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# International Students in the Classroom: A Faculty Learning Community

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*SIT Graduate Institute*

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International Students in the Classroom: A Faculty Learning Community

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PIM 72

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Intercultural Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

May 2014

Advisor: Lynée Connelly

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### **Abstract**

International students represent about 5.4% of the total student body at the State University of New York College at Plattsburgh. However, roughly a third of academic dishonesty cases which have been reported since the 2010-2011 academic year have been international students. The needs assessment and literature review presented in this paper point to the importance of involving academic departments in strengthening support for international students not only in avoiding plagiarism, but also in being academically successfully. Furthermore, it is argued that international students' cultural diversity holds incredible potential for enhancing the educational experience of all students.

Based on that rationale, this proposal outlines the design of International Students in the Classroom, a year-long faculty learning community that seeks to support academic staff at the State University of New York College at Plattsburgh in adjusting to the teaching and learning implications of a growing international student population. Participants will particularly focus on developing pedagogical practices which create more culturally inclusive learning environments. By so doing, faculty will be in a position to help international students learn more effectively, and encourage their classmates to learn more effectively from them.

*Keywords:* international students, learning community, plagiarism

## Introduction

The State University of New York College at Plattsburgh (SUNY Plattsburgh) is a mid-sized, four-year public comprehensive institution which currently hosts 345 international students from 63 countries. Since Fall 2010, the institution has had 183 submissions of *faculty reports of academic dishonesty transmittal forms*, out of which 57 (31%) were on international students. Furthermore, out of those 183 transmittal forms over the course of the past four academic years, 24 turned into judicial charges; meaning the student in question did not take responsibility and requested a hearing. Five (21 %) of those 24 cases were international students. Additionally, in the same time period, seven students have been suspended for a second violation of academic dishonesty cases, three of which (43%) were international students. These statistics are even more significant when considering that SUNY Plattsburgh's 345 international students represent roughly 7% of the approximately 5,000 students at the institution.

Many other higher education institutions encounter their international students struggling to avoiding plagiarism as well. That is not surprising when one considers that "the concept of plagiarism is fully embedded within a social, political, and cultural matrix that cannot be meaningfully separated from its interpretation" (Scollon, 1995, p.23). This concept implies that what is perceived as plagiarism varies between cultures. Furthermore, plagiarism "exists, not in law based on constitutional statute, as copyright does, but as institutional rules and regulations [...] that are based on western academic conventions that are formulated and interpreted somewhat differently across institutions" (Myers, 1998, para. 5). Moreover, "plagiarism as a form of misconduct is taken more seriously in some parts of the world than it is in others" (Thomas, 2004, p. 421).

With that in mind, it makes sense that international students who have been academically successful in cultures that have a different interpretation of plagiarism may struggle with understanding the importance that the U.S. education system places on what is considered academic integrity. For the purposes of this paper, the definition of plagiarism will be that of SUNY Plattsburgh's academic code of conduct: "the willful misrepresentation of all or part of another's work as one's own" (SUNY Plattsburgh, p. 1).

This paper establishes a theoretical foundation which examines how an interpretation of plagiarism as culturally relative can inform institutional support for international students to avoid it. Furthermore, a subsequent needs assessment makes a case for SUNY Plattsburgh to move toward a more holistic and collaborative approach to supporting these students. Specifically, it points to the importance of involving academic departments in helping international students avoid plagiarism, as well as become academic successfully. Moreover, it emphasizes that adapting to the influx of international students should be perceived as an opportunity to develop more culturally inclusive pedagogical practices, which will benefit all students. As argued by Ryan and Helmundt (2005), international students "need to be afforded full rights to participation and success in the classroom, in order for them to learn effectively and for others to learn effectively from them" (p. 14).

This paper proposes the design of International Students in the Classroom (ISIC), a faculty learning community (FLC), as a year-long, professional development opportunity to be implemented during the 2014-2015 academic year. ISIC looks to help faculty become empowered to embrace both the challenges and benefits of having international students in their classrooms. The program complements efforts that are already established by the



Global Education Office (GEO), the Feinberg Library, and other support services offices to support students in avoiding plagiarism.

### **Theoretical foundations**

#### **International students and plagiarism**

According to Park (2003) “One group of students who regularly feature on the ‘at risk’ list is international students for whom English is not their first language” (p.280). Others (Dekert, 1993; Hayes & Introna, 2005; Leask, 2006; McCabe & Trevino, 1993; Myers, 1998; Ryan & Carroll, 2005; Song-Turner, 2008; Sun & Chen, 1999) agree that international students at other western higher education institutions often struggle with the expectations the academic community has of them, particularly in regard to policies about plagiarism. The literature presents various reasons why that is the case.

Schmitt (2005) states that most students she has met “understand the concept of plagiarism regardless of where they come from. They may not, however, understand the specifics of what is considered to constitute plagiarism, or may consider it a valid writing strategy” (p.69). Similarly, Ryan and Carroll (2005) make an important contribution by stating that “international students arrive with a set of skills and experiences which have equipped them in the past to be successful but which may not be fully useful in their new setting” (p.5). This perspective is valuable given that the inadequacy of these students’ skills in a new academic setting may at first be perceived as general incompetence, as opposed to the need to develop new skills. Supporting this viewpoint are the results of a survey given to 68 students in two graduate programs at an institution in Australia. The results indicated that “students tended to plagiarise for a range of reasons, of which

language problems and skill deficiencies were the two most obvious issues” (Song-Turner, 2008, p. 49).

Beyond language and academic skills deficiencies, other factors such as “pressure to achieve higher grades; time management issues; [...] cultural differences (with respect to pedagogic and writing practice); attitude/belief that cheating is acceptable; inattention to citation practices” (Yang & Lin, 2009, p. 4) also play a role in some international students’ struggle with plagiarism. Additionally, the literature also shows that students who are not satisfied with the class, or do not find it interesting, are more likely to plagiarize in their assignments (Hayes & Introna, 2005, p. 214). Similarly, it is argued that the greater communication and respect there are between a student (not just international) and the professor, the less likely the student is to feel motivated to cheat or plagiarize in that class (Francis, 2014).

Parallel to the rationales listed thus far, Leask (2006) argues that the challenge that some students experience in avoiding plagiarism may be an ideological problem “rather than a lack of skill or a conscious attempt to cheat the system” (p. 188). She seconds Scollon (1995) in saying that what the students experience may be “an unconscious resistance to an implicit ideology” (p. 6). Myers (1998) supports this idea, and further argues that viewing students’ struggle with plagiarism from an ideological perspective “reflects a different moral stance transcending the usual stereotypes relating to collectivism/individualism usually trotted out to explain Asian students’ attitudes” (para. 24). This idea invites us to reevaluate our understanding of the concept of plagiarism as deliberate dishonesty; an assumption on which many of the prevention approaches for domestic students in the United States is based. The argument takes the concept of

plagiarism away from the world of dishonest behavior and into one of cultural relativity. That is valuable because “it is important to go beyond simplistic assertions about plagiarism as a moral issue, and examine it from other perspectives” (Myers, 1998, para. 6).

Leask’s (2006) and Scollon’s (1995) argument has some important implications for SUNY Plattsburgh’s approach to supporting international students. The first is recognizing that some students’ alternate views of plagiarism may be deeply ingrained in them. Therefore focusing solely on academic skill development in the students may not be enough to keep them from plagiarizing. What may be a more effective approach is to supplement the skills development with efforts to develop culturally inclusive learning environments in the classroom. A first step in that direction is to acknowledge that students’ differing views of plagiarism are not wrong; they are simply different. Moreover, academic environments should also encourage exploration of other ideological and cultural differences to serve the learning, not only of international students themselves, but of domestic ones as well. ISIC seeks to assist SUNY Plattsburgh faculty in facilitating and promoting those kinds of learning environments in their classrooms.

Overall, the literature makes it clear that the majority of international students are likely aware of the concept of plagiarism, however other factors influence why they may still do it in their writing. Suggested rationales are that international students may plagiarize for three main reasons: lack of skills needed for a new academic environment; ideological differences between their own culture and that of their host institution; and lack of understanding of the specifics of what constitutes plagiarism. Looking at those factors, it is evident that central to the rationale for why some international students tend

to struggle with plagiarism, is the fact that these individuals come from cultures that are different from that of the United States. All reasons are directly related to the fact that these individuals are from other countries. Conversely, that fact is precisely the reason why international students also have the potential to contribute so much to SUNY Plattsburgh.

### **Implications for faculty**

If one considers that academic honesty as it is understood in the United States is at the heart of educating critical thinkers, a core value of SUNY Plattsburgh (SUNY Plattsburgh, 2013, p. 1), it is clear that plagiarism directly affects faculty members' ability to accurately assess a students' learning. Additionally, differing values and expectations of what constitutes academic excellence may pose significant obstacles for classmates working together on group assignments, if guidance has not been given for students to work through those differences. In that case too, learning would be impacted.

As argued by Altbach and Knight (2007), as well as Luo and Jamieson-Drake (2013), international students have the potential to be a rich source of internationalization for college campuses. But that potential needs to be cultivated and supported. International students "need to be afforded full rights to participation and success in the classroom, in order for them to learn effectively and for others to learn effectively from them" (Ryan & Hellmundt, 2005, p. 14). It is with that in mind that faculty "need to consider the learning and teaching implications of the increased numbers of international students" (Yang & Lin, 2009, p. 1) in their classes. It is the role of faculty to facilitate students' learning, and therefore they need to be competent themselves in communicating across cultures. They

also need to be educated about the unique learning needs of international students and what they can do to meet them.

McLean and Ransom (2005) argue that to embrace a culturally diverse learning environment it is necessary for both students and staff to focus on two key points: (1) To understand the assumptions that underpin [their] own thinking, learning, writing, communication styles [...] and (2) to learn about the cultural encoding of others. These processes go beyond linguistic, racial or ethnic difference to include the way we think, teach and learn (p. 46). The sought outcome is to develop the ability to communicate effectively across cultures, which will ultimately help students and faculty understand each other better.

As discussed in the previous section, a reason some international students plagiarize is because they do not have the adequate academic skills to produce the work that is asked of them. Thus, the institution has “the responsibility to communicate clearly, to make expectations explicit, to provide students with many opportunities to practice new and complex skills” (Leask, 2006, p.189). At SUNY Plattsburgh, there are already a few ways in which students are informed about plagiarism. The general expectations that the academic community has of them are explained to them, and they are warned about the consequences of plagiarizing. But the classroom is the place where the students get to actually practice those skills and faculty should consider that in their teaching practices. Faculty may need to reinforce what plagiarism looks like in their particular discipline, and provide guidelines for what outcomes they expect from specific assignments.

The development of new skills is one of the most crucial aspects to keep in mind to help international students avoid plagiarism. Schmitt (2005) tells us “we need to think of

university of students as learners of both disciplinary knowledge and ways of doing” (p. 73). Part of learning new ways of doing may involve having open conversations about the differences between academic practices. Given that for some students this may be an uncomfortable conversation based on cultural boundaries (such as differing understandings of hierarchy), it is essential that the faculty or staff leading these discussions have an adequate level of intercultural competency. As stated by Hayes and Introna (2005), “the conditions should be created for students to freely discuss their [...] practices with academic staff as a means to move beyond these practices” (p.229).

In order to allow students to practice skills necessary to avoid plagiarism, McDonald and Carroll (2006) propose focusing on maintaining a learning environment that is centered on quality assessment. They emphasize the importance of “assessment-led solutions which focus on using low stakes, formative (as distinct from high stakes, summative) assessment” (p.243). According to the authors, this approach promotes assessment *for* learning, as opposed to *of* learning. It also deters plagiarism, as it allows students to develop skills and improve on previous mistakes, instead of focusing their energy on a single summative assessment that dictates the majority of their grade.

A final implication for faculty involves collaboration with other departments in the institution who already have structured efforts in place to support international students in avoiding plagiarism. Both Leask (2006) and McDonald & Carroll (2006) emphasize the need for a holistic campus-wide approach to deterring plagiarism among international students. As will be evident in the needs assessment, this step is likely one of the most crucial changes for SUNY Plattsburgh to take in order to strengthen support for these students.

**Faculty learning communities**

An FLC is “a cross-disciplinary faculty and staff group of six to fifteen members who engage in an active, collaborative, [...] program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building” (Cox, 2004, p. 8). FLCs can be for a specific cohort, or to explore a common pedagogical interest. In the case of ISIC, faculty will come together to focus on enhancing the learning experience of international students in the classroom, giving special attention to the development of pedagogical strategies to help deter them from plagiarizing.

Cross (1998) argues that in a learning community “people construct knowledge by working together, not just cooperatively but interdependently; [...] thus it fosters active learning over passive learning, cooperation over competition, and community over isolation” (p.5). Those characteristics make FLCs an excellent vehicle for meaningful professional development for faculty at SUNY Plattsburgh. By participating in ISIC faculty will have the opportunity to reflect on their own teaching practices as well as learn with and from colleagues who represent a variety of disciplines. “Multidisciplinarity and community are the two key components that allow FLCs to excel in teaching and learning pursuits” (Cox, 2004, p. 9).

Those two components are present in the FLCs which the Center for Teaching Excellence (CTE) at SUNY Plattsburgh currently offers. The CTE Director, who facilitates the FLCs, focuses heavily on developing a supportive environment in which faculty can share successes and failures, and discuss innovative ways to move forward with issues they are encountering in their classrooms. Those FLCs gather around a specific topic or bring

together faculty members who are new and untenured. In the first scenario, participants “visit each other’s classes and then discuss what they learn about teaching from each other” (“SUNY Plattsburgh,” n.d., para. 2). However, neither of the groups currently adhere to a structured curriculum. In contrast, ISIC looks to provide a substantial syllabus to focus the learning that takes place throughout the program, while maintaining the support group aspect of the FLCs currently offered by the CTE. See Appendix A.

### **Program Description**

ISIC is a professional development opportunity for faculty members at SUNY Plattsburgh who wish to enhance their teaching practices in regard to international students. The program is to be implemented by the CTE on the main college campus in Plattsburgh, New York. ISIC consists of eight, hour-and-a-half-long group sessions which take place throughout the 2014-2015 academic year. The program provides a space in which participants meet to reflect on their own teaching practices, share challenges and successes with each other, and learn about innovative ways to teach international students. Participants will learn applicable strategies to use international students’ cultural difference as a resource for learning rather than allowing it to be an obstacle. Participants will spend a considerable portion of the program understanding international students’ struggle with the concept of academic honesty, and devising ways to support them in preventing plagiarism.

The sessions are discussion-based and are facilitated by the Director of the CTE. The program incorporates a variety of learning resources such as a guest intercultural trainer, speakers from relevant on campus offices, a panel of international students, and literature and research on the different study foci.



**Participants**

A key aspect of faculty learning communities is the cross-disciplinary nature of the participant group (Cox, 2004). Accordingly, faculty from all academic departments and ranks at SUNY Plattsburgh are encouraged to apply. ISIC seeks to attract faculty who wish to improve their teaching practices with regard to international students. This faculty may have struggled in the past with challenges of having international students in the classroom, but are invested in providing a better learning experience for their students. Participation in the program is voluntary. For purposes of maximizing learning, enrollment will be limited to 12 faculty members. Finally, the program adapts to the needs of the participants by limiting the number of sessions to eight. Having only four sessions in each of the academic semesters allows for flexibility in scheduling around participants' busy schedules.

**Timeline**

The FLC is designed to run over the course of the 2014-2015 academic year. The group will meet for eight sessions. It is suggested that the FLC meets roughly every three weeks; however, the timing of the sessions will be dictated by the participants' schedules. This flexibility will be important in maintaining a positive learning environment and minimizing the stress caused by the time commitment professors will make for this professional development opportunity. A timeline for program delivery is provided in Appendix B.

**Needs assessment**

The assessment process took into account the needs of international students, the faculty, and SUNY Plattsburgh as an institution. A survey was distributed electronically to

all international students at SUNY Plattsburgh. Additionally, in-person interviews were conducted with four faculty/staff members who had experience being involved, in different capacities, with cases of plagiarism by international students. Statistical data about academic integrity was provided by the Dean of Students' office. Supplementary information to better understand the current efforts of the institution to battle plagiarism on campus was obtained from the university's website, or through informal conversations with different departments.

### **Needs of International Students**

Some of the needs of international students in regards to avoiding plagiarism and learning in the classroom have already been presented in the theoretical foundations. Thus, this section focuses on the needs of SUNY Plattsburgh international students, to identify where ISIC fits in with the support that is already in place at the institution.

The GEO is at the forefront of international students' introduction to life at SUNY Plattsburgh. The office is responsible for recruiting the students as well as conducting orientation at their time of arrival. At orientation students participate in a two-hour session about academic expectations. This session is facilitated by a member of the GEO staff, and it briefly incorporates some information about academic integrity and plagiarism in the form of a lecture. Additionally, in Spring 2014, orientation also included a session where students were able to discuss the purpose of the many on-campus resources available to them. The discussion included identifying relevant departments that are equipped to support them in achieving and maintaining academic success.

Aware of the importance of extending support for international students in adapting to the new academic environment beyond the first few days, the GEO implemented a one

credit course that does exactly that. FRX100 *International Experience*, taught by the Associate Director of the GEO, is a required course for all international students in their first semester of enrollment at the college, except those visiting through a sponsor organization. The syllabus notes that the course is an introduction to the student experience at SUNY Plattsburgh, the rules and regulations for maintaining F-1 immigration status, and the cultural values of the campus community, local community, and American society. One out of the 10 sessions that make up the class is dedicated to the topic of academic integrity. That session is usually delivered by a guest speaker, which in the past has been either a librarian or a graduate assistant. The lesson consists of conveying the expectations SUNY Plattsburgh has of its students in terms of academic integrity; explaining the meaning of plagiarism and the importance of avoiding it; and introducing students to resources they can utilize to learn appropriate referencing and citation practices.

Library and Information Services is quite active in developing and providing resources to promote academic integrity on campus. Their most robust effort is LIB105 *Intro to Info & Tech Literacy*, another one-credit course. This class is open to all undergraduate students, and it specifically focuses on the access, retrieval, evaluation, and management of information. A significant aspect of the course involves gaining the knowledge and skills necessary to comply with SUNY Plattsburgh's policies of academic integrity. Feinberg Library also offers various channels for students to get answers to questions or doubts they may have about researching, referencing and/or citing sources for academic purposes. Those channels include inquiring via email, text messages, drop-ins, and consultations by appointment. Lastly, the library also developed an online video

tutorial about academic integrity. It is worth noting that while the resources offered by Feinberg Library are of great quality and can be extremely useful, they must be intentionally sought out by the students themselves.

In addition to the efforts by GEO and the library, the learning center offers a research writing and citing workshop, which is delivered only when requested by a professor or student group on campus. And last, but certainly not least, in the list of stakeholders who currently address prevention of plagiarism with international students are the faculty members who teach these individuals. However, as conveyed later in the survey and interview analysis, the approaches utilized by faculty may be as varied as the number of professors working at SUNY Plattsburgh.

It is clear that SUNY Plattsburgh offers several resources for students to learn about what plagiarism is, and become aware of the consequences. But all the support happens mostly outside the classroom. The rationale for ISIC is based on the argument that plagiarism cannot be meaningfully separated from its interpretation, which is in turn deeply connected to a person's cultural background (Scollon, 1995, p. 23). With that in mind, it is not sensible to ask international students to acquire and practice the skills to avoid plagiarism exclusively outside the classroom, because doing so means pushing away the students' cultural diversity as a rich source of learning. Hence, in order to strengthen support for international students to avoid plagiarism, it is important that faculty are prepared and empowered to embrace these students' cultural backgrounds in their classes.

**Student survey analysis.** The electronic survey was sent out to the 344 international students currently enrolled at SUNY Plattsburgh, and 86 students participated totaling a 25% response rate. The top seven countries listed in the responses,

starting with the highest representation, were: China, Brazil, Japan, Trinidad & Tobago, Vietnam, Pakistan and Nigeria. See Appendix C.

In an open ended question, participants were asked to name the top two factors that motivated them to study in the United States. The four most named factors were better quality of education (42%); wanting to travel or experience a new culture (27%); the desire to improve their English proficiency (22%); and search for more/better opportunities (16%). The fact that these students mobilize in great part to obtain an education which they consider to be of better quality, might imply that they feel a bigger pressure to perform well. In a study by Yang and Lin (2009) “students from Far Eastern cultures were found to be motivated by a more complex mix of personal ambition, family face, peer support and material reward” (p. 7). All of these factors may increase the pressure that students feel to be academically successful, which might motivate them to resort to plagiarism as a way to reach goals that they may perceive as unattainable otherwise.

As was pointed out in the theoretical foundations, one of the most prominent reasons why international students are said to plagiarize is language problems (Song-Turner, 2008, p. 49). The fact that 22% of the survey respondents listed “improving their English” as one of the top two factors that motivated them to study in the United States indicates that they acknowledge a deficiency in their own English proficiency at the time they applied to the college. This characteristic of international students may correlate with the high prevalence of plagiarism by this group, versus that of domestic students at SUNY Plattsburgh.

The survey also asked participants to describe what they understood by the word plagiarism. As the question type was open ended, participants were able to phrase their definition of plagiarism however they wanted, and often they referred to more than one component of plagiarism in their response. The general conclusion from participants' responses indicates that the overwhelming majority (92%) have at least a basic awareness of what plagiarism is, as they gave a definition which in one way or another conveyed that it involved using someone else's work.

The following question asked in the survey was phrased in the following manner: *At SUNY Plattsburgh, plagiarism means "misrepresenting all or part of another's work as your own." Based on that definition, under what circumstances would one consider plagiarizing?* The intention was to obtain information as to *why* one would consider plagiarizing, but 56 out of the 86 respondents answered by describing what plagiarism is or providing examples. Most examples provided would qualify as plagiarism. Only seven students (8%) said they would not plagiarize under any circumstances. Though this question was not successful in obtaining the intended data, the responses do allow the conclusion that the majority of individuals who participated are able to discern, to some extent, what plagiarism is. However, the survey does not provide any data which indicates that students understand why it is considered wrong to plagiarize, and what the consequences of it are. An implication from this data is that if international students plagiarize, aware that it is unacceptable to do so at SUNY Plattsburgh, there must be another reason why they do it.

Lastly, the survey results show that an overwhelming 94% of respondents had received training about plagiarism from at least one of the resources that are already in place at the institution. In fact, over half (68%) of the survey respondents received training

in at least two different settings. Fifty-eight percent of respondents received training about plagiarism in FRX100, and 49% at International Student Orientation. Conversely, only 44% of students claimed to have received training about plagiarism in other academic classes at SUNY Plattsburgh. Though it is possible that students simply do not remember where they have been trained about plagiarism policies, these results convey that students are receiving training rather inconsistently.

### **Needs of the Institution**

In 2013 SUNY Plattsburgh released the 2018 Campus Plan establishing six strategic goals; out of which three are furthered by ISIC. The first of those goals is to *strengthen support for student success*, for which the institution aims to “make organizational changes that integrate academic programs, student support services, advising, student life, career planning, and other relevant departments, in order to provide better support for the student success” (SUNY Plattsburgh, 2013, p. 2). ISIC aligns with that goal because it complements the efforts that other departments, such as the GEO and Feinberg Library, have developed to better serve the international student population. This endeavor reflects a holistic and collaborative approach that can much more effectively set international students up for academic success. The program proposed also *promotes teaching excellence*, as it provides participants with a vehicle to discuss and improve their pedagogical practices in regard to international students. Finally, ISIC will help *increase global experiences and multicultural competencies* as it will prepare faculty who participate to adopt more culturally inclusive pedagogical practices. Doing so will in turn allow them

to build “multicultural and global experiences for all students” (SUNY Plattsburgh, 2013, p. 4) in one of the most essential learning spaces of the institution: the classroom.

This paper also contends that by supporting the implementation of ISIC, SUNY Plattsburgh will be providing a vehicle for faculty members to be more connected to, and proactive about, the growth of the institution. As argued by Cox (2001), faculty who have graduated from learning communities “have a perspective that goes beyond their disciplines; [...]they are likely to take responsibility for involvement in setting institutional goals, pursuing difficult campus issues, and contributing to the common good” (p.70). Given the current financial climate at the institution, it is likely that SUNY Plattsburgh will increasingly turn to international student enrollment as a source of revenue. The latter has significant implications in the classroom. In order for the institution as a whole to adjust to those implications, it is important that faculty are actively supported in embracing the change and learning how to maximize its potential. ISIC is presented here as vehicle to champion that process of adjustment, and propel SUNY Plattsburgh into a phase of internationalization.

**Analysis of faculty/staff interviews.** These interviews aimed to gain some insight into how faculty/staff perceive international students in relation to plagiarism at SUNY Plattsburgh; and what they think the institution can do in that respect. The following four individuals were interviewed: the Dean of Students; the Associate Director of the GEO; an Associate Librarian at Feinberg library; and the Interim Associate Dean of Education Health and Human Services and Chair/Associate Professor of Counselor Education (graduate program). See Appendices D,E,F and G for transcriptions.



The interviews suggest that the number of plagiarism cases which do not get reported to judicial affairs in the Dean of Students' office may be quite common. For instance, the Associate Director of the GEO states: "every case that I hear about is about a professor who's got a different policy than other people, and that's just accepted and that's okay. And I think students have trouble keeping up with that" (personal communication, February 28, 2014).

The above comment suggests that many plagiarism cases go unnoticed by the Dean of Students' office. And perhaps more importantly, it points to the lack of consistency among faculty members to address plagiarism. The Dean of Students supports that assumption in the following passage:

Some of our faculty members are fantastic about working with all of their students in issues of plagiarism. It's covered in depth in some of their classes. [In] some of the classes it's covered in the syllabus, and you read the syllabus and that's it. There isn't a discussion about it. (Personal communication, February 26, 2014)

Not having a uniform message that is evenly supported across various influencers in the institution, weakens the validity and effectiveness of those initiatives that are making an effort to convey the seriousness with which plagiarism is taken at SUNY Plattsburgh. For that reason, it is important to create spaces which allow faculty to connect with each other and establish efficient ways to address plagiarism with the students.

Three of the four interviewees pointed out that not all international students are equally known for plagiarizing. The Associate Librarian has been teaching one of the sections of LIB105 Information Literacy and Technology for several years and often has international students in her class. She states: "I have never had a case of plagiarism in my

classroom that did not involve a Chinese student. And I get a fair amount of other students from the Caribbean, from Egypt, from Japan” (Personal communication, February 26, 2014). The Associate Director of the GEO also recounts that most cases of plagiarism he has been made aware of have been of Chinese students. Similarly, the Dean of Students expressed he “particularly notice[s] students from the East, like Japan, China, Vietnam, Philippines, India...” (Personal communication, February 26, 2014) being reported for cases of plagiarism.

These anecdotal accounts by the interviewees suggest that not all international students may face the same challenges in terms of understanding plagiarism and how to avoid it. Some students who “come from cultures where writing involved repeating the collective wisdom and there is little need to acknowledge the source of information” (Yang & Lin, 2009, p. 3) may have a more difficult time embracing academic honesty regulations in western higher education institutions. Addressing the needs of these students, without making them feel negatively singled out is one of the challenges SUNY Plattsburgh faces.

Interviewees were also asked why, in their opinion, some international students plagiarized. One reason that resonated across three of them was cultural difference. The professor of counselor education, for example, said: “I think the number one reason is they don't understand how serious we as a culture take plagiarism [...] as cheating. I truly think it's a cultural difference” (Personal communication, February 25, 2014). The Associate Librarian had a similar perception:

When I call them into my office, and we are talking about what they did wrong, they really don't understand why what they did was wrong. They really don't. You can tell from the quizzical expressions on their faces. Or the... “Oh! I can't do that?”

Totally genuine sort of expressions of being mystified and really not understanding that it's not allowed in our culture in the United States.

The Dean of Students also relayed likewise encounters with students when confronting them about plagiarism accusations by their faculty, stating that “talking to them you realize that we may be the first place that's actually had a concern about this” (personal communication, February 26, 2014). The reactions that the Dean of Students and the Associate Librarian describe would indicate that these students either did not participate in any of the educational opportunities about academic honesty in place at the college; or that those resources were ineffective or insufficient in conveying the meaning and consequences of plagiarizing to these particular students.

The Associate Director of the GEO also mentioned that language difficulties may also be the reason why some of these students plagiarize:

Not only misunderstanding what's okay and not okay with regard to academic honesty for particular assignments [...]; but also they're not understanding everything that's being said in the class and they're falling behind and [plagiarism] is kind of like a way to keep up with class. (Personal communication February 28, 2014)

This passage brings forward language proficiency limitations and pressure to perform well academically as factors that influence international students to plagiarize. The latter is also mentioned by the Dean of Students as a motivational factor, given the large monetary investments that these students and their families are making to study in the United States. All these causes are valid and, as demonstrated in the theoretical foundations, have been argued by other academics (Hayes & Introna, 2005; Mundava &

Chaudhuri, 2007; Ryan & Carroll, 2005; Song-Turner, 2008; Sun & Chen, 1999) to explain why some international students may plagiarize.

After discussing prevalence and possible motivations, interviewees were asked to explain what they thought were the roles of faculty and staff in helping international students avoid plagiarism. A recommendation that resonated in three out of the four conversations was the need for a holistic approach that involved both faculty and staff collaborating. The Associate Director of the GEO emphasized the need for a consistent campus message that is reinforced by all faculty or staff members who are put in a position to advise students (personal communication, February 28, 2014). In particular, he highlighted the importance of academic departments getting more involved in the matter:

You know, there's brilliant faculty members with a lot of experience who probably have great tools in their kit for this that other people could benefit from. And so round table discussions and things like that where people are collaboratively going at this... that would be a cool thing to see happen. And I think we have all of the mechanisms in place for something like that. It just takes champions to do it. And to be quite honest, I'm not sure it's the Global Education Office. I think it needs to be academic leadership, provost's office, deans, chairs, professors.

Similarly, the Dean of Students mentioned the importance of having professors get involved with the project to improve support for these students:

I think we as a college need to be doing a better job of educating our international students before they start their classes about what it is that we expect in this realm. [...] I would think faculty should be a part of that conversation. Not even all faculty, but there should be some faculty members that are taking the lead in that project.

To make sure international students understand. (personal communication, February 26, 2014)

Given the nature of the program proposed in this paper, it is evident that getting faculty more involved in the prevention of plagiarism by international students is a critical factor that informs the choice to design an FLC instead of a training for the students. The above testimonies support that argument. Furthermore, they reflect the divide that currently exists at SUNY Plattsburgh between the efforts made by administrative support staff and those of the academic departments in terms of support services for international students. In accordance, the Chair of Counselor Education says “I think as much as I'd love to say that faculty and staff are always on the same page, I don't think they always are, and I think combining them together to work on [preventing plagiarism] would be very important to get a holistic approach in how to work with the students on that” (personal communication, February 25, 2014).

As the Associate Librarian asserts, the students “need real world examples, they need activities where they can practice” (personal communication, February 25, 2014). Both FRX100 and international student orientation could serve as a space for students to actually develop the skills needed to avoid plagiarism. However, two objections may be raised against relying solely on these two resources. The first is that it is pointless to continue reinforcing the importance of academic honesty and the gravity of the consequences of plagiarism from one source, if students are entering their academic classes and encountering an array of policies and attitudes that may or may not be consistent with that message. Additionally, while international student services within the GEO exists specifically to support these students that does not exempt other stakeholders

on campus from addressing the implications of having a diversity of cultures in the classrooms. The point being that supporting international students in understanding and avoiding plagiarism is part of the challenge of negotiating new ways to manage classrooms that are becoming ever more heterogeneous, without crushing the potential for growth that emerges precisely out of that diversity.

### **Needs of the Faculty**

As argued by Speck (1996), the primary purpose of providing professional development for educators should be school improvement, and ultimately the goal is to increase student learning. However, Speck also notes that “school improvement can be maintained as a priority, while allowing individuals time to address some of their unique professional goals” (1996, p. 36). ISIC aims to strike that balance between institutional improvement and professional growth of the individual participants by providing a curriculum which uses their own experiences as a starting point for learning. The program also asks participants to set their own goals, and pursue them throughout the year. Though the syllabus offers specific structure and focus, it will be the facilitator’s role to shape the discussions and activities with participants’ needs in mind.

ISIC will provide faculty with resources to identify strategies that will equip them to handle some of difficulties that may come with teaching international students. By sharing challenges and successes, analyzing outside resources, and identifying new pedagogical practices, faculty will be better prepared to do two equally important things: (1) face challenges presented by having international students in the classroom; and (2) draw on international students’ cultural background as a resource for teaching and learning.

It is also important to consider that plagiarism is an issue that happens in the classroom, and which directly affects the work of faculty members and the learning of the students themselves. The CTE currently provides consultations for faculty who wish to receive advice on any teaching issues they may have with a student. Nevertheless, ISIC would be a much more substantial effort in that it would provide professors with a discussion space and tools to address this challenge as a community of learners. ISIC will be vehicle for them to adopt teaching approaches that are more inclusive of international students, and helps deter plagiarism. This paper contends that “by adoption of approaches that are culturally inclusive of international students, [the faculty] will also be more generally inclusive, operating within a framework where the needs of teachers and students can be addressed and included” (Ryan & Carroll, 2005, p. 6).

Non-tenured faculty will also find that ISIC can contribute to their performance reviews for promotion. The policies and procedures of SUNY Plattsburgh, in agreement with United University Professions (2013, p. 11), *establish continuing growth* as one of the criteria for performance review of academic employees. Participation in ISIC meets that criterion because the program is directly related to the improvement of teaching. *Effectiveness of university service*, a second standard, is also met by ISIC given that the purpose of the program is to strengthen support for international students; an outcome that benefits the institution as a whole.

### **Program Rationale**

Much of the earlier literature on effectively supporting international students emphasized the difference they brought as a deficit, and stressed the need for students to acquire the skills they seemed to be lacking, such as critical thinking (Ryan & Hellmundt,

2005, p. 14). In the past decade or so, however, there has been a shift. As is evident in the theoretical foundations, there is a strong body of literature today that emphasizes a different approach. Ryan and Carroll (2005), former professors at higher education institutions in Australia, reflect that approach in the following passage:

We can (and many do) see international students as part of an unwelcome, commercially driven change to our working environment, adding to the demands of our already stressful and pressured lives. Or we can embrace change and welcome international students as bearers of alternative knowledge, perspectives and life experiences. Because our classrooms are more diverse, we and our local students can learn more about how to operate in culturally diverse environments. (p. 9)

This passage closely reflects the rationale for ISIC, as it advocates to embrace the challenges of teaching international students, as a phase of a larger goal: to draw on the richness of their background as a resource for learning.

The analysis provided in the needs assessment and the literature reviewed in the theoretical foundation validate the implementation of ISIC. Maintaining the needs of the students as the priority, the program also takes into account the professional development of the faculty, and the larger strategic goals of the institution.

## **Goals and Objectives**

### **Program**

The purpose of ISIC is to strengthen support for international students. The program will encourage and guide faculty to enhance the learning experience of these students. ISIC also seeks to contribute to the development of a more holistic institutional approach to support international students in being academically successful. In so doing,



SUNY Plattsburgh will be providing better opportunities for all students to engage in cross-cultural experiences in the classroom. Additionally, ISIC also aims to be a vehicle for community building among faculty members.

To accomplish its goals, the program will:

- Facilitate a learning space which encourages self-reflection and professional innovation in regard to teaching international students
- Develop a supportive environment among participants
- Connect relevant on-campus student support services offices to the participants in order to discuss collaborative approaches to support international students in being academically successful
- Provide resources which expose participants to best practices in pedagogical approaches to teach international students

### **Participant**

ISIC seeks to have its participants empower themselves to draw on the potential that international students' cultural diversity has for their own learning, and the learning of fellow classmates. Participants will learn strategies to enhance the learning experience of international students, and offer academic support.

Participants will:

- Gain a better understanding of the international student population at SUNY Plattsburgh and their motivations to plagiarize
- Learn about and develop applicable pedagogical practices that promote a culturally inclusive learning environment in the classroom

- Increase awareness and understanding of their own cultural biases in relation to their teaching practices
- Identify ways to collaborate with on-campus student support services offices to support international students in being academically successful
- Identify and pursue their own learning goals for their participation in the FLC

## **Curriculum**

### **Syllabus overview**

The syllabus is designed to further the learning goals and objectives established by the program. Accordingly, the underlying principle that guides the curriculum is that “international students [...] need to be afforded full rights to participation and success in the classroom, in order for them to learn effectively and for others to learn effectively from them” (Ryan & Hellmundt, 2005, p. 14). With that in mind, the eight sessions that make up ISIC can be conceptually divided into two phases.

The first half, taking place in the fall semester, takes participants on a journey that involves increasing their understanding of themselves and of international students, as well as exploring and identifying ways to maximize their students’ learning in the classroom. The readings, activities, and group discussions frame the larger picture of international student enrollment as a phenomenon directly linked to international education. Furthermore, it emphasizes the role of faculty in developing and implementing international education. Specifically, the curriculum stresses the role of lecturers in creating “a context of inclusion where interaction among international and local students is encouraged and seen in terms of promoting critical and intercultural learning

opportunities” (Ryan & Hellmundt, 2005, p. 15). An important highlight of this phase is a workshop on intercultural communication to be facilitated by an outside guest trainer. The workshop will allow participants to learn about how their own cultural make up influences their teaching. This specific program component incorporates the concept of teacher as intercultural learner (Leask, 2006), guiding participants to view teaching international students as a form of intercultural communication. See Appendix A.

The second half of the program focuses largely on the issue of plagiarism and what faculty members, and the institution as a whole, can do to help international students avoid it. This phase of the curriculum reflects Leask’s (2006) argument that colleges and universities must broaden the teaching team that supports international students in understanding and avoiding plagiarism. By creating a cross-disciplinary group of learners, and connecting it to other offices on campus, the program seeks to contribute to the development of a holistic institutional approach. A highlight of the second phase of ISIC is the panel of international students who will provide participants with insights into their experience with plagiarism at SUNY Plattsburgh. This program component reflects a third argument by Leask (2006), who explains that “the process of getting feedback on teaching in order to better understand the effect of teaching on student learning, involves academic staff in both listening to students and experimenting with new ways of doing things as result of what students have said” (p.195).

Finally, the entire curriculum focuses heavily on constantly providing space for participants to share and learn about applicable pedagogical practices which allow professors to utilize cultural difference as a resource for learning. This focus reflects the fact that international students’ cultural backgrounds are intricately related to their

struggle with plagiarism. Moreover, the focus emphasizes the fact that it is precisely international students' cultural backgrounds that hold incredible potential for cross-cultural learning to unfold in the classroom. As suggested by Leask (2006), "in this environment the complexity of the relationship between who we are and how we teach, and who our students are and how they learn can be explored" (p.196). See Appendix H for a detailed depiction of the correlation between the various aspects of the curriculum, and participants' learning objectives.

### **Educational approach**

Faculty learning communities employ the Kolb (1984) experiential learning cycle (Cox, 2004, p. 9) in the sense that they follow a process of learning that involves concrete experience, reflective observation, abstract conceptualization, and active experimentation. Accordingly, ISIC looks to provide a space for discussion that is grounded on participants' reflections of their own experiences, and informed by outside resources and best practices. Participants will come to the program having the concrete experience of teaching international students, and perhaps encountering cases of plagiarism. Reflection will be constantly encouraged by the sharing of challenges and successes that faculty members have encountered in the past. The process will continue by providing participants with resources to learn from each other as well as outside sources, in a way that will benefit their day-to-day activities. Lastly, faculty will have the opportunity to apply the new concepts and practices in their own classrooms as the program will take place concurrently with the academic year. The experiential learning cycle may repeat itself throughout the year as participants examine their experiences, acquire new knowledge, and then apply it

in their classrooms. The latter may ignite further reflection, which would allow for a positive iterative learning process.

### **Participants' Learning Needs**

The curriculum takes into account three key characteristics of the program participants: (1) the cross-disciplinary nature of the group, (2) the diversity of learning styles they are likely to have, and (3) their needs as adult learners. The first and second characteristics are somewhat related given that different disciplines tend to favor different ways of learning and producing knowledge. This diversity may pose a challenge for understanding each other, but, just like teaching international students, it also holds great potential for learning. At the individual level, participants will also have preferred learning styles. The curriculum addresses the diversity in backgrounds and learning styles in two different ways.

The first is through the facilitator, whose role will be integral in mediating discussion and establishing parameters that encourage participants to co-create the learning environment, thereby sharing the accountability for the success of program. The second way is through variation in the type of activities and assignments involved in the syllabus. An example of that variety is the use of *Moodle*, the online learning platform, to host online forum discussions among the participants. Having a virtual space to write out comments and reflections to share with the class will favor participants who may not be as inclined to do so during group discussions.

As for the third characteristic, the principles of adult learning theory suggest that “adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence” (Speck, 1996, p. 36). The concept of a faculty

learning community honors that principle by allowing learning to be guided by the participants and their needs. The latter is clear when examining the role of the facilitator, who is not there to transfer knowledge, but rather to support and guide the learning process. This dynamic between facilitator and participants ensures that, despite following a pre-established curriculum, faculty have the freedom to make their own conclusions about the topic of study.

Adult learning theory also proposes that adults will commit to learning when “the professional development learning and their day-to-day activities and problems are related and relevant” (Speck, 1996, p. 37). Through the application process, the program will ensure faculty who participate in ISIC find the subject matter relevant to their daily functions. The curriculum further enhances the connection between participants’ day-to-day activities and what takes place in the program by having them articulate what they want to take away from their participation in ISIC.

Lastly, “adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies” (Speck, 1996, p. 37). The curriculum accommodates that diversity by promoting that discussions be grounded on the participants’ own experiences with international students. Part of the facilitator’s role is to acknowledge faculty members’ competencies and previous knowledge and use that as a starting point and guiding force for the development of the learning community.

## **Logistics**

### **Scheduling**

ISIC sessions will take place on campus in the meeting rooms in the Feinberg Library. As mentioned earlier, the specific timing of the meetings will be determined by

participants' availability. Participants will email their class schedules to the CTE upon enrollment in the program; which will allow the CTE secretary to identify common times when all participants are available. *Doodle*, a free online scheduling tool, will be used as a second resource to identify common availability. The schedule for the first four sessions will be determined within the first two weeks of the fall semester; and within the first two weeks of the spring semester for the last four sessions. It will be the CTE secretary's responsibility to coordinate scheduling of group meetings and guest speakers, as well as room reservations through the appropriate office on campus. It is recommended that the CTE secretary collaborated with the GEO to identify and schedule the international students who will speak in the panel.

### **Communication**

Updates and notices about the program will be shared with participants via email. Additionally, a *Moodle* group will be created to allow for online forum discussions, and posting resources, itineraries, and any other communication as needed. The ISIC facilitator will be in charge of all logistics pertaining to the management of *Moodle*, and will receive assistance from the CTE secretary when necessary.

### **Meals**

As an incentive, ISIC will provide participants with a meal or refreshments at each of the sessions. The purpose of this is to create a sociable learning environment that encourages community building and a friendly atmosphere. Meals will be ordered by the CTE secretary two days prior to each of the meetings from local restaurants. For convenience, food will be purchased from vendors who are able to deliver to campus.

## **Supplies**

Participants are expected to bring their own supplies for note-taking. Should any additional supplies be requested by the intercultural trainer for the workshop, the CTE secretary will go through the proper routine channels to order them from the university or get authorization for purchasing. The CTE secretary will also handle any reservations of media equipment the ISIC facilitator or any of the guest speakers may need.

## **Staffing**

Two staff members from SUNY Plattsburgh will implement ISIC. The first is the CTE Director, whose main role will be to facilitate the sessions. The facilitator will have ultimate authority over the proposed curriculum, and will adjust it and adapt it based on the needs of the participants. This person's role also includes managing the *Moodle* virtual classroom. The second staff member is the CTE secretary, who will provide administrative support to the facilitator. Up until now the CTE has been a one-person office, but as of summer 2014 a new full-time employee will be hired to assist the CTE and the Center for Public Service. The CTE secretary's responsibilities will include scheduling meetings, coordinating guest speakers, reserving rooms and meals, implementing the evaluation plan, keeping track of expenses, and assisting the facilitator as necessary.

Given that the curriculum is already in place, the work load produced by ISIC is only slightly larger than that of other faculty learning communities which the CTE regularly hosts. The difference lies in the logistical implications of scheduling guest speakers and trainers, as well as conducting the evaluation plan. With that in mind, it is reasonable to include these tasks as part the responsibilities of employees already on staff at SUNY Plattsburgh.



### **Marketing**

The program marketing will primarily utilize emails to target potential participants. The messages will include a digital leaflet for the program which lists sixteen reasons why faculty should participate in ISIC. There will be no printing of marketing materials, as the digital pamphlet can be shared electronically. An abbreviated version of the syllabus will also be included in the emails as an attachment. See Appendix I for the content to be included in the digital leaflet.

In addition to email messages, the CTE Director will hold a series of brief strategic meetings with important influencers on campus to promote the program by explaining its value. Some of those key influencers will be the provost/vice president for academic affairs, the dean of arts and science; the dean of the school of business and economics; the dean of education health and human services; and the dean of library and information services. The meetings would focus on having a targeted conversation of why faculty in each of those academic divisions should participate in the learning community. The intention is to create a trickle-down effect which leads these individuals to convey a message of encouragement to their faculty to be part of ISIC.

The marketing process will take place mostly in the summer, with the strongest push happening the two weeks prior to the beginning of the academic year. As time allows, the CTE Director may also choose to host an information session during the first week of classes to answer any questions faculty may have regarding the program.

### **Recruitment & Admissions**

Applicants interested in participating in ISIC should apply by completing a brief form which will be available on the CTE website. Applications will be due via email by the

second Monday of classes in the fall semester. That same week the CTE Director should look over the applications and send acceptance notices. The application process is meant primarily to encourage buy-in from the participants, and establish a form of accountability from the beginning of the process. Preference will be given to the first 12 applicants who clearly articulate their interest in participating. See Appendix J for application form.

### **Health, Safety & Crisis Management**

The FLC is not anticipated to pose any harm to the participants. The FLC facilitator will prioritize the safety and well-being of the participants by maintaining a supportive and positive atmosphere during the sessions. Additionally, scheduling flexibility on the part of the CTE will attempt to alleviate any stress which may be caused by the time commitment faculty would make to participate in this experience. General principles and guidelines of health and safety in the workplace, as stipulated by the Human Resources department of the college, will be followed. In the event of an emergency staff, participants, and guest speakers should follow the procedures set by the institution. Specific guidelines regarding emergency procedures are available on the SUNY Plattsburgh website, under Emergency Information.

### **Evaluation Plan**

#### **Evaluation of Participant Goals and Objectives**

ISIC will utilize two self-assessment reports in order for participants to evaluate the extent to which they have met the goals and objectives established by the program. The first report should be submitted mid-year, two weeks after Session 4; and the final one within two weeks after the last session of Spring semester. The documents contain an

open-ended section where participants can speak to the progress they have made on the goals and objectives they set for themselves at the beginning of the program. This evaluation tool has been adapted from a model suggested by Cox (2001). See Appendices K and L.

### **Program evaluation**

Three facets of the program will be evaluated: its design, delivery, and impact. In terms of design, the evaluation plan seeks to assess the quality of the resources provided, and the extent to which each of the program components contributed to participants' learning and growth. This aspect is directly related to participants' goals and objectives, therefore will be reviewed using the self-assessment report faculty will submit at the end of the program. With respect to the program delivery, the plan looks to evaluate the ISIC facilitator, as well as how effectively the logistics of the program were managed. Finally, the plan seeks to evaluate the impact ISIC has had on the institution, the participants' teaching, and their students' learning. This portion of the plan is grounded on the overall program goals and objectives.

A variety of tools will be used by the CTE to engage the various stakeholders in evaluating the program. In addition to the self-assessment reports mentioned above, the CTE will create and administer a course evaluation to participants via SurveyMonkey. The course evaluation will include questions to assess the facilitator's role in the program delivery. For that reason, the course evaluation will be forwarded to the Provost's office, and later shared with the facilitator herself. The facilitator will utilize informal check-ins as a monitoring mechanism, and make adjustments to the design and delivery of the program as she sees fit.

The ISIC facilitator will also write an evaluation statement at the end of the program, noting areas for improvement, as well as recommendations. The CTE secretary will include that statement, as well as an analysis of all the data compiled from the different stakeholders into a final evaluation report. This report should be used as reference should the program be implemented again in the future. Lastly, to assess the long-term impact of the program, the CTE will coordinate an ISIC reunion six months after the last session. The guest speakers as well the Provost will be invited to join participants. The reunion will be ran as a focus group to discuss the impact ISIC had on participants' teaching, and to revisit any initiatives that may have come out of the program. See Appendix M for a detailed account of how and when the specific evaluation tools will be used in relation to each of the aspects of the program.

### **Budget**

The CTE normally provides a meal or refreshment per session for the FLCs it offers at any given time. Every year the offerings change, and ISIC will simply be part of the FLCs offered for 2014-2015 academic year. For that reason the cost of meals for ISIC will be absorbed by the standard office budget. The cost of staffing and office supplies needed to implement ISIC will also be covered by the existing CTE budget and payroll. The only additional funding requested for ISIC is the honorarium for the trainer hired to facilitate the intercultural communication workshop. That cost is estimated at \$675 including travel, and any accommodation expenses that may be necessary depending on where the trainer is commuting from. See Appendix N.

### **Conclusion**

ISIC is designed based on the belief that international students in U.S. higher education can be very effective learners given a classroom environment which fosters inclusion of the students' backgrounds, values, and perspectives into the learning process. Likewise, having a culturally inclusive classroom environment can also foster cross-cultural learning and relationships among international and domestic students (Ryan & Hellmundt, 2005). Faculty who employ strategies to create the learning environment described above, are contributing to the development of international students' potential to be a great source of internationalization for their campus community (Altbach & Knight, 2007; Luo & Jamieson-Drake, 2013).

As evidenced throughout this paper, not only the benefits, but the challenges of having international students in the classroom are intricately related to their cultural backgrounds. The most significant reasons why some international students plagiarize point to the fact that they grew up in other countries. In some cases it may be due to lack of skills needed for a new academic environment; including deficiencies in their language proficiency. They may also hold dramatically different ideological views on the concept of plagiarism, which speaks to the type of knowledge and learning they have grown up valuing. Lastly, international students may simply not understand the specific boundaries that constitute plagiarism.

The ISIC curriculum looks to help faculty members at SUNY Plattsburgh embrace the dichotomy of implications of having international students in the classroom. By means of a learning community, ISIC proposes a curriculum which enables participants to identify and develop pedagogical strategies that help deter international students from plagiarizing.

The curriculum also seeks to expose participants to ways in which they can create environments that promote cross-cultural learning, utilizing international students' diverse backgrounds as a resource.

The classroom is one of the settings in which international students can have the most impact in internationalizing an institution. For instance, it is clear that international students can provide diverse global perspectives to enrich academic dialogue (Ward, 2001). Those perspectives can also allow domestic students to interpret personal and local problems within a wider and more global framework (Webb, 2005, p. 110). Additionally, interaction with international students also provides opportunities to develop multicultural competencies, including "being able to communicate effectively with people from different backgrounds and cultures" (Institute of International Education, 2012, p. 4). All of those skills are becoming more and more essential for college graduates to have as globalization continues to increase; interconnecting cultures and countries in a variety of ways.

### **Implications**

ISIC is a pilot program in the sense that the curriculum it follows is unprecedented for FLCs at SUNY Plattsburgh. Should it be successful, as determined by the evaluation process, it could be consistently offered by the CTE for years to come. Given the focus of the program, ISIC has the potential to develop a strong group of champions for international education at the institution. As argued by Cox (2004), "although effective learning communities alone will not transform an institution into a learning organization, over time they can produce a critical mass of key individuals and leaders plus the network necessary to connect campus units" (p.87). That group of individuals could prove to be a

crucial legion of support in leading SUNY Plattsburgh toward furthering campus internationalization. That process, for instance, could involve incorporating global themes into the curriculum and fostering collaboration between academic departments and the GEO for study abroad opportunities.

### **Recommendations**

It would not be sensible to implement ISIC if so many resources for the students did not already exist. By enrolling at SUNY Plattsburgh, international students are making a commitment to adhere to the academic expectations of the institution, and ultimately their academic success is in their control. However, it is important to make targeted resources available to students to develop the skills they need to be successful in the classroom. As stated by the Associate Librarian in the interview, students “need real world examples, they need activities where they can practice” (personal communication, February 26, 2014). With that in mind, it would be beneficial to adjust the resources currently in place to promote additional and more practical sessions where students can learn from their mistakes without the consequences of a bad grade. See Appendix F.

The Dean of Students also makes a valuable point in regard to the judicial process that his office follows when a student is found guilty of plagiarism. Unlike with cases of alcohol violations, the office does not have a process in place to refer students to resources which can educate them about how to avoid being in that situation again. Though they are held accountable for the infraction, he explains:

We are kind of relying on them to figure it out themselves. And if [...] truly the reason why they are here is because they don't understand... well how are we

expecting them to understand it again if we haven't taught them about it? (personal communication, February 26, 2014) See Appendix D.

The Dean of Students' point is very relevant and it provides an opportunity for cross-departmental collaboration. Developing a practical workshop with input from different stakeholders, could be a great tool to use not only as part of the judicial sanction, but, with a few tweaks, perhaps during international student orientation as well.

Fortunately, international students at SUNY Plattsburgh have strong support, primarily coming from the GEO, and library and information services in the realm of the development of necessary academic skills. It is important to continue to develop those resources for students, and to foster collaboration among offices on campus. The key is for that network of support to extend beyond the various student services offices and permeate the classrooms as well.



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## Appendix A - ISIC Syllabus

Sessions run for 1.5 hours, unless otherwise indicated.

### Projects:

1. Implementation of a teaching strategy
2. Development of document with recommendations for SUNY Plattsburgh in terms of serving international students

### Fall semester

#### Session 1: Motivations and goals

##### Objectives

- Identify participants' motivations
- Set expectations
- Establish parameters for a supportive learning community
- Articulate group and individual goals
- Get to know each other

##### Activities

- Introduction of the syllabus – what is a faculty learning community, and how does it work?
- Ice breaker – who is in the room?
- Group discussion
  - Motivations for enrolling in ISIC
  - Past experiences with international students in the classroom
  - How will ISIC help participants?
  - How will ISIC impact participants' students?
  - How will faculty's participation in ISIC impact SUNY Plattsburgh as an institution?
  - Program and participants' goals and objectives
- Participants individually write what they intend to take away from participating in ISIC, and how they plan to accomplish it

##### Readings & resources

- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11, 290–305.

#### Session 2: The 'cultural capital' of international students

##### Objectives

- To explore the benefits and implications of international student enrollment for teaching and learning within the context of international education

#### Activities

- Group discussion
  - Why international education? What is its value?
  - How can international students impact the learning of other students?
  - How do international students impact the way you teach?
  - What challenges have you faced, as a faculty member, having international students in your classroom?
  - How have you dealt with those challenges?
  - What do you think you could do better?

#### Readings & resources

- Webb, G. (2005). Internationalisation of curriculum: an institutional approach. In J. Carroll & J. Ryan (Eds.), *Teaching international students: improving learning for all* (pp. 109–118). New York: Routledge.
- Ryan, J., & Carroll, J. (2005). “Canaries in the coalmine”: international students in Western universities. In *Teaching international students: improving learning for all* (pp. 3–10). New York: Routledge.
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### Session 3: Developing multicultural competencies

#### Objectives

- For participants to increase self-awareness of their own cultural biases and how these impact their teaching

#### Activities

- Workshop on intercultural communication, with an emphasis on self-awareness, by guest trainer (TBD). This session will be scheduled to last two to three hours, depending on the preference of the trainer.

#### Readings & resources

- McLean, P., & Ransom, L. (2005). Building intercultural competencies: implications for academic skills development. In *Teaching international students: improving learning for all* (pp. 45–62). New York: Routledge.
- Additional readings as determined by guest trainer

### Session 4: Pedagogical strategies to unlock the ‘cultural capital’ of international students

### Objectives

- To identify concrete strategies faculty can implement in order to (1) enhance the learning experience of international students in their classrooms; and (2) tap into international students' difference as a resource for learning

### Activities

- Group discussion
  - What strategies have worked for participants in the past?
  - What strategies have not worked for participants in the past?
  - What are faculty in other universities and countries doing about teaching international students?
- Participants pair up and they consult each other on choosing one strategy to implement in one of their classes the upcoming academic semester.

### Readings & resources

- Ryan, J., & Hellmundt, S. (2005). Maximizing international students' "cultural capital." In *Teaching international students: improving learning for all* (pp. 13–16). Routledge.
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## Spring Semester

### Session 5: Plagiarism - a cultural conundrum

#### Objectives

- To gain a better understanding of why some international students tend to struggle with plagiarism
- To explore best practices to help international students avoid plagiarism

#### Activities

- Discussion:
  - Why do some international students struggle with adhering to policies of academic honesty?
  - How is plagiarism understood in other cultures?

- What are some examples of best practices to support international students in avoiding plagiarism?
- How can assessment strategies play a role in deterring students from plagiarizing?
- What can faculty members do to help international students avoid plagiarism?
- What have participants done in the past to help international students avoid plagiarism?

#### Readings & resources

- Leask, B. (2006). Plagiarism, cultural diversity and metaphor—implications for academic staff development. *Assessment & Evaluation in Higher Education*, 31(2), 183–199. doi:10.1080/02602930500262486
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### Session 6: International students at SUNY Plattsburgh

#### Objectives

- To gain insight into the experience of international students at SUNY Plattsburgh with the purpose of identifying ways in which faculty can better teach them

#### Activities

- Guest panel of three international students to discuss their academic experience at SUNY Plattsburgh. Students will speak to challenges they have faced; what has been helpful in classes and what has not.
- Group discussion to reflect on panelists' insights

#### Readings

- Sarkodie-Mensah, K., & Aman, M. M. (1998). International students in the U.S.: Trends, cultural adjustments, and solutions for a Better Experience. *Journal Of Education For Library & Information Science*, 39(3), 214 – 222.
- Moon, S. (n.d.). The Challenges Faced by International Students. Retrieved from <http://fnewsmagazine.com/2008/05/the-challenges-faced-by-international-students/>

### Session 7: A holistic approach to supporting international students

#### Objectives



- To identify ways for faculty to collaborate with other departments on campus to support international students

#### Activities

- Guest speakers:
  - Associate Director of International Enrollment Services
  - Dean of Library & Information Services
  - Director of ESL Program
- Discussion
  - What support does SUNY Plattsburgh have in place to help international students be academically successful?
  - How can we collaborate across departments to support international students in being academically successful?

#### Readings & resources

- Macdonald, R., & Carroll, J. (2006). Plagiarism—a complex issue requiring a holistic institutional approach. *Assessment & Evaluation in Higher Education*, 31(2), 233–245. doi:10.1080/02602930500262536

### **Session 8: Where do we go from here?**

#### Objectives

- To identify and reflect on lessons learned throughout ISIC
- To determine ways to move forward individually and as an institution

#### Activities

- In pairs, participants share lessons learned throughout ISIC
- Brainstorming: participants discuss suggestions to be made to SUNY Plattsburgh about the implications of international student enrollment. A member of the group will compile those suggestions into a report to be shared with the provost's office.

#### Readings and resources

- Clifford, V. A. (2009). Engaging the disciplines in internationalising the curriculum. *International Journal for Academic Development*, 14(2), 133–143. doi:10.1080/13601440902970122

## Appendix B - Timeline for program delivery

### Summer 2014

July – August	Program marketing
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### Fall semester 2014

August 25	Fall classes begin
September 1	ISIC applications due to CTE
September 4	Notice of admission is sent out to accepted applicants
September 8	CTE sets ISIC fall semester schedule
September 8	ISIC Session 1
September 29	ISIC Session 2
October 13 - 14	Columbus Day break
October 20 - 31	Course advisement begins
November 3	ISIC Session 3
November 24	ISIC Session 4
November 26 - 30	Thanksgiving break
December 8	Spring semester availability due to CTE
December 8 - 12	Final exams
December 11	CTE sets ISIC spring semester schedule
December 12	Fall classes end
December 15	Participant self-assessment report I due to CTE

### Spring semester 2015

January 26	Spring classes begin
February 2	ISIC Session 5
February 16	ISIC Session 6
March 16 - 20	Spring break
March 23	ISIC Session 7
March 30 – April 10	Course advisement
April 20	ISIC Session 8
May 27	CTE sends course evaluation survey to participants
May 4	Participant self-assessment report II due to CTE
May 11 - 15	Final exams
May 15	Spring classes end
May 18	Course evaluation survey due to CTE

### Summer 2015

May 18 – June 1	CTE processes data and creates evaluation report
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### Fall semester 2015

December	ISIC reunion/focus group
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### Appendix C – Survey results

86 respondents out of 344 – 25% response rate

Please note questions 1,4,5,6 & 8 were open-ended.

**Question1:** What was your country(ies) of residence prior to coming to SUNY Plattsburgh?

China	17%	15	Botswana	1%	1
Brazil	8%	7	Cape Verde	1%	1
Japan	7%	6	Ghana	1%	1
Trinidad and Tobago	6%	5	TANZANIA	1%	1
Vietnam	6%	5	Azerbaijan	1%	1
Pakistan	5%	4	Bangladesh	1%	1
Nigeria	3%	3	Oman	1%	1
Invalid answer	3%	3	Republic of Korea	1%	1
Sweden	2%	2	saudi arabi	1%	1
Egypt	2%	2	Singapore	1%	1
Ethiopia	2%	2	South Korea	1%	1
India	2%	2	Bulgaria	1%	1
Kazakhstan	2%	2	Czech Republic	1%	1
Malaysia	2%	2	Norway	1%	1
Mongolia	2%	2	Russia	1%	1
Thailand	2%	2	Honduras	1%	1
The Netherlands	2%	2	Jamaica	1%	1
Dominica	2%	2	St. Kitts and Nevis	1%	1
Canada	1%	1			

**Question2:** Did you attend a U.S. college university prior to enrolling at SUNY Plattsburgh?

Yes – 21% (18)      No – 79% (68)

**Question 3:** Which academic year are you in at SUNY Plattsburgh?

Freshman – 24% (21)

Exchange/visiting – 10% (9)

Sophomore – 14% (12)

Junior – 22% (19)

Senior – 29% (25)

**Question 4:** What factors motivated you to study in the United States?

Better quality of education	42%	36
Travel / New culture	27%	23
Improve English	22%	19
More/better opportunities	16%	14
Major offerings	13%	11
Career / Job opportunities	9%	8
Parents/ Family	8%	7
Other	19%	16

**Question 5:** What do you understand by the word *plagiarism*?

Claiming someone else's work as your own	37	43%
No citation/ reference	22	26%
Copying	18	21%
Cheating	12	14%
Stealing	10	12%
Other	7	8%
Not good	3	3%
Don't know	1	1%

**Question 6:** At SUNY Plattsburgh, plagiarism is “misrepresenting all or part of another’s work as your own.” Based on that definition, under what circumstances would you consider plagiarizing?

Definitions/examples of plagiarism	56	65%
Under no circumstances	7	8%
Invalid answer	6	7%
Last minute/lack of time	5	6%
Unaware one is plagiarizing	4	5%
To get a good grade	3	3%
I don't know	3	3%
Lazy/easy	1	1%
Not enough sources	2	2%

**Question7:** Since you arrived at SUNY Plattsburgh, where have you received training about plagiarism?

FRX – 58% (50)

International student orientation – 49% (42)

Other classes – 44% (37)

Library workshop – 24% (20)

Learning center – 12% (10)

Other: class syllabus (1), in high school (1), student code of conduct (1)

**Question 8:** How can SUNY Plattsburgh better support its international students in preventing plagiarism?

<b>Suggestion</b>	<b>Number of times mentioned</b>
What is done is enough	11
Professors should explain	2
More awareness	10
More lectures &/or workshops	24
Emphasize consequences	11
More during orientation	3
Give specific examples	11
Don't know	4
Other ways	6

### **Appendix D – Stephen Matthews Interview**

Carolina De la Rosa Bustamante: All right. So if you could please tell us your name and your professional role at SUNY Plattsburgh

Steve Matthews: Stephen Matthews. Most folks call me Steve. I am the Dean of Students, and that includes the supervision of all the conduct programs on campus, and the first year and orientation programs.

CDB: In what capacity are you involved with educating or sanctioning international students about plagiarism?

SM: Educating not a heck of a whole lot unfortunately. I think that's an area we could improve upon at this college. But all academic dishonesty concerns are supposed to come through our office. Even those that do not generate what we would call a judicial referral. And I can get into the details of the process that we use here, if that's helpful to you. But my role with all academic dishonesty cases, or this office's role, is that we are the central location for all the records of it. And we are the system that allows students an opportunity for a hearing to determine whether they've actually done what they've been accused of. So, we use our conduct process for that.

CDB: Thank you. So, earlier we talked about getting some hard data, but in your opinion, anecdotally, how prevalent is it that international students are involved in cases of plagiarism that get reported.

SM: Yeah, prevalent is a difficult thing to define, because everybody looks at it individually. But we would typically see, without having the stats in front of me, in the neighborhood of 20 to 30 cases a semester of academic dishonesty from all students. I would say in a given year, of those 20 to 30, a quarter to a third may be international students. What's alarming to me about that is our international population is not a quarter or a third of our student population, so I think it is more prevalent per capita in the international student category than it is for domestic students.

CDB: And in your opinion, or your experience, why do you think international students at SUNY Plattsburgh plagiarize

SM: It is my opinion, but I think that they are coming to us from a different educational system. And one that may not value... well, I don't want to say value... I'm trying to find the right words. One that isn't as concerned with taking other people's work and putting it in your own words. That may be an American thing, more than it is an American European approach as well. But I particularly notice students from the East, like Japan, China, Vietnam, Philippines, India... That a lot of those students fall into this category and actually talking to them you realize that we may be the first place that's actually had a concern about this. And in some of those situations they are actually encouraged at their other schools to write their papers in that manner. And we encourage people to take other people's information, but our system requires you to give credit to those other people. And in my

opinion, that's where it's different. Some of those eastern countries, they are doing research like you and I would do research, they are just not giving credit in their paper because that system doesn't value that other person getting the credit, in the same way that we do. So that's my opinion as to why some of it's happening. I also think some of it is happening because international students are paying a lot of money to come here and there's a lot of pressure to be successful, and just like a nineteen-year old student from Saratoga Springs, NY, when it's Thursday night and your paper is due Friday, and it's not good enough for your standards of what you expect for yourself, or you waited too long, you do desperate and silly things. And that is a human nature thing, but I think some of our international students are under a little bit more pressure to be successful particularly about the money that they are spending to come here. And they are willing to take the chance, I guess.

CDB: Great. That's very useful. And now, in your opinion, what should be the role of faculty in preventing international students from plagiarizing?

SM: Well if you ask the faculty it would probably be different. I would say the faculty would say "it's not my role to teach them about this; I expect them to know when they get to my class."

CDB: OK

SM: Pretty easy to say, but then who does it? I think we as a college need to be doing a better job of educating our international students before they start their classes about what it is that we expect in this realm. The same way we do when we talk to them about alcohol and drugs that may be legal or acceptable in their country, that are not in this country. We cover that with our international students. I'm not sure to what depth we are covering this topic. And I would think faculty should be a part of that conversation. Not even all faculty, but there should be some faculty members that are taking the lead in that project. To make sure international students understand: we are asking you to do what you've done all along, but the American system is different in this way. And what we expect.

CDB: How about the same question for staff? What do you think should be the role of staff, administrative staff...

SM: Yeah, that's probably realistically where this falls. That those folks will probably end up having to take more of a lead in that situation. The college is certainly going to look at them and say "well, you are responsible for orienting these new students to our campus, and this is just a piece of it." We don't talk about academic dishonesty at our orientation for domestic students at all. And I think a lot of it has to do with the fact that we know, coming from a high school, that that is already an expectation that they have. That's how they are taught to write. You know? And I don't think we can be that assumptive of our international friends. And it doesn't hurt to make them aware. And it probably doesn't hurt to make our domestic students aware as well. But as I said in the beginning, I think that's one of the places I think we fall down. We have a process that is good in responding

to cases, we don't have a real good process to educate students about it. As far as sanctioning goes, or even before they are accused of it.

CDB: So this question is similar to the previous one, but more as a whole, as the institution. How could SUNY Plattsburgh improve its efforts to prevent international students from plagiarizing?

SM: Well I think, again, orientation of those students is an important key place that we could talk about this. Working with faculty members. Some of our faculty members are fantastic about working with all of their students in issues of plagiarism. It's covered in depth in some of their classes. Some of the classes it's covered in the syllabus, and you read the syllabus and that's it. There isn't a discussion about it. There isn't question and answer kind of time for it. And I know that the GEO office does programs throughout the year. I think we could perhaps do some focus more on this. Particularly as get more towards midterms and finals. When those larger projects tend to be due. Those kind of things, I think.

CDB: OK. Is there anything else that you would like to add that you think would be beneficial?

SM: Yes. One of the things that we are missing, and it has to do with the process my office follows, is that if a student is found to have done this once, they're held accountable, and we tell them don't do it again. But there's no education that takes place there. And it's kind of the finger-wagging, don't do that again. And if we haven't taught somebody how to do it the right way, or have them work on it...in some ways we shouldn't be overly surprised if it happens again. Depending, you know... if we see a student in our office because they have an alcohol problem, we have resources here that we refer them to, that's part of their sanction; is to help them stay out of this again in the future. Academic dishonesty, we are kind of relying on them to figure it out themselves. And if it's truly the reason why they are here is because they don't understand. Well how are we expecting them to understand it again if we haven't taught them about it?

Somebody who has done it knowing it's wrong, and just got desperate... that education may not be helpful. But I would think a lot of our international students is an understanding issue. So I wish we had something, and it gets down to who has the time to do it, and where should it lie, and who is going to do the work. I know it's not me; I'm not a teacher.

CDB: You are on the other end.

SM: Right. But something that we could have our students go through some experience. At least we could say well we did our best to teach you about this, when we discovered it the first time, and the second time you chose not to follow the rules. As opposed to you couldn't understand it. Because it's not necessarily fair. So that would be the piece I would like to see.



CDB: Great. Well thank you very much!

SM: You are welcome.

### **Appendix E – Cody McCabe Interview**

Carolina De La Rosa Bustamante: Could you please tell us your name and your professional role at SUNY Plattsburgh?

Cody McCabe: Cody McCabe. And I'm the Associate Director for the Global Education Office.

CDB: And in what capacity are you involved in educating or sanctioning international students about plagiarism?

CM: I am the professor for the FRX International Experience Course. It's a one credit course required of all new international students, except for Canadians. That happens each semester and in addition to that, on the sanctions side, we're often consulted by Student Affairs about students that are international that find themselves in academic dishonesty situations.

CDB: And how many cases of plagiarism by international students have you been involved in or how prevalent is it in your opinion?

CM: In the past year there's been about four... where people on campus have directly sought my assistance. I know there's been more than that but I don't have an exact number on that. Prevalence, anecdotally, is really all I can say now, is that it's surprisingly high, and this is actually what students have told us. And it's usually in response to what their sanction or they're accused of, they say "well, everybody's doing it." Or "all of my friends have done this" or "the professor allows this", or "other students in other classes can do this". Through anecdotes I hear about what seems to be a common occurrence.

CDB: Okay. In your experience and the cases you have seen, has it been students from a particular region of the world?

CM: Recently, the majority of them have been from China. At least a few of them have been from our partner University in Ningbo China, Wanli.

CDB: And in your opinion, why do you think international students plagiarize?

CM: A couple of reasons, or maybe even more than a couple. I don't think they often understand the rules, and/or how serious they are, and they feel pressure to perform, and they see this as the best way to respond to that. There's that sense I was mentioning, where students say others are doing it, so they kind of get the message from various influencers on campus that it's sanctioned. And it's only a problem if you get caught. So they are rules to follow because of the consequences not because they necessarily agree with or understand what they're about.

CDB: So based on that, what do you think should be the role of the faculty?

CM: Sorry, one other key reason is language difficulties prevent them from really, kind of back to the understanding this, not only misunderstanding what's okay and not okay with regard to academic honesty for particular assignments or just in general, but also they're not understanding everything that's being said in the class and they're falling behind and it's kind of like a way to keep up with class, in a way.

CDB: So based on that, What do you think should be the role of the faculty, specifically, in preventing international students from plagiarizing?

CM: Yeah, they're on the front lines. I think they're the best able to address this issue. Clearly and consistently with other students, with different classes, with other professors within departments and beyond. Publish, explain, reinforce, and continually revisit rules and expectations for academic honesty. And not just that, do the best they can to make it relevant to the field in which the students are studying so it's not that they just understand how to not be academically dishonest, but why that's important not to be.

CDB: What about the staff? Or support staff across campus? Are there specific departments or staff in general?

CM: Yeah. Any office like ours or student support services, the learning center, academic advising, that has a role in advising students academically, I think this is something that in one way or another should and could come up more. We should have a consistent campus message for this, and I think we should all be reinforcing that as best we can. Those of us that are put in positions to advise students.

CDB: So this is similar to what I just asked you, but more in general, how could the institution improve its overall approach to helping international students not plagiarize or preventing them from doing that?

CM: I don't think... there are stake holders involved in this that aren't acknowledging the responsibility for it. And I don't want to be too specific but I think within academic departments there's leadership within those departments that needs to make this, an everybody issue. And not only that, but they have to be consistent about it. They need to know what people within their department are doing and, I'm sure professors have a right to make a call in certain situations. If they're going to bring charges or that sort of thing. But it would help if it's consistently enforced and communicated and, it's more like shared values if you will, I think which would be really helpful. Which is just really seems to be lacking. Every case that I hear about is about a professor who's got a different policy than other people, and that's just accepted and that's okay. And I think students have trouble keeping up with that. That would be really helpful....Yeah, I think to me there's secondary ways to address it as well too but it would be kind of just reinforcing the messages that they are taking the lead on.

CDB: Do you believe that it should be addressed differently than domestic students?

CM: I think the research that you're doing helps us to determine what should be done differently. I think any time that you're going to begin initiatives or go about helping students with something, you do have to customize your approach. So it would make sense to try to do so with international students. But I think we have to be really careful so they don't feel singled out. And maybe it needs to be part of a larger program, if you will, for academic success.

CDB: Great. Is there any other background information or any other comments you think maybe would help revise the way the institution approaches this and improve it?

CM: Yeah. It would be great to see the Center for Teaching Excellence maybe in combination with the library folks who assist with research and technology and everything on campus, maybe to...Not that the world needs another workshop but offer something along those lines for the folks we talked about that are somehow in one way or another involved in the academic success, students, to better address these things. And maybe brainstorming. You know there's brilliant faculty members with a lot of experience who probably have great tools in their kit for this that other people could benefit from. And so round table discussions and things like that where people are collaboratively going at this...that would be a cool thing to see happen. And I think we have all of the mechanisms in place for something like that. It just takes champions to do it. And to be quite honest, I'm not sure it's the Global Education Office. I think it needs to be academic leadership, provost's office, deans, chairs, professors. I think that's a great place to start. Was that helpful?

CDB: That was great. I think that's it. Thank you.

### **Appendix F – Elin OHara Interview**

Carolina De la Rosa Bustamante: So thank you, for agreeing to participate in the interview.

Elin Ohara: You are welcome.

CDB: If you could please tell me your name, and your professional role here at SUNY Plattsburgh.

EO: Elin Ohara Gonyea and I'm an Associate Librarian at Feinberg Library

CDB: Ok. And in what capacity are you involved with educating or sanctioning international students about plagiarism?

EO: I teach two sections of Information Literacy and Technology, which is required course each semester and international students frequently take my course in the first or second semester that they are here on campus. I'm only also on judicial review board, so I see a fair amount of plagiarism cases in that capacity.

CDB: And how many cases, in general, by international students have been involved in?

EO: In the classroom and judicial review board?

CDB: Yes

EO: I would say, in the classroom I would say at least...25. And then in judicial review board, probably about four.

CDB: Ok. And in your opinion, and your experience, why do think international students at SUNY Plattsburgh plagiarize?

EO: I think they are acculturated to believe that some... The problem is that it's not all international students. So I can't make a generalization like that. I find that some of the more, let's say, collectivist cultures, have more liberal attitudes toward sharing information and sharing the wisdom of scholars and experts. I primarily see the issue as being most prevalent amongst the Chinese students. I have actually never had a case of plagiarism in my classroom that did not involve a Chinese student. And I get a fair amount of other students from the Caribbean, from Egypt, from Japan. I really really, based on the fact that when I call them into my office, and we are talking about what they did wrong, they really don't understand why what they did was wrong. They really don't. You can tell from the quizzical expressions on their faces. Or the.. "oh! I can't do that?" Totally genuine sort of expressions of being mystified and really not understanding that it's not allowed in our culture in the United States. And how do you solve a problem like that, when it's part of someone's culture? It would be like telling me to stop citing. I mean it would just be unthinkable!

CDB: Yeah...

EO: I mean I really wouldn't understand if somebody told me that my citing was wrong. I would be completely mystified. So I understand it from their perspective. But the fact of the matter is, they can't get away with that in the United States if they want to succeed.

CDB: Right.

EO: And that's how I usually frame it. I know that in your culture that this is something that you do routinely, but in the United States plagiarism equals stealing. And you will fail. You have to frame the discussion in, since you are not gonna convince them that what they've been inculturated with is wrong, that is of absolutely no use at all; trying to persuade them to change the way they think about it. You have to frame it in terms of, if you do this, this is the result. So it's always, if you plagiarize (and I give them examples), you will fail. It's that simple. That equation is what tends to work if they are presented with that... Sorry I got off topic.

CDB: No... not at all. That's very useful.

EO: I think some of the students that I've caught plagiarizing do it a second time in the semester, which leads me to believe that it's even more inculturated than one might initially expect. Because they already got the zero in their assignment the first time, and yet they do it again, in very overt sort of ways. Copying and pasting without attribution, or... I include working together on homework assignments; just copying homework assignments from someone who perhaps speaks English better... I find that that tends to happen quite a lot. Every semester. It's already happened twice this semester in the classes I am teaching this semester, and we are only in week 5, so... When I catch an international student plagiarizing I always write them up and I feel bad when I do it, because they are so mystified, but because of the frequency with which I've caught multiple people plagiarizing multiple times in one semester, I have to do it. I sort of feel like it's my professional responsibility.

CDB: And it sets the record for...

EO: And it sets the record because I feel like if they are doing it in my class, which is a skills class, they are probably doing it in the classes as well where they have research papers due.

CDB: Right. Well, with that in mind, what should be the role of faculty or staff, or faculty and staff, in helping international students void plagiarism?

EO: Even though we cover it as a topic in week 2 of my class, plagiarism, citing, and in-text citations, so very early on they are told: this is what you must do in order to properly give credit where credit is due. I feel like the international student orientations that are given, should devote a large section of time to plagiarism. We used to do a small plagiarism piece in the FRX courses. Like half a class period. I would come in, and I would give my presentation about how plagiarism equals you will fail.

CDB: Yes.

EO: But it wasn't enough time. They need real world examples, they need activities where they can practice. Other international students who have been on campus longer perhaps can change personal experiences with having perhaps been written up for plagiarism. I think peers learning from peers is an effective way to send the message. And the other thing, which is sort of beyond the scope of an international student educator, is I personally perceive there are international students, first or second semester international students, whose English language skills are so poor they really don't understand at a level that's gonna make them successful in college. And so I think that they perhaps feel that it's one of the only ways that they can succeed. But that's beyond the scope of your project, addressing the admission requirements for international students. I think written language and comprehension skills for some international students are not as good as whatever skills they used to pass the entrance exams in their countries.

CDB: Yeah. So this is a similar question, but more on the bigger picture. How could the institution as a whole improve its efforts to prevent international students from plagiarizing?

EO: Do you know if they still have an FRX course?

CDB: They have an FRX course and last semester I TA'ed for it. And I know that a Graduate Assistant at GEO did a session on plagiarism.

EO: Right. I think she emailed me for my power point, I think.

CDB: Oh ok.

EO: I would make a plagiarism lesson an entire class be required in the FRX course. I would also make sure that the English 100EA sections....

CDB: Right, the College Writing but for international students.

EO: Yes. Plagiarism needs to be a huge focus in that class, and it's not; at least not in any substantive way. And, time and time again, I argue that there has to be a plagiarism component, and not just in a superficial fifteen-minute way; there has to be a huge plagiarism component in those international student orientations. And time and time again, the counter argument I get is that it's so packed to begin with, but I would argue, what could be more important than setting students up for success from the start rather than setting them up for failure by virtue of leaving something out of an orientation that's really necessary?

CDB: Yeah

EO: I wonder if anybody has actually looked at the plagiarism statistics collected by Steve Matthews office,, to see what percentage is international students. I think those stats would be very telling.

CDB: Yeah, I met with him this morning.

EO: Oh great!

CDB: OK, well those are all the questions I had. Is there anything else that you would like to add that you feel would be pertinent?

EO: My second Masters degree is in Mental Health Counseling. And as part of that training we really do a lot of soul searching regarding our multicultural competence, and so I like to think of myself as very multiculturally aware. And so I really struggle with the fact that when I write someone up for plagiarism in my class (and I do write up a fair amount of domestic students as well), but ninety percent of the time it's Chinese students. Because... part of me wonders: well, am I looking more closely, or closer, at their work because I catch them so frequently? Or is it just that their plagiarism is so overt that it's virtually impossible not to catch. But I'm hoping it's the latter. I'm really really hoping it's the latter. Because I don't ever want to give the impression that I am hammering the Chinese students...

CDB: Right!

EO: I think it's just the inculturation in that society. We see on the news all the time about bootlegging and knowck-offs, so... I think intellectual property just is... very difficult for them to understand... Yeah.

CDB: OK. Thank you!



### **Appendix G – Julia Davis Interview**

Carolina De La Rosa Bustamante: Okay, so thank you for agreeing to participate in the interview.

Julia Davis: You're welcome.

CDB: So we'll begin with your name and your professional role at SUNY Plattsburgh.

JD: Okay. Dr. Julia Davis. Currently, I am the interim Associate Dean of Education Health and Human Services. I am chair and Associate Professor of Counselor Education and the coordinator of the Student Affairs Counseling program. So it's a graduate only program. And my background before becoming a faculty member is 20 years as an administrator, almost all of it in International Education.

CDB: Fantastic! Which is why I love to be able to interview you.

JD: Exactly!

CDB: In what capacity are you involved with educating or sanctioning international students about plagiarism at SUNY Plattsburgh?

JD: Almost no role at all. But actually, a lot of times people will ask me questions about that only because they know my background. And so, I've gotten calls from more than one faculty member asking me about a situation and advice on how I might handle it. Because they know that I've worked with international students for so many years.

CDB: Okay. How many cases of plagiarism by international students have you been involved in.

JD: Over the years?

CDB: Over the years.

JD: In about a 20 year career as an administrator I've come across probably 20 to 25.

CDB: And in your opinion why do international students at SUNY Plattsburgh plagiarize?

JD: That's a good question. We've talked about it a little bit before. I think the number one reason is they don't understand how serious we as a culture take plagiarism as academic dishonesty as cheating. I truly think it's a cultural difference. I think they do get that what plagiarism is. I think they do realize that they are doing it. I think some may just seriously not get it. A small number may truly not understand it. But I know they hear about it in more than one course, so therefore I think it goes deeper into that cultural issue. I think there may also be some that being successful as a student over here is so important that they feel they have to do it in order to do well in class. So I think that's a third reason that it

goes on. That they are purposefully doing it, because of the pressure on them from home or depending on who's funding their education. It isn't cheap for them to go here. It's life or death for them. So the seriousness of their academic standing creates so much pressure that they feel they have to do it in order to be successful.

CDB: What do you think the role of faculty and/or staff should be in preventing international students from plagiarizing or helping them avoid plagiarism?

JD: I think first of all, we all need to do a better job in educating international students from the moment they arrive throughout their schooling about exactly what we mean "plagiarism" is, and how to avoid doing it. I'm mostly worried about the students who do it because of a cultural difference, they're just used to doing it, or those that do it on accident. The one's who do it on purpose, that's another issue. The students have it culturally engrained in them to write this way, or study this way, or to do it, sharing information...I don't know that we do enough as faculty or enough as staff to explain how wrong we think that is. All capital letters WRONG. And really educating them on the fact that there are serious consequences for their actions. I don't think the seriousness of it is...You don't want to scare them to death, but you need them to realize we consider it a crime almost. It's an academic crime to do that. What was the other half of your question?

CDB: What should be the role of faculty and staff in preventing international students from plagiarizing?

JD: I also like an idea of an after the fact- I was talking mostly prevention. But in after-the-fact, if you do have international or domestic students that are accused of plagiarism...Sending the process through only one person is a disservice. I would love to see a committee that's made up of faculty and staff...that handles academic dishonesty cases because i think as much as I'd love to say that faculty and staff are always on the same page, I don't think they always are, and I think combining them together to work on that would be very important to get a holistic approach in how to work with the students on that. Especially after they've been caught plagiarizing.

CDB: This is a similar question. Specifically at SUNY Plattsburgh, and more concretely, how to do think the institution could improve its efforts to prevent international students from plagiarizing? If it makes it easier, I could bring up some of the things that have already been done.

JD: I was going to preface this by saying, "I'm not exactly sure what exactly is done." I'm pretty sure it's covered in orientation.

CDB: The main things are; FRX (freshmen experience class for international students) there is a session about plagiarism and academic integrity. However, not all of our international students participate in that class. The library skills course as you well know. The library also offers sessions. Say I, for example, had a librarian come and do a session specifically for a group of international students I advise on academic integrity and utilizing library

resources for research. So those are kind of the official ways that that is being transmitted and of course what faculty may or may not be doing in their classrooms.

JD: That was helpful thank you. Those are the ones that I did know about. So I was on the right page. Yay. My students actually TA for FRX every fall as part of their curriculum.

CDB: Yeah.

JD: I think we mention it in many different places. I don't know if there is a problem with connecting the dots. First of all, the word plagiarism is really hard to use because that's a weird word and for an international student who is brand new to the US and brand new to living in an English speaking country full time, even if their first semester...I'm even sure what definition you would find if you looked up the word plagiarism, but they wouldn't be able to find it because they wouldn't be able to spell it. I can barely spell it. I would probably mistype it. So finding other words, synonyms for that, would be very important. It's funny because I sort of discussed this with one of the librarians who teaches the library skills course. I said you need to find other words because plagiarism is a big word and for a second language speaker, I can imagine, having studied abroad myself in a foreign country using a different language, if they had thrown out a word that was that complicated and that big I would have missed it completely. You're a second language learner so you understand when it was early on and you were sitting in a classroom and there was lots of things being said, you were lucky if you understood every third word. Like, "Okay, I think i'm getting the gist of this. Cool. Great." You just flew by the seat of your pants when you were a student. So I think finding synonyms would be very important and offering other tutorials and moments. I know in the library skills class it may be covered in a couple of sessions, in the FRX it's only covered in one session. I think they need a whole lot more exposure than that. And I don't know how best that could be done. One idea... maybe an online tutorial about that.

CDB: And there actually is one by the library but you kind of have to search for it to encounter it. But it's on the website and there is one that I think they use for domestic student orientation.

JD: Yeah, something like that that may even be geared a little more toward international students breaking down "What is plagiarism?", "Why is it wrong?" "What do we mean by "cheating"?. I still like to use the word "academic crime" because crime is a scary word. Who cares about "cheating"? You "cheat" on your boyfriend or girlfriend. Big deal. I think crime shows the seriousness with how our culture views it. Another idea, perhaps having peer counselors or peer tutors available especially during international students' first year, to help them with homework assignments and papers and to look for that. They have the Writing Center to help them with writing, but if there were specialty peer tutors or I don't know what you'd call them, peer counselors, that were specifically looking for that. They could say this doesn't sound like you...if they read through somebody's paper, especially a second language, I always know if somebody's first language is English or not. You just do. I'm sure they knew the same thing when I wrote my papers in German. The colloquialisms that are missing. You can catch to that. But then if all of the sudden there are three

sentences that are in perfect colloquial English...You think, "that isn't your voice here". So having a peer do that is a little less intimidating than having a faculty or staff member. Because a lot of these students come from cultures where there is a hierarchy that is much more defined than we tend to do here in the US. They still live under that, whereas we're like "just call me this". That can make them uncomfortable, but if they had these peer tutors that could go through an assignment with them and even as part of the process ask how they went about writing their paper, how they did this take-home test. Talking it through with them and then explain, if there was a case of something not cited or "Oh, I asked so and so from my class and they said that was the answer," explaining why. If it's something they're actually doing, it's an experiential learning moment. So it's something they are doing, then having someone in the moment, that is not looking to catch them cheating, but looking to show them that they are plagiarizing and why that is considered plagiarizing...but not in a punitive way. I don't know if that would help or not.

CDB: No, I think that sounds helpful.

JD: And, I think it wouldn't hurt to instruct the faculty a little more on how to talk about that in their classes.

CDB: Okay. That was my last question. Is there anything else you'd like to add?

JD: I can't think of a whole lot. I think it's such an important topic and it's something I've seen throughout my professional career, and it hasn't lessened in all those years. And sadly, the tools out there to help students, not just international, but all students, plagiarize are getting better. So if we know it's happening...we need to do our very best on educating them on how to do it. If they are not maliciously choosing to do...I don't think there's anything we can do about those students. They are choosing to do it for whatever their reasons are. My goal would be to help protect those students that are doing it either because that's how they've always done things or because they don't know. They don't know any better. Because we actually sometimes in our graduate program get students that don't cite things correctly. They're just making a mistake. Not trying to cheat. Just confused by the citations. And that's understandable. Helping them to find the tools to help them not do it.

CDB: Great. Thank you.

JD: You are so welcome.

## Appendix H – Program components and participants' objectives

Participants' Objectives	Program component to meet objective	Session
<b>1</b> Gain a better understanding of the international student population at SUNY Plattsburgh and their motivations to plagiarize	Read relevant literature	2, 5
	Guest speaker: Cody McCabe, Associate Director of GEO	7
	Panel of international students	6
	Group discussion	Ongoing
<b>2</b> Learn about and develop applicable pedagogical practices that promote a culturally inclusive learning environment in the classroom	Read relevant literature	3,4, 5
	Group discussion	Ongoing
	Implementation of one teaching strategy	Spring semester
	Workshop: Intercultural communication	3
	Moodle forums	
<b>3</b> Increase awareness and understanding of their own cultural biases in relation to their teaching practices	Read relevant literature	3, 4, 5
	Discuss effectiveness of their own teaching practices with group	Ongoing
	Workshop: Intercultural communication	3
	Discuss effectiveness of others' teaching practices with group	Ongoing
	Reflect on own teaching practices	Ongoing
<b>4</b> Identify ways to collaborate with on-campus student support services offices to support international students in being academically successful	Guest speaker: Cody McCabe, Associate Director of GEO	7
	Guest speaker: Holly Heller-Ross, Dean of Library and Information Services	7
	Group discussion	7
	Compile recommendations for Provost's office	8
	Read relevant literature	2,7
<b>5</b> Identify and pursue their own learning goals for their participation in ISIC	Articulate individual personal and professional goals	1
	Read relevant literature	Ongoing
	Moodle forums	Ongoing
	Group discussions	Ongoing

## **Appendix I – Marketing material for emails**

### **International Students in the Classroom (ISIC): A faculty learning community**

#### **16 Reasons why YOU should participate**

1. You will get to hear directly from international students themselves about what does and does not help them in the classroom
2. The international student enrollment in U.S. higher education is only going to continue to increase
3. You will be part of a forward-thinking community of faculty
4. ISIC will provide a platform for you to be an active agent of change in our institution
5. You will learn concrete strategies to tap into the breadth of diversity that international students bring to your classroom
6. You will be a better educator to all your students
7. You believe in adjusting to meet your students' needs
8. We will feed you every session
9. Learning will be stimulating for your job
10. What you will discuss and learn in ISIC is relevant to your everyday experience in the classroom
11. You will learn more about yourself as an educator
12. You will learn from your colleagues and your colleagues will learn from you
13. It will enhance your teaching portfolio
14. We will create the schedule based on participants' availability
15. You strive to be an excellent teacher
16. You have so much free time! Just kidding. But the previous 16 statements are reasons why despite that, you should still be part of this incredible professional development opportunity.

*International students need to be afforded full rights to participation and success in the classroom, in order for them to learn effectively and for others to learn effectively from them.*

- Janette Ryan and Susan Hellmundt

If any of these reasons appeal to you, please submit an application to the Center for Teaching Excellence by Monday, September 1. The application is available on the CTE website.



**Appendix J – Application form**  
**International Students in the Classroom (ISIC)**  
**A faculty learning community**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Academic department: \_\_\_\_\_

Please provide brief answers (150 words or less) to the following questions:

1. What motivated you to be part of the ISIC faculty learning community?
  
  
  
  
  
  
  
  
  
  
2. What do you hope to gain from participating in ISIC?
  
  
  
  
  
  
  
  
  
  
3. How do you plan to contribute to your colleagues' learning during the program?

Please submit this form, along with a copy of your class schedule for the semester, via email to the Center for Teaching Excellence by Monday September 1, 2014.



**Appendix K – Mid-year participant's self-assessment report****ISIC Faculty Learning Community**

1. Please briefly describe the progress you have made thus far in the program toward the following learning objectives:

- Gain a better understanding of the international student population at SUNY Plattsburgh
- Learn about and develop applicable pedagogical practices that promote a culturally inclusive learning environment in the classroom
- Increase awareness and understanding of your own cultural biases in relation to your teaching practices
- Identify and pursue your own learning goals for your participation in ISIC

2. Please provide any feedback you think may be helpful to enhance your learning experience and that of your fellow colleagues in the program

## Appendix L - Final participant's self-assessment report

### ISIC Faculty Learning Community

#### Part I

Using the scale provided, please indicate the extent to which you agree or disagree with the following statements by marking an X on the appropriate box.

1. I have gained a better understanding of the international student population at SUNY Plattsburgh

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly disagree	Disagree	Agree	Strongly agree

Which of the following curriculum components have contributed to you furthering the above? Please mark all that apply.

<input type="checkbox"/>	Articulating individual goals	<input type="checkbox"/>	Guest panel of international students
<input type="checkbox"/>	Assigned readings	<input type="checkbox"/>	Guest speakers
<input type="checkbox"/>	Group discussion	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Intercultural communication workshop		

2. I have gained a better understanding of international students' motivations to plagiarize

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly disagree	Disagree	Agree	Strongly agree

Which of the following curriculum components have contributed to you furthering the above? Please mark all that apply.

<input type="checkbox"/>	Articulating individual goals	<input type="checkbox"/>	Guest panel of international students
<input type="checkbox"/>	Assigned readings	<input type="checkbox"/>	Guest speakers
<input type="checkbox"/>	Group discussion	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Intercultural communication		

☐ workshop

3. I have learned about and developed applicable pedagogical practices that promote a culturally inclusive learning environment in the classroom

☐      ☐      ☐      ☐  
 Strongly disagree    Disagree    Agree    Strongly agree

Which of the following curriculum components have contributed to you furthering the above? Please mark all that apply.

<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Articulating individual goals</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Assigned readings</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Group discussion</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Intercultural communication workshop</div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Guest panel of international students</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Guest speakers</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Other:</div> </div>
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4. I have increased my awareness and understanding of my own cultural biases in relation to my teaching practices

☐      ☐      ☐      ☐  
 Strongly disagree    Disagree    Agree    Strongly agree

Which of the following curriculum components have contributed to you furthering the above? Please mark all that apply.

<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Articulating individual goals</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Assigned readings</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Group discussion</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Intercultural communication workshop</div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Guest panel of international students</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Guest speakers</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Other:</div> </div>
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5. I have identified ways to collaborate with on-campus student support services offices to support international students in being academically successful

☐      ☐      ☐      ☐

Strongly disagree    Disagree    Agree    Strongly agree

Which of the following curriculum components have contributed to you furthering the above? Please mark all that apply.

<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Articulating individual goals</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Assigned readings</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Group discussion</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Intercultural communication workshop</div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Guest panel of international students</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Guest speakers</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Other:</div> </div>
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6. I have identified my own learning goals for participating in ISIC

☐      ☐      ☐      ☐

Strongly disagree    Disagree    Agree    Strongly agree

Which of the following curriculum components have contributed to you furthering the above? Please mark all that apply.

<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Articulating individual goals</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Assigned readings</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Group discussion</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Intercultural communication workshop</div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Guest panel of international students</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Guest speakers</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div>Other:</div> </div>
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7. I have furthered the learning goals I set for myself during my participation in ISIC

☐      ☐      ☐      ☐

Strongly disagree    Disagree    Agree    Strongly agree

Which of the following curriculum components have contributed to you furthering the above? Please mark all that apply.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Articulating individual goals  
Assigned readings  
Group discussion  
Intercultural communication workshop

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Guest panel of international students  
Guest speakers  
Other:

## Part II

1. Please describe how your participation in ISIC has impacted your professional role as a faculty member at SUNY Plattsburgh
2. How has your participation in ISIC impacted the way you interact with international students in your classes?

## Appendix M – Program Evaluation Tools



Program aspect	Evaluating body	Evaluating tools	Timing
Design	Participants Guest speakers Facilitator	Self-assessment reports Informal conversation with facilitator Periodic reflection / ISIC evaluation report	Mid-year & end of Spring semester After guest speaker's attendance to ISIC During and after every ISIC session / End of program
Impact	Participants Guest speakers Provost's Office	ISIC reunion/focus group ISIC reunion/focus group ISIC reunion/focus group	6 months after end of program 6 months after end of program 6 months after end of program
Delivery	Participants Guest speakers CTE Staff	Course evaluation survey Informal conversation with facilitator Periodic staff meetings	End of program After guest speaker's attendance to ISIC Once a month & end of Spring semester

### Appendix N – Budget

	Fixed Costs				
Expense Category	Cost/	Unit	Quantity	Total	
Trainer					
Honorarium	\$ 500.00	workshop	1	\$ 500.00	
Travel stipend	\$ 50.00	workshop	1	\$ 50.00	
Acommodation	\$ 110.00	night	1	\$ 110.00	
Meals	\$ 15.00	trainer	1	\$ 15.00	
Total				\$ 675.00	

#### Budget notes:

**Honorarium:** this estimation is the suggested range for the trainer honorarium.

**Travel:** fixed stipend

**Accommodation:** Accommodation will be contingent on where the trainer is traveling from. Budget supposes that trainer will deliver the workshop in the afternoon, spend one night in Plattsburgh, and depart the following morning. Stay will include breakfast the following morning.

**Meals:** Two meals will be covered on the day of arrival. One is listed in the budget, and the second will be provided during the workshop (covered by CTE budget).