



UNIVERSITY OF WASHINGTON

Seattle, Washington 98195

RESEARCH REPORT: FACULTY SURVEY ON TEACHING INTERNATIONAL

STUDENTS

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BACKGROUND: 2008-PRESENT

These survey results update reports issued between 2008 and 2012. In July 2008 the Provost's English Language Working Group issued the first set of academic recommendations designed to respond to the increasing globalization of the University of Washington. Its report set in motion an institutional focus on "developing an appropriate array of support programs to help all students of whatever language background succeed in their university coursework." In response to increasing numbers of international students and other multilingual (I/M) speakers (the number of UW international students has tripled since 2008), the university has been in the process of developing a range of support systems. To best understand current needs on the Seattle campus, in Spring 2015, the College of Arts & Sciences with campus partners surveyed the voting faculty on the academic needs of I/M students as well as the pedagogical needs of the faculty who teach them. This report summarizes the survey findings within its six major areas. Note that the number of faculty responding to individual questions varied; response rate for each question is indicated in the appendices.

FINDINGS

Part I. Demographics

All voting faculty in the following schools and colleges on the Seattle campus were surveyed: Arts & Sciences, Built Environment, Business, Education, Engineering, Environment, Information, Nursing, Public Health, and Social Work. The survey comprised both quantitative and qualitative (open-ended) questions. Charts and tables summarizing quantitative demographic data appear in Appendix A. In sum, of the 377 faculty members answering the survey, 72%, (270) responded from the College of Arts and Sciences (CAS). This represents a 28% response rate from the largest college (also with the most international students). The next highest number of responses came from the Colleges of Engineering (32), the Environment (22), and Built Environments (20).

Responses by faculty rank reflected the relative numbers at (and graying of) the institution; that is, the largest number of responses came from full professors (177), followed by associate professors (103), then assistant professors (30).¹ Equal numbers of lecturers and senior lecturers were surveyed (92 each). Senior lecturers had the highest response rate overall (just under 30%)

With respect to typical class size, faculty members were asked to check all that applied, and responses varied greatly. While half the responses referenced teaching classes of 40 or fewer students, the other half reported teaching between 40 and ten times that. Few faculty (only 13) reported teaching classes with more than 400 students; however, 20 % of responses reported teaching classes of more than 100. Qualitative comments indicated that large class size added to the challenges some felt in responding to the needs of international students.

¹ 760 professors, 553 associate professors, and 269 assistant professors were surveyed.

Part II. Course Context: Assessment of Student Learning

This section surveyed how faculty assess student learning and participation. (Quantitative data appear in Appendix B.) *Writing in a variety of formats and lengths seems to be the most common method* (although to some extent this may reflect the survey options). The vast majority of faculty (330) indicated that they assign some sort of individual writing task. Most popular genres for writing assignments were shorter (200) and longer (182) essays, reading responses (124), other low-stakes responses (102; C/NC or worth very few points), reflections (81), short answers or proofs (79), and annotated bibliographies (58). The qualitative responses also reported a wide range of other genres, including proposals, op-eds, synopses, film reviews, blogs, online posts, reports.

The second most commonly reported assessment method was exams. Here, too, writing took center stage, with essays and/or open-ended questions used much more frequently than less writing-intensive forms of exams, such as multiple-choice or true/false questions. This tendency to emphasize writing is also apparent in the quizzes that faculty members give in their classes. Fifty-eight per cent of the survey respondents (218 out of 377) reported using quizzes to assess student learning; of those, 70% indicated that their quizzes comprise open-ended questions or essays. Qualitative responses added the use of “solving problems,” another written assessment vehicle, which was not listed in the original survey.

Participation proved another key method used to assess student learning. The sheer number of responses garnered (346 respondents reported focusing on participation) shows the importance the faculty attach to it. Later in the survey and in qualitative responses, we see that *one of the biggest pedagogical challenges reported by faculty teaching*

international/multilingual students is to generate class participation. Other ways participation is assessed include online homework systems, e-mail responses, and conferencing.

Part III. Teaching Experience: Benefits and Challenges of Teaching I/M Students

Benefits

- ❖ *International students bring new perspectives to issues discussed in class which invite students (and instructors) to rethink what they have too often taken for granted.*
- ❖ *In group projects, multilingual students bring different perspectives to problems and often encourage English language students to embrace broader definitions of how to address the problem.*
- ❖ *Students from immigrant backgrounds and non-US students often bring rich and different experiences and perspectives to class discussions.*
- ❖ *When I taught a class on revolutions and social movements last fall, I changed the course schedule so that the students from China could share their expertise on Hong Kong. They did a great job and contributed in a valuable way. An international student from Japan shared some of the most interesting observations in another class discussion.*
- ❖ *The international students offer [examples] from elsewhere and remind American students that the American way is not the only way - a very powerful teaching tool in and of itself.*
- ❖ *International Students can often give illustrations of how the principles taught in the class apply in contexts outside the U.S.*
- ❖ *International students help us "see" the US by sharing with us the things they find odd or different about our culture and cities.*

Virtually all respondents confirmed benefits that I/M students bring to their classes.

The majority (294 out of 377 total respondents) reported that international students enrich their classes by bringing a greater variety of perspectives to the coursework. Predictably, such views are expressed with respect to courses in the humanities and social sciences touching on

globalization, language and culture, or international politics and business. But appreciation for the contributions of I/M students was much broader:

- ❖ *I teach about both the science and the impacts of climate change. When I teach about the impacts of climate change, it is often useful to have an international perspective on climate policy as well as impacts.*
- ❖ *In engineering classes, these students often note that tools available in the US are not available elsewhere. Hence we are required to find alternate approaches to problem solving.*
- ❖ *In a seminar class, we discuss professional issues, one of which is outsourcing engineering work. The views of students on visas from Asia are particularly interesting and divergent from the views of US citizens.*
- ❖ *International students bring also different aesthetic perspectives to the class, which is quite important for art courses to expand the horizon of artistic practices.*
- ❖ *They are a terrific resource for widening discussions for all students to include truly global perspectives on globalization and global health*

Qualitative responses (Appendix C) value the varied perspectives and experiences that I/M students bring to the table. Their non-US, often non-Western, perspectives widen the scope of learning and its applications for both classmates and instructors. They are also considered a strong resource in cross-cultural collaborations (43%). And almost a third of respondents praised I/M students' ability to access additional materials in other languages.

Although not shared across disciplines, some, particularly faculty members in the natural sciences, math, and computer science, suggested that international students are better prepared academically, especially in terms of quantitative and programming skills. This view was expressed by 86 (25% of) survey respondents and was reprised in the qualitative data. ***At the***

same time, a number of qualitative responses noted that international students are as diverse as any other group and cautioned against generalizations.

Challenges.

- ❖ *It is hard to elicit these students' perspectives because of generally lower in-class participation.*
- ❖ *In large undergraduate classes, it is often difficult for international students to participate, depending on their willingness to do so, awkwardness because they perceive they have less English proficiency, and because they often don't have exposure to events, systems, histories that are part of the common knowledge of most youth who grow up in the US.*

In teaching international undergraduate students, the biggest pedagogical challenges faculty members report are generating class participation (70%) and assessing writing (51%).

Participation is also the most frequently mentioned challenge in the qualitative comments, often tied to faculty perceptions of the English proficiency of international students. Faculty seem to attribute a lower level of in-class participation to a lower level of academic language skills.

This analysis is complicated by the contrast between students' in-class and on-line participation. While 70% of respondents found it a challenge to generate in-class participation, only 7% reported challenges with on-line participation. This suggests that the lower level of in-class participation is not necessarily a sign of a lack of interest, motivation, or even academic language skills. Qualitative responses suggest a number of possible factors to explain different approaches to participation, including past educational experiences, different cultural expectations and attitudes toward in-class student behavior, students' relative lack of confidence and/or ability in their oral communication skills, and different concepts of politeness, shame, and respect for authority.

While there is a range of explanations for student performance, we would be remiss if we did not reference the unease expressed over language proficiency and knowledge of academic norms and expectations. Some comments express concern:

- ❖ *I am concerned that we are not serving international students well. The main issue I see is that their English is not good enough to communicate well.*

A small number of comments expressed real pique, for example:

- ❖ *it is hard to generalize about international/multilingual students. Some are excellent, and they thrive in my classes. Others don't have the basic English skills to understand what I am asking them to do (much less keep up with course material). It is the latter group that I really worry about, and frankly I'm afraid that UW is taking advantage of them for their tuition dollars. We have no business admitting (and accepting money from!) students who lack the basic language skills to succeed in our classes.*
- ❖ *In a large class, however, I have 145+ other students to worry about (here figuring c. 5 international students with inadequate English language skills). I can't give them individual lectures; I won't put every word I say on Power Point and read it to the class. What we as instructors really need is for some sort of program that students with inadequate English would take BEFORE trying to enter regular courses that would bring their language skills up to where they need to be to succeed. What we're doing now is unfair to them and to other students in the class. I wouldn't succeed in classes in China without such a program--why should we expect them to do this? Clearly the TOEFL is not doing what it is supposed to in identifying actual language skills--or, rather, what it is good at identifying is test-taking ability rather than the aural and oral and written skills students will actually need to succeed.*

More than 100 qualitative responses expressed concern over English language skills;

42 additional comments referenced writing, and 39 more expressed concerns regarding plagiarism; 30 mentioned participation skills. With respect to plagiarism, while respondents expressed substantial frustration, virtually all of the responses requested student support rather than punishment. The following two are typical:

- ❖ *...student may not be able to distinguish between "citations" and "plagiarism." Complete lack of awareness about the nature of plagiarism is real and, I am afraid, pervasive.*

- ❖ *I don't think we should come down as hard as we do on plagiarism--especially for first offenses*

Two other pedagogical challenges that received the most responses were “explaining course content” (38%) and “communicating course policies and deadlines” (30%); the latter is often attributed to international students’ lack of familiarity with a US educational system in which a student’s final grade is determined by multiple assignments and activities over the course of a quarter rather than a single final exam.

In contrasting teaching undergraduate vs. graduate international students, reported challenges differed in degree: assessing writing (51% vs. 34%), generating participation in class (70% vs. 27%), explaining course content (38% vs. 14%), and explaining course policies and deadlines (30% vs. 13%) were the top four pedagogical challenges. The numbers are significantly lower for graduate students, suggesting that their academic socialization, disciplinary knowledge, and perhaps language skills are greater. Perhaps not surprisingly, then, many more respondents reported that teaching international graduate students is not different from teaching other students (34% vs. 12% for undergraduate students). But fully two-thirds of respondents did see differences, which are reflected in our recommendation below for workshops that address graduate student issues.

Part IV. Pedagogical Changes

- ❖ *I make a special effort to define medical terms and abbreviations. These are hard for everyone, but especially multilingual students*
- ❖ *I am more attuned with their cultural backgrounds and try making references that are inclusive of it.*
- ❖ *I'm a little more focused on signposts, alerting students to the main points of what I'm saying and highlighting important points better, but I think this is just me learning to be a better teacher*

Questions in this section (Appendix D) focused on changes faculty have made as a result of the increasing number of I/M students. The qualitative responses were notable for their thoughtfulness and inventiveness.

Resources. *Almost half (43%) indicated that they have changed the resources they offer students.* Qualitative comments indicate the importance of writing centers. Both schoolwide resources, such as the Odegaard Writing and Research Center (OWRC) as well as disciplinary/departmental writing centers were mentioned frequently (the term *writing center* itself appears 73 times); along with libraries, they appear to be the main resource offered to I/M students. Several respondents requested a dedicated I/M student writing center. At the same time, faculty themselves are offering more in-class writing support, including providing more explicit instruction about assignments and addressing ways to avoid plagiarism. A full 73% of respondents reported increased use of online resources, including using course websites to post lecture notes, PowerPoint slides, and lecture videos. Ninety-eight percent of respondents recommend office hours to students. As many as 50 survey respondents mentioned explicitly offering to meet I/M students and others who need help outside of class during office hours. Some reported adding office hours, others that office hours were busier. Respondents reported setting up peer study groups and offering homework help sessions. Some faculty provide optional readings for students who need more rigor; others reported providing readings specifically aimed at providing background knowledge for international students.

Changes in presentation style. *Thirty-nine percent of survey respondents (142) reported changing their lecture or presentation style.* A number noted that they enunciate more clearly and speak more slowly to accommodate I/M students. Again, increased use of online resources

both scaffolds in-class presentations and facilitates student participation as faculty work to make courses more accessible to I/M students. While some reported using fewer pop culture references in class, others reported providing more explanations of same.

Modification of course content. *One hundred respondents (27%) indicated that they have modified their course content.* Qualitative comments most often describe internationalizing courses and/or extending discussion of course content to international contexts, particularly students' home countries.

Faculty also reported changing their assessment methods, utilizing options such as take-home exams and online assignments, and making exams more accessible through the use of simpler vocabulary and visual aids (figures/diagrams). It should be noted that those who reported modifications across these categories were not the only faculty responsive to a changing demographic. Qualitative data indicates that some who reported not making changes had already designed courses with diverse learners in mind, and many faculty reported making themselves available to all students to provide necessary support.

Overall, the thoughtfulness and inventiveness of the qualitative responses in this section was impressive. While one instructor reported “dumbing down” classes, the majority of respondents described a wide range of inventive accommodations to I/M students, with a number acknowledging that these changes helped all of their students and improved their teaching overall. The unedited qualitative comments below show the range constructive measures our colleagues adopt (italics and bolding are added).

Directions

- ❖ Work harder to provide very *concrete directions*
- ❖ more *scaffolded instructions*

- ❖ *clearer guidance* on homework assignments, *exam study questions provided many more days prior to the exam*

Classroom Techniques

- ❖ I try to *restate all student questions* before answering them.
- ❖ I *speak more slowly and repeat* more often, both within a given lecture and by recapping last lecture at the beginning of each new lecture
- ❖ I interrupt myself far more often to *explicitly invite questions*.
- ❖ I am more focused, often *announcing goals* for a particular class session at the beginning
- ❖ more care to *write down key information* on the board
- ❖ *writing down all of the key terms* that I expect them to take away from a lecture
- ❖ I'm a little more focused on *signposts*, alerting students to the main points of what I'm saying and *highlighting important points* better, but I think this is just me learning to be a better teacher
- ❖ I *preview questions*: "In a few minutes, I will ask you this question..."
- ❖ *provide time to think about a question* before asking for responses
- ❖ *More structure/visuals of structure* for lectures
- ❖ I now use *Powerpoint* as an 'anchoring' device in all of my classes. **Visuals help everyone**, but especially multilingual students
- ❖ *send class notes prior to lecture*
- ❖ *more breaks for feedback*; **probably good for the native speakers too**
- ❖ I have started "*cold calling*" international students in class.
- ❖ I try to have *more small group discussions before full-class discussions*
- ❖ I've incorporated ***more small group activities to provide a more comfortable forum for in class*** participation
- ❖ With small group activities in class, *I choose the groups* based on random assignment of numbers rather than letting students choose groups based on who they are sitting close to
- ❖ use of *online discussion* to increase participation of multilingual students
- ❖ *reframing my meaning of participation*, trying to have more different ways to participate, perhaps a little more scaffolding with assignments but perhaps that's not so much about having more multilingual students as just **my own development as a teacher**
- ❖ I *end the class a few minutes early* so that multilanguage students can *come up and ask questions*
- ❖ *webQs after class* where they summarize what they have learned and have a chance to ask questions privately

Accommodation to international student presence.

- ❖ *More sensitive to how I discuss the developing world*, as well as how I discuss genocide and war crimes
- ❖ Ask if any intl students and *make a point of getting their take on issues*.
- ❖ *More explanation of US events, pop culture, etc.*

Accommodation in terms of readings

- ❖ I have reviewed *quantity of reading* and realised that with domestic students I've always assumed they'll quickly skim, but international students don't have strong skills there. **I think my reading assignments are now better for everyone**
- ❖ *Multiple texts* on the same topic so participants can choose appropriate challenge in reading, short films from the teaching channel that demonstrate content in action.

Writing

- ❖ *More low stakes writing* before class discussion
- ❖ I use *more low-stakes writing* and more small groups
- ❖ I try various strategies like *writing reflections first* and then reporting to the group, or small group peer discussions in class

Assessment

- ❖ *assessing more on content* rather than form

To be fair not everyone was pleased with the need to make accommodations. Here is an example:

- ❖ I'd like the UW's budget model to recognize the need to teach international students entails more effort and work by faculty

Part V. Instructional Support

The good news is that more than half of those responding (51%; Appendix E) reported that they are either very confident or confident in their ability to effectively teach I/M students, while only 5% indicated that they are not. Qualitative comments suggest that this confidence derives from confidence in the ability to teach diverse students and a general sense that the challenges of, and/or solutions to, teaching I/M students are not materially different than those posed by other students. **Those who reported being less confident** in promoting I/M student learning often attributed this concern not to their teaching ability, but to issues that need to be addressed at an institutional level. **Most often mentioned (more than 100 comments) were students' relative unfamiliarity with academic language skills (something that requires**

institutional support) and to institutional challenges and policies, particularly large class size,

making it difficult to address individual student needs. Again, while not typical, a few faculty expressed substantial frustration. We share several of these comments here.

- ❖ *I often feel that we are letting these students down by not providing them with the resources they need to succeed.*
- ❖ *College of Arts and Sciences needs to invest resources in training faculty to teach international students. College needs to invest resources in mentoring and teaching writing to international students. The college has gained significant revenue by admitting larger percentages of international students, but has not directed significant portions of this revenue back into training for the faculty members (who deal with new student body) and the international students themselves. Shame on the UW!*
- ❖ *We're pretty much alone out there, in the classroom, adapting our teaching to a vastly changed student body. That it's taken the administration THIS LONG to wonder how we're doing says volumes about their priorities. The feeling among faculty is very much that the upper administration is doing a cash grab and only then, years later, wondering how everyone's getting on with that new international student situation. I worry that they care even less about how these students are doing. Some of these kids are 18 years old, for Christ's sake, away from home for the first time.*

Where faculty seek help. When asked about seeking help teaching I/M students, faculty members stayed close to home: Asking support from departmental colleagues and from students topped the list, receiving 190 and 171 responses, respectively. With regard to collaborating or consulting with other campus units, 70 faculty members reported that they consulted with CTL and 67 with OWRC. Others also mentioned disciplinary writing centers and CLUE. In the same way that faculty now rely heavily on online resources for students, 76% of those responding consulted online resources for themselves, while 56% consulted pedagogical books and articles.

Fifty-four faculty reported participating in departmental workshops on teaching I/M students, while 38 had participated in similar workshops organized by CTL. Some reported scheduling conflicts which prevented them from attending workshops and called for offering

similar workshops on a regular basis. Some faculty reported being aware of campus resources, others thanked us for bringing these to their attention and asked how they could be better informed about available resources.

Preferences for additional support.

When asked what additional support would be useful for teaching I/M students, 250 responses elected some sort of in-person support, among which departmental workshops (111) and focus groups (103) received the greatest response, followed by individual consultation (69) and campus-wide events (64).

Not all faculty were interested in resources for themselves. In their written comments, a number of faculty indicated that the resources aimed at improving I/M students' learning should be directed at the students themselves. (A few were emphatic that a lack of resources at UW and their own exhaustion made it unreasonable to ask them to do any more.) From whatever perspective, hoping for additional support for students was a robust theme: 144 respondents hoped to be able to offer more academic resources particularly in the area of writing support and acculturation to US academic norms and expectations. These areas will be addressed in our recommendations.

RECOMMENDATIONS

- ❖ *I am very glad that you are running this survey, and I very much hope that it will lead to substantial, not just marginal, change.*

Coordination

The University of Washington needs an International Student Academic Support

Coordinator. The recommendations below grow out of these survey results. If we are to institute the most efficient and effective support measures for students and faculty, we need ongoing coordination of the multiple units that can provide that support. Reprising the recommendation from the Provost's Working Group 2012 report, we believe that the position needs to be a senior faculty member. Tasks would include:

- Ongoing assessment of campus needs around I/M students including outreach to chairs/directors and faculty, and research on issues of language screening.
- Convening an academic support network
- Coordination and creative invention of appropriate support measures.
- Campus outreach around best practices for working with I/M students.
- Ongoing contact with peer institutions regarding best practices.

Student Support

Notwithstanding the sophisticated faculty responses to I/M students, there continue to be (robust) calls for student support. One recurring theme was the call for language support. A center of language teaching expertise is the International and English Language Programs. Students who enter the university with documented insufficient English language skills are required to take Academic English Program classes in the IELP. While these now earn credit, they are not covered by UW tuition. This makes it difficult for faculty members to recommend these classes and for student to self-select them (although some do). One faculty member reported a student *"taking a language class –it's helping a lot."* The first recommendation below echoes the Provost's Working Group 2012 report. The next grows out of the current survey.

Academic English Program (AEP) courses should be funded so that these are included in tuition, not as an add-on expense. Given the increasing English language proficiency scores of recent admits, only a small number of students are required to take AEP courses. We do not believe that credit-bearing courses that are part of our support network for matriculated students should require extra fees.

Undergraduate Classes and Workshops that address plagiarism, class participation, and US academic language and culture need to be developed. Workshops on topics such as prospectus and dissertation writing, delivering the research paper should be developed for graduate students. We do not think it appropriate to specify which units would be best equipped to offer these given our recommendation of academic support coordination.

Faculty Support

- ❖ *I feel like faculty have been left to figure this all out on their own. I would like more institutional support to do this new aspect of my job adequately. Given all the expertise on campus I am surprised there isn't more support for faculty (and going to even more meetings, workshops etc - doesn't usually work for me - and I assume many others - given how tightly packed my schedule is already). I would like to see a website/documents that contain responses to what have to be frequently asked questions that I can go to (and perhaps one where you could pose questions?). For example, what resources are there on campus that I can send multilingual students to for help withtheir writingunderstanding what plagiarism is (without making them feel like they're being accused of it) public speaking, etc.*

Faculty need an array of available resources, including disciplinary workshops, focus groups, individual consultations, online support, studio and other support course sections.

One-third of faculty responding wanted support in meeting the needs of a diverse student body. There was interest in virtually all of the measures surveyed.

Web Resources

Here we reprise one last recommendation from the 2012 report:

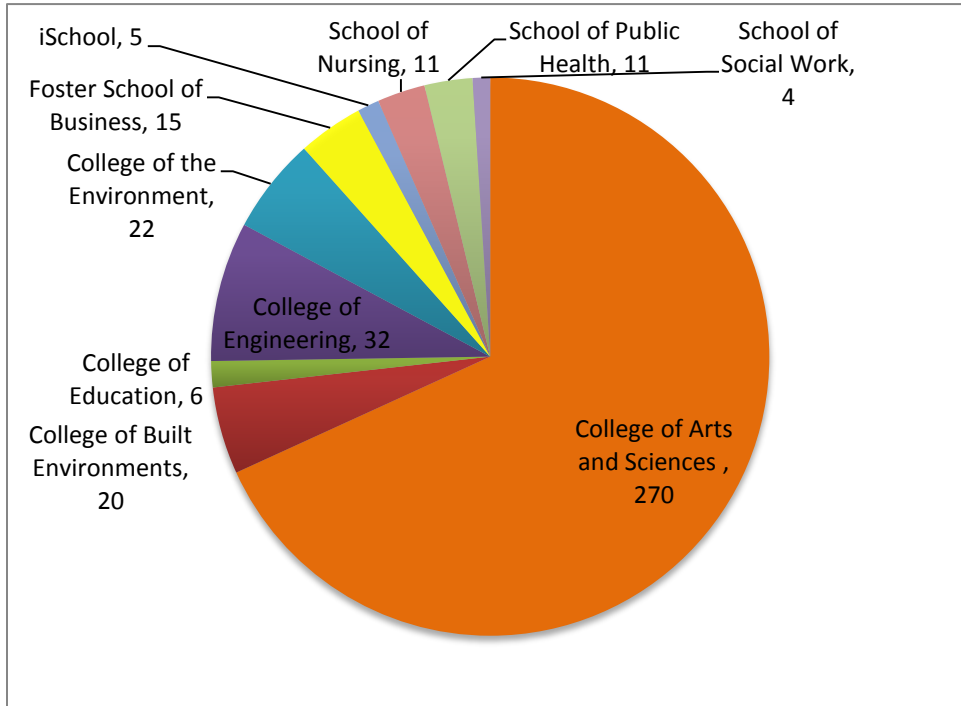
We recommend creation of a “tiered” website providing a resource map by which students, advisers, and faculty/TAs can diagnose issues and select appropriate support options.

Support works best when those receiving it make conscious choices based on a full understanding of their language strengths and needs. For I/M students, the website would be the portal to available language learning resources. For other members of the community, it would be the portal to help with teaching and learning support. We have begun construction of the website; the URL will be publicized when it goes “live.” For the website to remain current past this year will require ongoing research and maintenance.

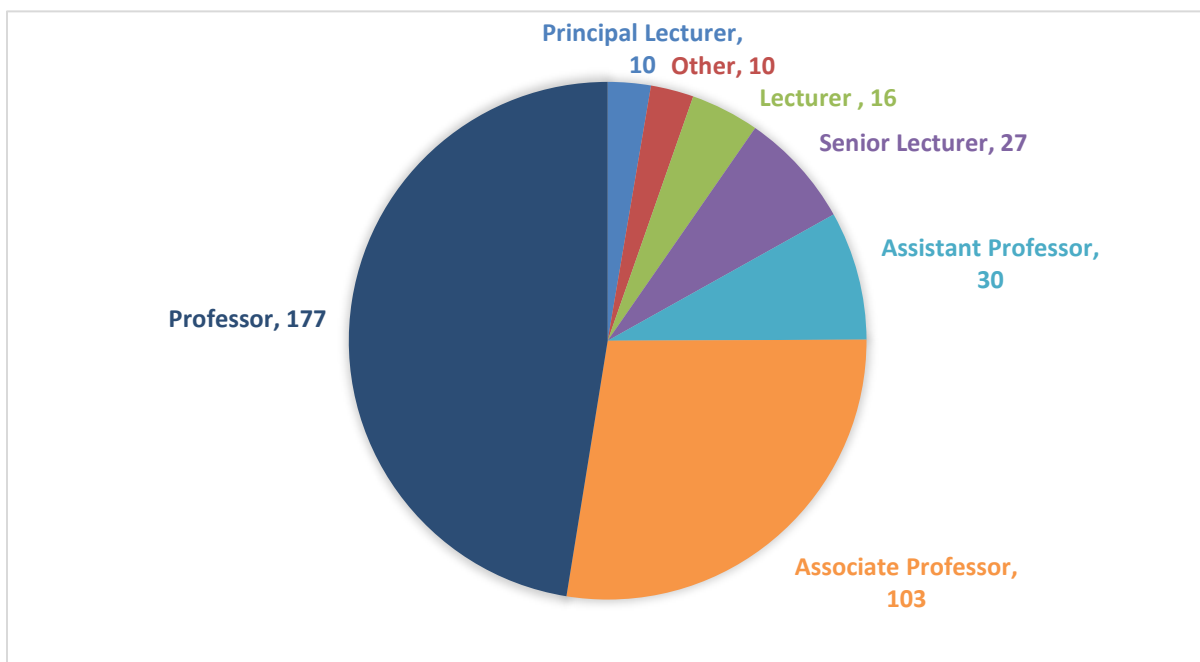
APPENDIX A

Demographics

Q1. In which schools and department(s) / program(s) do you teach? Check all that apply.

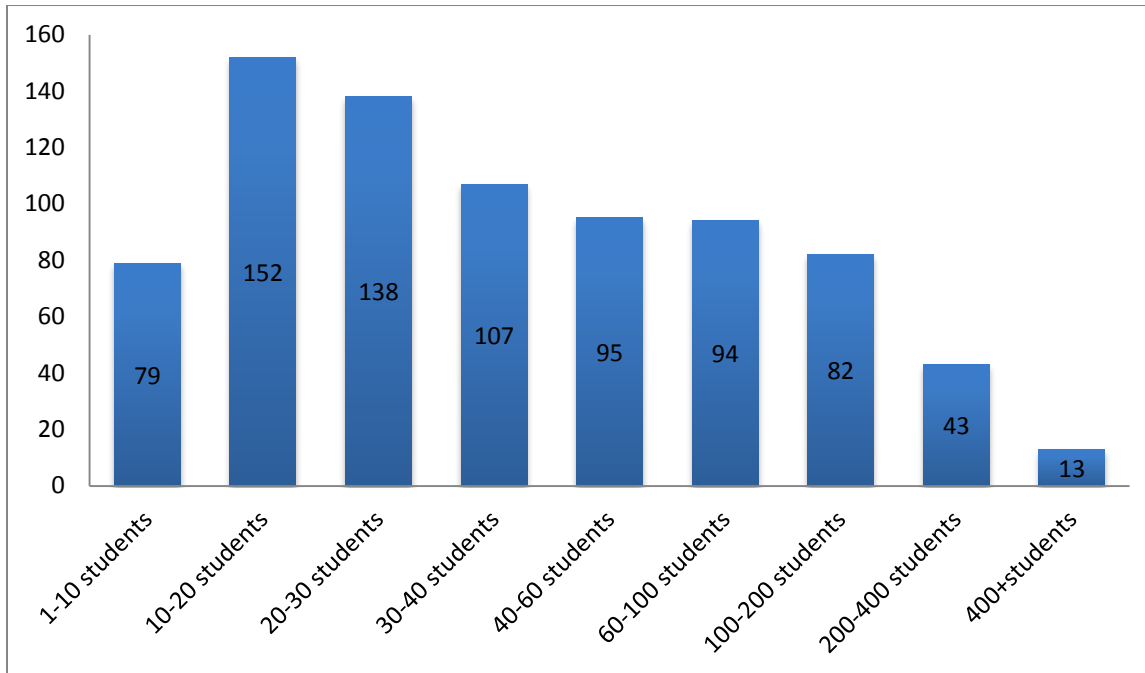


Q2. What is your title? Check all that apply.



Total responses (N): 370

Did not respond: 7

Q3. What is your usual class size? Check all that apply for the classes you teach.

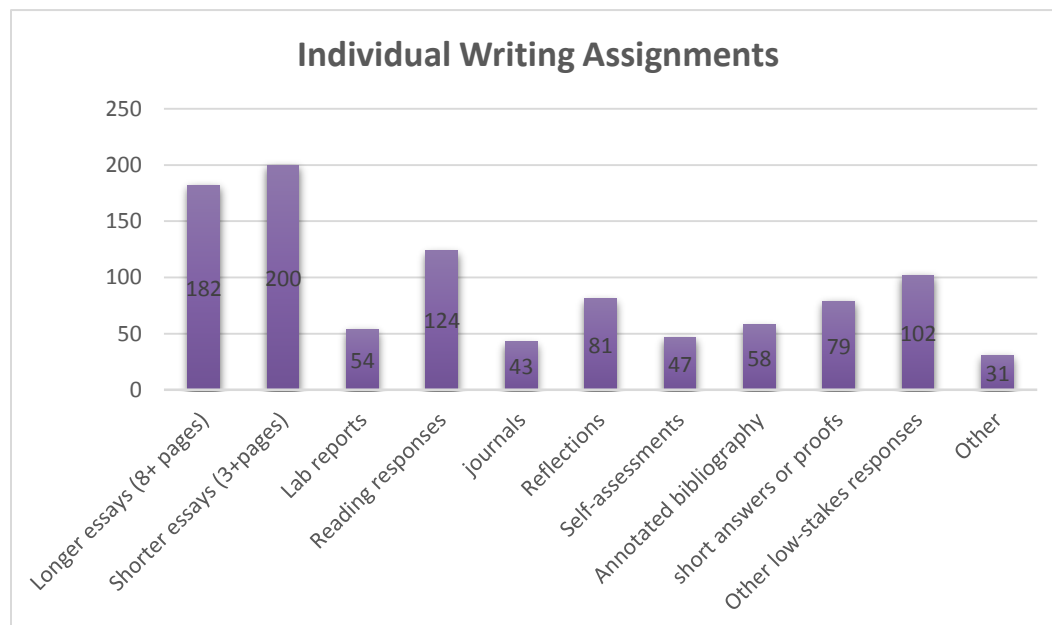
Total responses (N): 375

Did not respond: 2

APPENDIX B

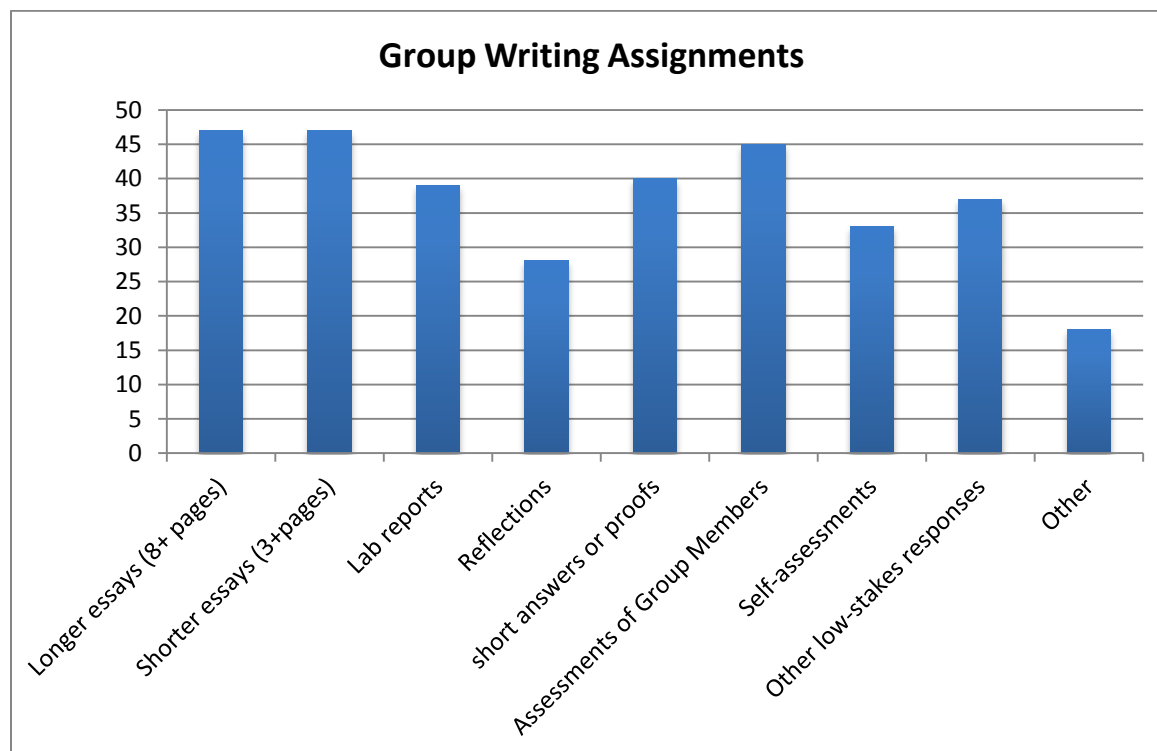
Course Context: Assessment of Student Learning

Q4. How do you assess student learning in your classes?



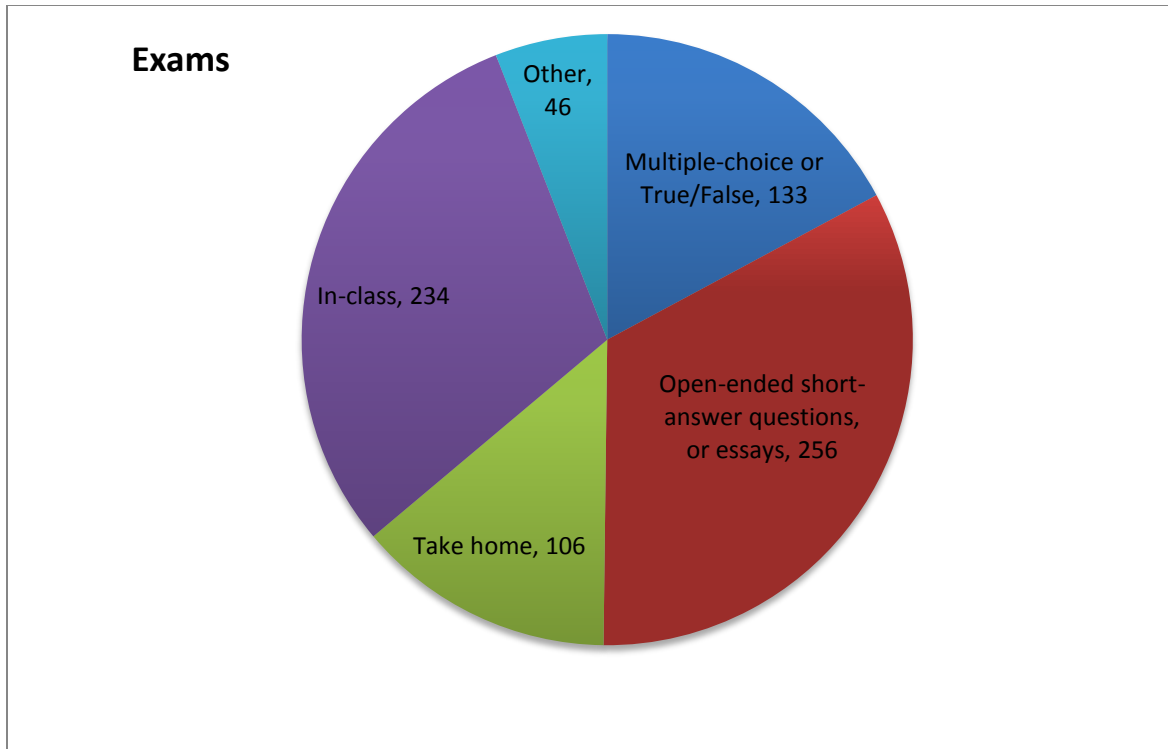
Total responses (N): 330

Did not respond: 47



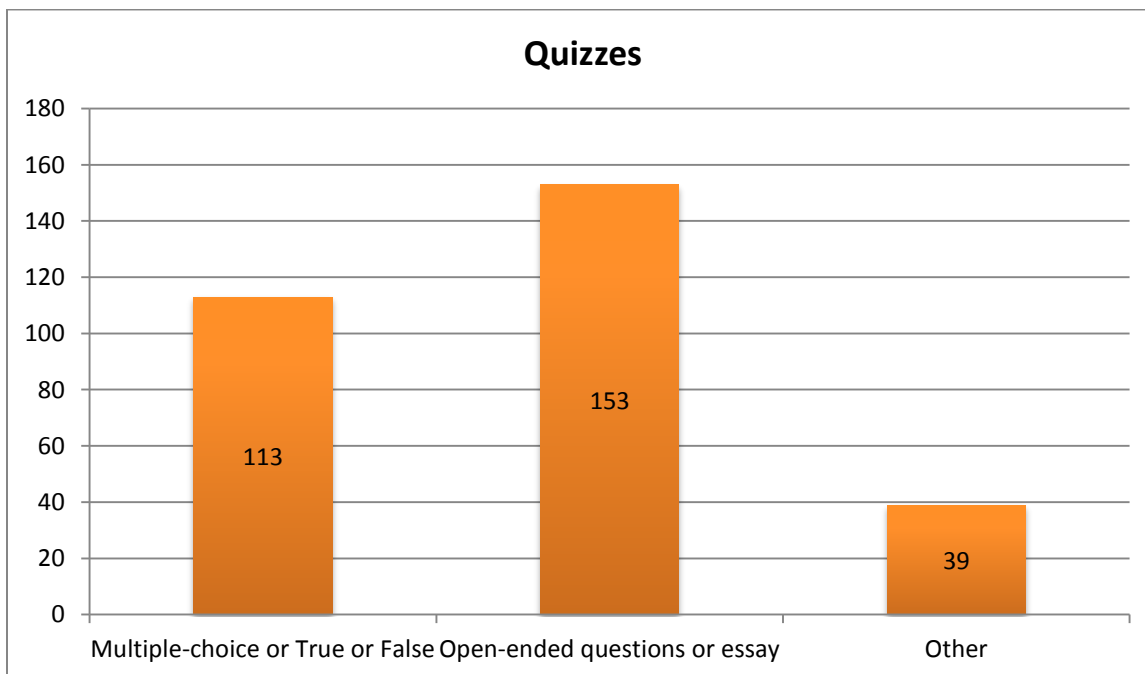
Total responses (N): 164

Did not respond: 213



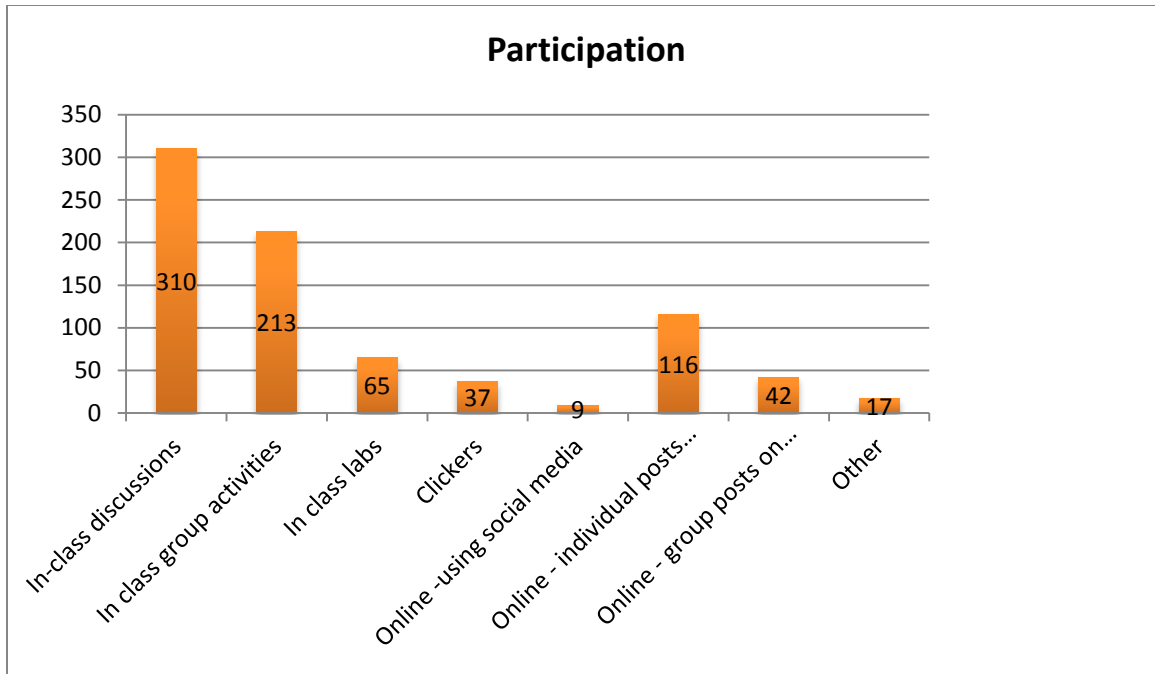
Total responses (N): 333

Did not respond: 44



Total responses (N): 218

Did not respond: 159



Total responses (N): 346

Did not respond: 31

APPENDIX C

Teaching Experience: Benefits and Challenges in Teaching I/M Students

Q5. What benefits do international/multilingual students bring to your classes?

	Frequency	Percentage
Greater variety of perspectives on the course content	293	86%
Greater depth in cross-cultural collaborations	147	43%
Ability to read and write in other languages	113	33%
Greater expertise in course content	86	25%
Higher quality of assignments	49	14%
Greater in-class participation	36	11%
Other	28	8%
Greater online participation	12	4%

Total responses (N): 342

Did not respond: 35

Q6. Do you experience any pedagogical challenges in teaching international/multilingual students? If so, which?

a. For Undergraduate Students

	Frequency	Percentage
Generating participation in class	228	70%
Assessing writing	188	51%
Explaining course content	138	38%
Communicating course policies and deadlines	109	30%
Assessing participation	99	27%
Fostering collaboration	64	17%
Designing assignments	53	14%
No challenges that are different from teaching other students	44	12%
N/A: I do not teach undergraduate students	37	10%
Other	29	8%
Generating participation online	24	7%

Total responses (N): 368

Did not respond: 9

b. For Graduate Students

	Undergraduate	%	Graduate	%
Assessing writing	188	51%	114	34%
Generating participation in class	228	70%	89	27%
Explaining course content	138	38%	47	14%
Assessing participation	99	27%	46	14%
Communicating course policies and deadlines	109	30%	44	13%
N/A	37	10%	37	11%
Fostering collaboration	64	17%	34	10%
Other	29	5%	20	6%
Designing assignments	53	14%	17	5%
Generating participation online	24	7%	13	4%
No challenges that are different from teaching other students	44	12%	114	34%

Total responses (N): 335

Did not respond: 42

APPENDIX D

Pedagogical Changes

Q8. Have you made any changes to your **course content as a result of the increasing number of international/multilingual students in your classes?**

Q9. Have you made any changes to your **lectures or presentation style as a result of the increasing number of international/multilingual students in your classes?**

Q10. Have you made any changes to your **class activities as a result of the increasing number of international/multilingual students in your classes?**

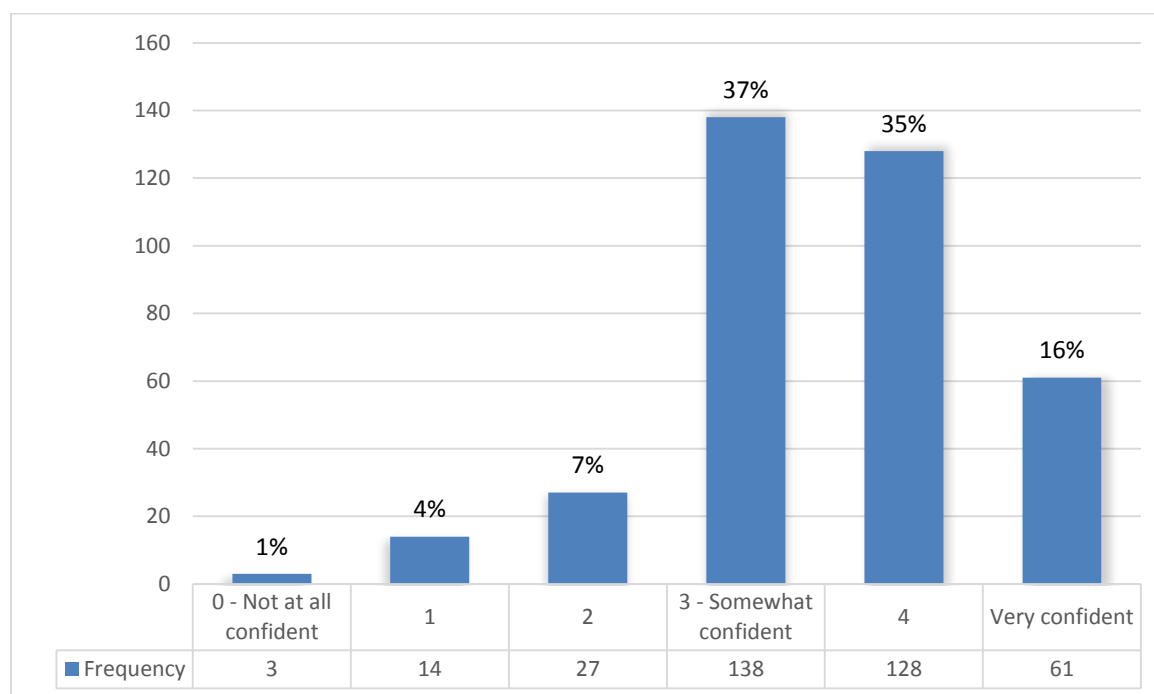
Q11. Have you made any changes to **the resources you offer students as a result of the increasing number of international/multilingual students in your classes?**

Changed the following aspect of their course as a result of the increasing number of I/M students	Yes	No	Other
The resources faculty offer to students	152 (43%)	194 (55%)	8 (2%)
Lecture or presentation style	142 (39%)	218 (60%)	5 (1%)
Course Content	100 (27%)	266 (72%)	3 (1%)
Class activities	82 (23%)	281 (77%)	1 (*0%)

APPENDIX E

Instructional Support

Q12. What is your level of confidence in your ability to effectively promote your international/multilingual students' learning?



Total responses (N): 371

Did not respond: 6

Q13. Have you sought out help for teaching international/multilingual students in any of the following ways?

Asking For Ideas and Support

	Frequency	Percentage
Asking for ideas or support from colleagues in my department	190	71%
Gathering feedback from students	172	64%
Asking for ideas or support from faculty outside of my department	97	36%
Asking for ideas or support from UW advisors or other staff	76	28%

Total Responses (N): 269

Did not respond: 108

Consulting or collaborating with other campus partners:

	Frequency	Percentage
Consulting with someone in the CTL	70	49%
Consulting with OWRC on writing assignments	67	47%
Consulting or collaborating with disciplinary writing centers	34	24%
Other or explain	30	21%
Consulting with someone in UW-IT for technology resources	19	13%
Collaborating with the CLUE	14	10%
Consulting with someone for Engineering Learning & Teaching	10	7%
Requesting an IWP writing link for my course	10	7%
Collaborating with another campus study center	7	5%
Consulting with IWP instructor teaching links to my course	6	4%

Total Responses (N): 142

Did not respond: 235

Participating in workshops or events:

	Frequency	Percentage
Participating in departmental workshops or facilitated conversations	54	60%
Participating in campus-wide workshops, learning communities, or facilitated conversations such as CTL facilitated conversation series “Designing and Grading Assignments for International Students and Everyone Else”	38	42%
Participating in campus-wide events such as the Teaching and Learning Symposium, and/or the English Department’s “Writing for All”	30	33%

Total Responses (N): 90

Did not respond: 287

Other

	Frequency	Percentage
Consulting online resources	78	76%
Consulting books or articles on teaching	58	56%
Other	11	11%

Total Responses (N): 103

Did not respond: 274

Q14. What kinds of additional support for teaching international/multilingual students would be useful for you?**In-person Support**

	Frequency	Percentage
Department or disciplinary workshops	111	44%
Small group consultations for self-selected groups facing similar issues	103	41%
Individual consultations	69	28%
Campus-wide workshops or events	64	26%
Cross-campus facilitated conversations or learning communities	51	20%
Dedicated studios or sections for multilingual students in large classes	48	19%
Disciplinary introduction courses for students accepted into your major	48	19%
Other forms of in-person support	38	15 %
Offering an IWP writing link to my large lecture course	37	15%

Total Responses (N): 250

Did not respond: 125

Online or Hybrid Support

	Frequency	Percentage
Recommended resource list with books and relevant scholarship	69	53%
Small group consultations, for self-selected groups facing similar issues	65	50%
Individual consultations	45	35%
Cross-campus facilitated conversations or learning communities	39	30%
Other forms of online or hybrid support	3	2%

Total Responses (N): 130

Did not respond: 247

APPENDIX F

Student Support

Q15. What types of learning support have you promoted for your international/multilingual students?

Office Hours

	Frequency	Percentage
Your office hours	338	98%
Your TA's office hours	218	63%

Total Responses (N): 345

Did not respond: 32

Resources

	Frequency	Percentage
Additional online/AV resources	93	73%
Panopto or other lecture capture tools	60	47%

Total Responses (N): 127

Did not respond: 250

Campus Partners

	Frequency	Percentage
Disciplinary Writing Centers	122	48%
UW Libraries	122	48%
One-to-one tutoring sessions at OWRC	119	47%
Academic English support course (ENGL 102 – 105)	48	19%
The CLUE	40	16%
Other or please explain	31	12%
Other campus study centers	15	6%
University learning skills course (GEN ST 101)	14	6%
Taking the IWP writing course linked to my large lecture	10	4%
Other writing centers	8	3%
Other classes	6	2%
Targeted Learning Communities at OWRC	5	2%

Total Responses (N): 253

Did not respond: 124

None/NA

	Frequency	Percentage
I have not promoted any additional learning for my international/multilingual students	42	78%
Option, please explain	12	22%

Total Responses (N): 54

Did not respond: 323