

APPENDIX A

Survey on Faculty Perceptions of Teaching in a Global Classroom

Q1. Which college are you primarily affiliated with at [the university]?

College of Communication
College of Computing
College of Education
College of Law
College of Liberal Arts and Social Sciences
College of Science and Health
College of Business
School of Music
School for New Learning
The Theatre School

Q2. What is your department? (write all the departments if you teach in multiple ones)

Q3. What is your academic status at [the university]?

Tenured Full Professor
Tenured Associate Professor
Untenured Tenure-line Faculty
Term faculty (Non-tenure-line full-time)
Adjunct faculty

Q4. What is your ethnicity? [Please check one]

White
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
Hispanic
Mixed Race
Other

Q5. Were you born in the US?

Yes
No

Q6. If you were born in the US, have you ever studied abroad or sojourned for more than 1 month in a country/region where English is NOT a dominant language?

Yes

No

Q7. How many languages other than English can you speak fluently?

0

1

>1

Q8. During any given academic quarter, how many of the students in your classes do you estimate to be international students?

0~10%

11~25%

26~50%

>50%

not sure

Q9. What unique positive attributes, if any, do international students bring to your classes? (You may write “none” if you think there is none.)

Q10. What unique challenges, if any, do you think international students face on a university campus in the US?

Q11. In working with international students, what unique challenges have you encountered inside and outside of the classroom? (You may write “none” if you think there is none.)

Q12. What specific in-class and out-of-class practices have you found are most effective for supporting the success of international students?

Q13. Please identify how often you typically use the following teaching practices to accommodate international students in your classes. (Choices: *Always Often Sometimes Rarely Never*)

I adapt my communication style so that my language is more comprehensible.

I consider my students' cultural backgrounds when planning my curriculum.

I take into account students' language backgrounds when assigning groups.

I make various accommodations in teaching and assessments, e.g. allowing students to use a bilingual dictionary during a test.

I grade the work of international students more leniently.

I actively create opportunities for international students to bring their unique cultural knowledge to class activities and assignments.

I recommend the use of campus support centers when it might be helpful.

Q14. What role do you think university faculty should play to help international students successfully integrate into both academic and social life in the US?

Q15. Would you benefit from more resources and support in the teaching of international students?

Yes

No

Not Sure

Q16. If you would like more support, please indicate how likely you would be to use the following possible resources. (Choices: *Extremely likely, Somewhat likely, Neither likely nor unlikely, Somewhat unlikely, Extremely unlikely*)

Scholarly readings about teaching international students

Workshops or presentations by [university] faculty about best practices for teaching international students

Workshops or presentations by outside experts on best practices for teaching international students

Easily accessible information about existing [university] resources for supporting international students

Q17. What ideas do you have for other resources that would help in your teaching of international students?