Internationalizing the Faculty:
How to Better Prepare Professors for Today’s International Classroom

Karin Fischer, The Chronicle of Higher Education
Jun Liu, Stony Brook University
Charles A. Calahan, Purdue University
Internationalizing the Faculty:
How to Better Prepare Professors for Today’s International Classroom

Karin Fischer
Senior writer

The Chronicle of Higher Education
INTERNATIONAL STUDENTS IN THE U.S. 1953/54 – 2015/16
1,043,839 international students studied at U.S. colleges and universities in 2015/16.

In 2015/16 there was an increase of 7% over the prior year in the number of international students in the U.S.

$35.8 billion was contributed to the U.S. economy by international students in 2014/15. (Source: U.S. Department of Commerce)
International students as a proportion of all higher education

- District of Columbia: 12%
- Massachusetts: 12%
- New York: 9%
- Washington: 8%
- Delaware: 8%

5.2% of all U.S. higher education students are international, with greater proportions in some states and districts.

Data Source: OpenDoorsReport

#AIEA2017 | www.aieaworld.org | aiea@duke.edu
60% of international students come from China, India, Saudi Arabia, and South Korea.
Students increased by **23%** in OPT, the fastest growing academic level.
Challenges to Teaching in an International Classroom

• Rapid, unprecedented enrollment growth
• Different learning styles
• Younger students
• Less proficient in English
• Concentrations of students from specific countries
• Concentrations of students in specific disciplines
• Lack of faculty training
Internationalizing the Faculty: How to Better Prepare Professors for Today’s International Classroom

Dr. Charles A. Calahan
Global Learning Faculty and Student Development Center for Instructional Excellence
Purdue University
My Classroom with 30% International Students
What faculty experience ... 

It is really confusing!!!

Four

No Three
“An understanding heart is everything in a teacher.” – Carl Jung

• Not all students are the same … nor learn the same way
• What is good for learning with International students is good for the Domestic students
• Need clarity when communicating
• Provide access to resources
• Repetition and reminders
• English as a second language presents challenges and opportunities
Self-Aware & Aware of the Other
Four Core Phases of Diversity & Intercultural Dexterity

Interacting more effectively and appropriately with culturally different others”—bridging cultural gaps”—means:

- Increasing cultural and personal self awareness through reflecting on our own experiences, past and present;

- Increasing awareness of others within their own cultural and personal contexts;

- Learning to manage emotions and thoughts in the face of ambiguity, change, and challenging circumstances & people

- Learning to shift frames, attune emotions and adapt behavior to other cultural contexts.

Michael Vande Berg, PhD, © 2015
Internationalizing the Faculty: How to Better Prepare Professors for Today’s International Classroom

Dr. Jun Liu
Vice Provost for Global Affairs
Dean for International Academic Programs and Services
Stony Brook University
Top 10 Strategies

1. Have clear expectations of the students
2. Find ways to know who these international students are and their preferred learning styles
3. Assign readings and ask questions ahead of time
4. Maximize the office hours
5. Adjust pedagogical approaches
Top 10 Strategies

6. Use group work effectively
7. Encourage email communication and social media
8. Have constant feedback from students
9. Know how to deal with silence
10. Know how to deal with plagiarism
Contact information:

Karin Fischer
Email: karin.fischer@chronicle.com
Twitter: @karinfischer

Chuck Calahan
Email: calahanc@purdue.edu

Jun Liu
Email: jun.liu@stonybrook.edu