student numbers.

and understanding important in multicultural settings.² It would only be fair to add increased tuition revenue to the benefits pursued by universities. On a wider societal scale, it was estimated by the US Department of Commerce that in 2019 international students contributed 44 billion USD to the US economy.³

In research literature on international students, faculty are often highlighted as key to international students' experiences of success. *"Professors are likely among the most influential persons shaping an international student's trajectory, and student-faculty relationships have been found to significantly affect student's learning and motivation."*⁴

Fully aware that we can only scratch the surface, this resource focuses primarily on the interaction of international students and faculty⁵ *in the classroom* by looking at challenges within these three overlapping areas:

- ◆ **LANGUAGE & COMMUNICATION:** How we communicate
- ◆ **CURRICULUM & COURSE SYLLABI:** What we teach
- ◆ **PEDAGOGY & TEACHING STYLE:** How we teach

Our aim is to provide faculty with increased awareness and some easy-to-use ideas and actions to better understand, support and engage international students in the classroom. A number of international students in the US also participate in study abroad outside the US as part of their education, and the present resource is as much aimed at US domestic faculty as at international study abroad faculty working with international students in their classroom abroad.

² Haan, J. E., Gallagher, C. E., & Varandani, L. (2017). Working with linguistically diverse classes across the disciplines: Faculty beliefs. *Journal of the Scholarship of Teaching and Learning*, 17(1), p. 38.

³ IIE, op.cit.

⁴ Glass, C. R., Kociolek, E., Wongtrirat, R., Lynch, R. J., & Cong, S. (2015). Uneven experiences: The impact of student-faculty interactions on international students' sense of belonging. *Journal of International Students*, 5(4), 353

⁵ Several research papers (Dewey and Duff 2009, Cao et.al. 2014, Haan et.al. 2017, Jin and Schneider 2019) state that only limited scholarly attention has been given to the perspective of faculty in terms of internationalization and/or international students.

Who Is the International Student?

Much like domestic students need to be acknowledged as being a heterogeneous group shaped by intersectionality⁶ the same holds true for international students.⁷ Not all international students are the same.⁸ As stated by Jones an “*uncritical distinction between domestic and international students creates a false dichotomy in terms of students’ needs and experience.*”⁹

A traditional definition of international students as individuals who choose to ‘cross borders for the purpose of study fails to capture the possible impact – positive as well as negative – of their academic studies on a student’s personal, social, and academic background as well as their roles in their family, community or as diaspora community members to mention but a few parameters.

The outdated dominant view that international students are “*globally mobile elites with reservoirs of academic, cultural, and social capital,*” no longer holds true.¹⁰ Similarly problematic are views that focus on the deficits of international students and their “*struggles, hardships, challenges, and pressures*”¹¹ which fail to “*fully recognize the ways international students construct meaning from their experience or how systemic structures create these conditions in the first place.*”¹²

Many international students also face a transformation from being part of the majority identity in their home country to being part of a minority identity in the country they study abroad in. The complexity of the potential marginalization an international student may experience moving from, say, being a Chinese student among Chinese students to being an international student among US domestic students to being an international student studying abroad in Europe, for example, is often not recognized either by institutions or the faculty facing this student in the classroom.

As such international students face many of the same challenges that students in general face, but the geographical and cultural uprooting at the base of being an international student may exacerbate the challenges.

6 For an introduction to the term ‘intersectionality’ and Kimberlé Crenshaw who coined it in 1989 read *The intersectionality wars*’ Vox Media, 28 May, 2019 (viewed 23 March, 2021 <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>)

7 “*An international student is defined as an individual who is enrolled for credit at an accredited higher education institution in the U.S. on a temporary visa, and who is not an immigrant (permanent resident with an I-51 or Green Card), or an undocumented immigrant, or a refugee.*” (UNESCO)

8 Choudaha, Rahul, Kata Orosz, and Li Chang. 2012. *Not All International Students Are the Same: Understanding Segments, Mapping Behavior*. New York: World Education Services, p. 3.

9 Jones, Elspeth. 2017. “*Problematising and Reimagining the Notion of ‘International Student Experience.’*” *Studies in Higher Education* 42 (5), p. 934

10 Glass, C.R., K.A. Godwin, and R.M. Helms, *Toward Greater Inclusion and Success – A New Compact for International Students*, American Council on Education (ACE), Washington, 2021, p. 14

11 Glass et al, op.cit., p. 13

12 Yao, Christina W., Chrystal A. George Mwangi, and Victoria K. Malaney Brown. 2019. “*Exploring the Intersection of Transnationalism and Critical Race Theory: A Critical Race Analysis of International Student Experiences in the United States.*” *Race Ethnicity and Education* 22 (1)

Failure to recognize this may severely inhibit international students' opportunities to succeed. International students *"face obstacles, such as different food, unfamiliar living circumstances, financial problems, balancing work, studying schedules, learning styles, or any difficulties related to language, culture, and personal barriers."*¹³

At the same time, *"Highlighting 'common characteristics' of international students or the traits of different national groups runs the risk of failing to recognize the heterogeneity of those who make up this large grouping,"*¹⁴ leading us back to where we started above, that international students *"are not a single, uniform group and that there is substantial heterogeneity among this population."*¹⁵

The tendency to stereotype has wider repercussions and often feeds into the racism that many international students are exposed to as well. This racism impacts students' personal and social lives outside of campus, but also exists on campus. As Wu et al. state, *"Although there are benefits that international students can contribute, many international students still experience prejudice and discrimination by American students."*¹⁶ This fundamental structural problem, which is shared with many domestic, underrepresented student populations, unfortunately is not retreating or disappearing. This underlines that challenges international students face should be viewed through the lens of diversity, equity and inclusion.

A first step to begin to address the multifaceted experiences of international students would be to see the inherent intersectionality not as obstacles or challenges that need to be overcome, but rather as capacities that can be leveraged in the international student's individual pursuit of their personal and academic goals. This along with inclusive classroom strategies (see below) and extended institutional support systems (see below) would be tools to pave the way for true success in the classroom for international students.

¹³ Wu, Hsiao-ping, Esther Garza, and Norma Guzman (2015). International students challenge and adjustment to college, in *Education Research International*, Article ID 202753, Hindawi Publishing Corporation.

¹⁴ Jones, op.cit., p. 934

¹⁵ Jones, op.cit., p. 934

¹⁶ Wu et.al., op.cit. p. 3

Language & Communication

Faculty teaching international students are often frustrated with students' language skills. *"Multiple studies confirm that faculty consider some (international) students' linguistic skills to be weak or even inadequate for typical academic tasks."*¹⁷ International students are fully aware themselves that language often is a major issue hindering both academic studies as well as social life.¹⁸

Parallel to this, research indicates that faculty can be resistant to adapting their teaching practices to address or mitigate the challenges that international students face: *"Faculty usually show minimal interest in helping students with English skills or learning more about pedagogical methods for teaching linguistically diverse students."*¹⁹

Even if faculty support internationalization, and research very much confirms this, the same research indicates that faculty often feel it is primarily an institutional obligation to provide better support for multilingual students: *"...of course there are things that faculty can learn about working with international students. But the majority of support for these students needs to happen outside the classroom."*²⁰

In a limited study by Haan et al., faculty exposed to the idea of developing or applying 'instructional techniques for international students' equated such measures with 'lowering the curricular or instructional standard.'²¹ *"Spending class time on remedial skills for those who need help with language tends to cheat the students who possess college level skills. At the University level, it is wrong to dumb down content to pitch to the lowest skill levels,"* as one respondent in the Haan et al. study states.²²

Language *is* a central tool in teaching and learning and as faculty we are concerned, as Haan et al. state, *"...not only with disciplinary content but also with advanced literacy in the discipline, a concern evident in common instructional foci such as vocabulary, discipline-specific writing assignments, and oral presentations."* An international student may be well-versed in conversational English but this does not equate to being proficient in the academic language of their field. Thus, most international students must be viewed as English language learners when they enter the classroom of a university.²³

What can faculty do to overcome potential reservations they have about adapting their teaching practices to the new reality of a multilingual classroom inhabited by both native English-speakers and by English-language learners and how can they better support and engage multilingual international students in the classroom? Here are some actions that address the challenge of language in the classroom setting.

¹⁷ Jin, Li and Jason Schneider, (2019), Faculty Views on International Students: A Survey Study, *Journal of International Students*, Volume 9, Issue 1, p. 86

¹⁸ See Wu, Hsiao-ping et.al. (2015), Liu, L (2011) and Sherry et.al. (2009) for example

¹⁹ Op.cit., 85f

²⁰ Haan, op.cit., p. 44

²¹ Haan, op.cit. p. 43

²² Haan, Op.cit. p. 43

²³ Haan, op. Cit. P. 47

‘Linguistically/culturally responsive teaching’ – key term that applies as much to the early childhood classroom as to a university classroom with international students. It is an approach that leverages the individual strengths that students bring to the classroom acknowledging their cultural capital including their home language and viewing these as assets rather than deficits. Culturally and linguistically responsive teaching “accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every students’ cultural identity.”²⁴ Below are some examples of strategies for linguistically/culturally responsive teaching – some of them you most likely know and practice without having used this term for them. Others may be new to you. Search for culturally and linguistically responsive teaching and culturally sustaining teaching online and find more inspiration.

Get to know your students – learn their names and how to pronounce them. This is relevant advice in any setting, but for international students, who may struggle with language in your classroom and consequently may find it difficult to get a sense of belonging, these ‘small teaching’ elements have a great value as tools to build inclusivity.

Express an interest in language and culture – ask international students about themselves, their language, their culture, their academic experiences in a context in which they are not made to feel put on the spot. Try to understand how things may be done similarly or different in their culture and educational system to find the most effective way to communicate and give feedback. Maybe written feedback is better for some, and verbal feedback better for others – be willing to adapt to the student’s individual preferences.

Deploy appropriate scaffolding – this covers a variety of tools and strategies such as using extra-linguistic supports (pictures, maps, videos, data visualization, etc.); supplementing or modifying challenging texts to make them more accessible through study guides for example; supplementing or modifying the oral language used in your classroom by minimizing idiomatic expressions, using pauses to allow for better time to understand, or giving students lesson outlines for example; setting norms and rules about language and interaction in the classroom that helps minimize international students’ anxiety in a classroom of native English speakers.

Be clear about the language that informs learning tasks – invest classroom time in identifying the vocabulary that students have to understand in order to access curriculum content; be specific and clear about the semantic and syntactic complexity of the language used in your written instructional material as well as the ways in which students are expected to use language to complete a learning task.

²⁴ Wlodkowski, R. J., & Ginsberg, M. B. (1994). *Diversity & Motivation: Culturally Responsive Teaching*, p.17

Curriculum & Course Syllabi

If we view language as a primary tool of communication in the classroom, the course syllabus can be viewed as the map that frames the journey of a course.²⁵

What we teach is not an innocent 'given' but a construction shaped both by conscious academic decisions and by implicit cultural biases alike. Without an awareness of the latter, the former risks being flawed. In other words, what is included on the map is as telling as what is not. When underrepresented domestic students as well as international students increasingly add diverse backgrounds to the classroom, course design becomes particularly important.

Decolonizing and internationalization of curricula and courses are productive and related responses to this transformation of the classroom.²⁶ A heightened sensitivity to the fact that faculty themselves bring biases to the table when shaping the curriculum is an important first step in redressing imbalances.

Expanding courses to include more voices – domestic as well as international – is as important for underrepresented domestic minorities as it is for international students. For both types of students, a more inclusive and open-minded curriculum can begin to generate a 'sense of belonging': *"A sense of belonging influences a person's emotional and cognitive patterns (...) A sense of belonging increased cross-cultural interaction between international and host country students, and it substantially enhanced international students' academic performance."*²⁷

When course content, materials and assignments are developed with a globally diverse student body in mind, international students and their cultures become part of the learning environment, which helps foster a sense of belonging. *"When more faculty adopt a teaching philosophy inclusive of students' funds of knowledge, academic institutions as a whole become more equitable by reflecting the values and cultures of those they seek to educate."*²⁸

Here are a few ways to begin doing this:

Consult ace's work on internationalizing the curriculum – this resource is a good place to begin. It offers help on all aspects of internationalization from what the term means to practical advice on how to take steps in the process.²⁹ Some of the ACE recommendations are included below.

²⁵ Acknowledging that the curriculum is shaped by multiple forces we will focus mainly on what faculty control.

²⁶ For more on decolonization: Emejulo, Akwugo, (2017), "Another University is Possible," Verso Books blog, 12 January, 2017, (viewed 22 July, 2020 <https://www.versobooks.com/blogs/3044-another-university-is-possible>). Emejulo, Akwugo, (2017), "The University is Not Innocent: Speaking of Universities," Verso Books blog, 29 March, 2017, (viewed 20 July, 2020 <https://www.versobooks.com/blogs/3148-the-university-is-not-innocent-speaking-of-universities>). Stein, S. & Andreotti, V.D.O. (2016). 'Decolonization and higher education'. In M. Peters (Ed.), Encyclopedia of educational philosophy and theory. Singapore: Springer Science + Business Media. Doi: 10.1007/978-981. Stein, S. (University of British Columbia, Canada), Hayes, A. (Keele University, UK), Luckett, K. (University of Cape Town, South Africa) Editors (2021), 'Possibilities and complexities of decolonizing higher education: Critical perspectives on praxis', Teaching in Higher Education (Routledge) Special Issue (to be published Summer 2021). Tuck, E. & Wayne Yang, K. (2012). 'Decolonization is not a metaphor'. In Decolonization: Indigeneity, Education & Society, Vol. 1, No. 1, 2012, pp. 1-40.

²⁷ Glass, C. R., Kociolek, E., Wongtrirat, R., Lynch, R. J., & Cong, S. (2015). Uneven experiences: The impact of student-faculty interactions on international students' sense of belonging. *Journal of International Students*, 5(4), p. 355

²⁸ Bhati-Klug, Renee (2021) "Increasing Intercultural Competence Among University Faculty Through Cultural Intelligence Training", p. 17 (unpublished dissertation)

Make diversity part of your syllabus from the beginning of the semester – Integral to internationalization/decolonizing course syllabi is to actively engage in increasing diversity in the course content and materials.

◇◇ *Diversity isn't something we just pick up and tack on to a syllabus. Diversity calls for careful consideration of how to weave the subject into the curriculum.*

Faculty can examine what they are teaching, what they themselves bring in terms of diversity, and what's going on in the classroom. Make diversity part of the daily conversation. Use the word when explaining the course syllabus.³⁰

Internationalize your course content - include regional or global trends in the field as well as different national historical, political, and cultural perspectives. Be specific about relevant challenges for developing countries. Discuss, for example, intercultural issues in professional practice in the field and international and national laws, standards, and customs pertaining to professional practice in different national settings. Observe nuances of field-specific terminology in different linguistic and cultural contexts.

Internationalize your course material – as you increase your awareness of implicit bias, go through your course material and add more texts that explicitly include an international perspective on subject matter (e.g. in the topics presented, through non-US-based examples, and as part of problem sets and other assignments). Make sure to include books and articles written by diverse scholars from other countries and case studies that are set in non-US countries or explore international themes and challenges. Use foreign films, television, and radio broadcasts as sources.

Subscribe to life-long learning about your students' cultural background – a course syllabus is in large parts shaped by instructors' own schooling experiences, professional coursework, and professional experiences.³¹ It requires deliberate, constant, and life-long work from faculty to 'keep up' with how newer generations of more diverse and international students approach their field of knowledge. Similarly, to be more inclusive and relevant to a diverse student population, faculty must become and remain familiar with how their discipline is understood and practiced in other educational systems and traditions, and how different theoretical approaches are used elsewhere.

29 American Council on Education (ACE), (Viewed 15 March, 2021, <https://www.acenet.edu/Research-Insights/Pages/Internationalization/Intlz-in-Action-2013-December.aspx>)

30 Mark, R. "Incorporate Diversity into the Curriculum", The University of Georgia College of Family and Consumer Sciences, University of Georgia in Athens, Georgia, United States (viewed 15 March, 2021 https://www.fcs.uga.edu/docs/Incorporate_Diversity_into_the_Curriculum.pdf)

31 Haan, op.cit. p. 39

Pedagogy & Teaching Style

Language & communication and curriculum & course syllabi come together in the way we teach: our pedagogy and teaching style. International students come from a variety of backgrounds and may have grown up with very different approaches to teaching than those used in a US or other Western setting. This often becomes a main challenge for the international student.

According to Jin and Schneider, faculty by and large are aware that international students have “*different understandings about various aspects of the academic environment, including the professor-student relationship, teaching/learning styles, in-class participation, assignment requirements, and academic integrity.*”³² But much like we saw with the language challenge, faculty also express “*reservations about their own roles in working with a changing student population.*”³³ The view expressed often is, that it is up to the (international) student to adapt to the academic environment they have chosen to join, and not vice versa.

Glass et al. have shown, that faculty actually play a crucial role for international student’s ability to feel comfortable in the academic environment: “*Although social adjustment is often framed in terms of adjusting to student cultures of US peers, this study highlights that international students may be more likely to embrace, and more influenced by, their perceptions of adjusting to the academic and disciplinary cultures in which they are socialized by professors. Professors who structure equitable classroom dialogue widened this sense of inclusion and fostered a sense of connection among students from diverse backgrounds.*”³⁴

The typical “learner-centered” classroom, where students are expected to be active participants in the learning process, might be foreign to international students. This is especially true for those coming from more teacher-centered learning environments where asking questions or expressing opinions during class is not the norm. Formulating a question or expressing an opinion invariably takes longer in a second language. In some learning cultures asking questions is even considered inappropriate. Telling students that participation is important may not be enough. It is therefore essential to be patient and accept that some students’ means of participation are different and may take time to change.

As we have seen with language & communication and with curriculum & course syllabi, faculty play a key role in shaping a learning environment better equipped for international students to thrive and succeed in. Below are some ideas to begin addressing pedagogy and teaching style to be more inclusive to the needs of international students.

Continually encourage participation – many international students come from a ‘teacher-centered’ learning environment where asking questions is viewed as disrespectful. Continuously remind students that asking questions shows engagement and is encouraged. Accept that this approach is not universally recognized and that you have to put in ongoing effort to make international students feel comfortable with

³² Jin and Schneider, op.cit., p. 89

³³ Haan, op.cit. p. 46

³⁴ Glass et.al., op.cit., p. 364

the inclusion you are attempting to create. Be flexible when assigning course participation to a student's final grade.

Make explicit connections – different cultures often bring about different ways of thinking; thus, to increase international student's opportunity to follow be explicit about making connections between topics in the course, between readings and other course material, and between oral contributions to class discussions as well (*"I really like Yan's point about....and it ties in very well with what David said earlier..."*) Be explicit about what student and/or issue/idea you are responding to in a class discussion. This will help students follow your train of thought.

Assign groups for group work – don't let students self-select the composition of groups. Cooperative learning activities can be a strong tool in shaping an inclusive classroom environment that allows for the discovery and transcendence of differences through authentic experiences of cross-cultural interaction. But culturally mixed groups must be engineered by the faculty if intercultural contact as art of formal study is to take place. Devote time to check-ins with groups after assigning tasks to help make the groups work well.

Challenge cultural stereotypes – faculty play a pivotal role in making sure students don't apply cultural stereotyping. Send an unambiguous message that equality is key to a successful classroom for everyone and intervene instantly and every time stereotyping takes place.

Avoid asking, "do you understand?" - In some cultures, the focus on maintaining harmony may mean students refrain from stating they failed to understand a point the faculty was making. Instead, repeat the same idea using different words, or ask a student to summarize or repeat what you said. Don't avoid sophisticated or discipline-specific vocabulary, but do provide synonyms or explanations of unusual words – or ask a student to do so. Encourage students to ask about unfamiliar vocabulary.

Involve the whole classroom when addressing internationalization – do not leave it to the international students to carry the load of creating cultural diversity in the classroom. Every student has a role to play and must be challenged to do so by faculty.

Remember that you set the example – Always be respectful of all the beliefs, cultures, and perspectives expressed by the students in your class. This will encourage the students to do likewise with each other. You cannot allow students to criticize different religions or belief systems, no matter how much you want to respect their freedom of speech. Be mindful that sharing personal details about your life in some cultures is considered rude or even disrespectful, and students may not know how to respond.

Collaborate with international student services and admissions offices on campus – It is important to maintain regular communication and collaboration with your colleagues on campus who are the initial points of contact with international students and aware of their experiences and obstacles in their academics. Participate in their International Student orientations and events, so as to obtain additional resources and methods that you can include in your classroom and increase connection with your students.

What Can Your Institution Do?

There are a multitude of interactions between a university and an international students prior to the student entering the classroom. Most are handled by administrative and/or clerical staff in different administrative entities on campus and faculty as such play little to no part. Preceding these interactions, the international student will also have had to maneuver domestic and US institutions and bureaucracies to *become* an 'international student'. In other words, many things have happened before the international student arrives in the classroom and these things shape and impact the international student's experience even before any academic learning begins to take place. It is therefore worth reminding ourselves that as a faculty one arrives late to a conversation that already has been going on for a while.

When the international student enters the classroom and finds themselves struggling with the transition this very much becomes a local challenge faculty cannot escape. As we saw above, one pattern of response is to dismiss responsibility for the issue, proposing the *"responsibility for supporting international students lies outside of their classroom, either in increased university support structures or in stricter admission requirements."*³⁵

In the above we have suggested ways in which faculty can in fact address the challenges faced by international students in their classroom and take responsibility through adjusted pedagogies, internationalized curriculum, and more inclusive and linguistically responsive teaching.

That said, the university institution carries a huge responsibility and holds a huge opportunity to also redirect and adjust its support structures in a much more productive and inclusive way. Faculty play a role but will only be successful in their endeavor to support the international student better if the university institution rises to the challenge and plays its part. Better developed English programs for international students (Wu et al.), which might be relevant for some domestic students as well (Jones), and professional development and cross-cultural training opportunities for faculty teaching international students (Haan et al.) are but some of many institutional ways of providing better service.

An overarching suggestion offered by Jones is that a *"reimagining of the student experience may require us to reconsider the way our universities are structured and organized. The general tendency towards vertical institutional organization may limit our thinking and cause the international/domestic dichotomy to be perpetuated. Reorganisation for integrated service delivery may be impractical for some universities, but recognizing these issues and encouraging staff and faculty to work across structural boundaries could be a useful starting point."*³⁶

The common lack of linkage between international offices and the offices dealing with diversity, equity and inclusion primarily thought to be aimed at domestic students, is a further challenge that can easily be turned into an opportunity. *"There would seem to be value in making these interdisciplinary connections, learning from transition research and practice while at the same time drawing parallels between diversity in the domestic student population and heterogeneity among international students,"* as Jones frames it.³⁷

³⁵ Haan et.al., p. 43

³⁶ Jones, op.cit., p. 941

³⁷ Jones, op.cit., p. 941

CEO and Founder of Diversity Abroad, Andrew Gordon, sums up this opportunity very well when he says: “It’s not a secret that many of our institutions operate in silos. This operational structure can make it challenging to build meaningful partnership with non-international education colleagues to support international students. That said, partnerships with diversity & inclusion offices, other student affairs units as well as faculty is critical to ensure such professionals are cognizant of their role in fostering a climate of belonging for international students.”³⁸

³⁸ Gordon, Andrew (2020) “Fostering a climate of inclusion and belonging for international students” Monday, February 3, 2020, DiversityNetwork.org, (viewed November 11, 2020 <https://www.diversitynetwork.org/news/news.asp?id=487798>)

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