



EAST TENNESSEE STATE
UNIVERSITY

International Stress to Success: A Transitional Guide to Thrive In and Out of the Classroom

Ms. Ricki Kaplan

Senior Lecturer – Department of Management and Marketing

Dr. Karen Ann Tarnoff

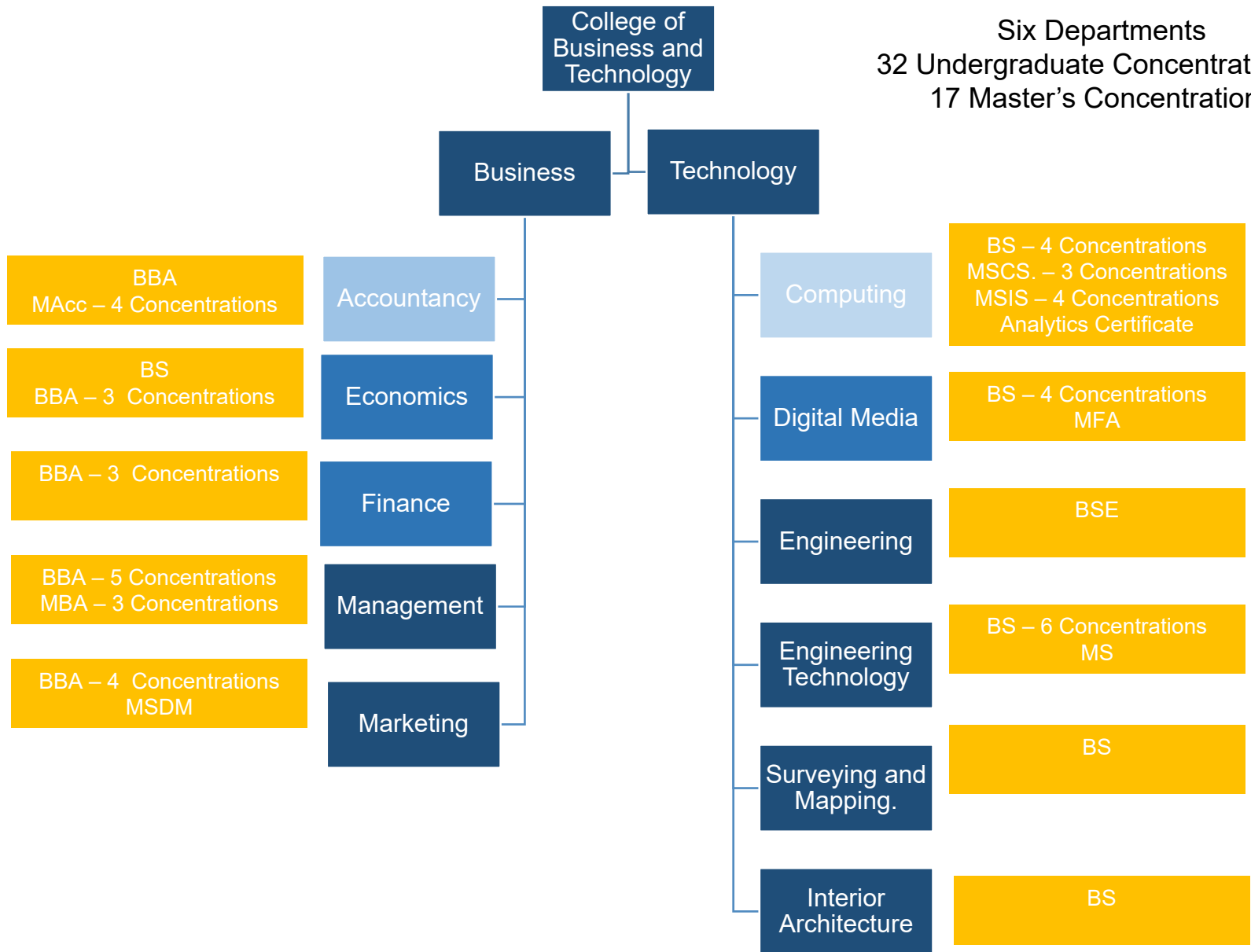
Associate Dean for Assessment and International Programs

College of Business and Technology
East Tennessee State University

Session Learning Objectives

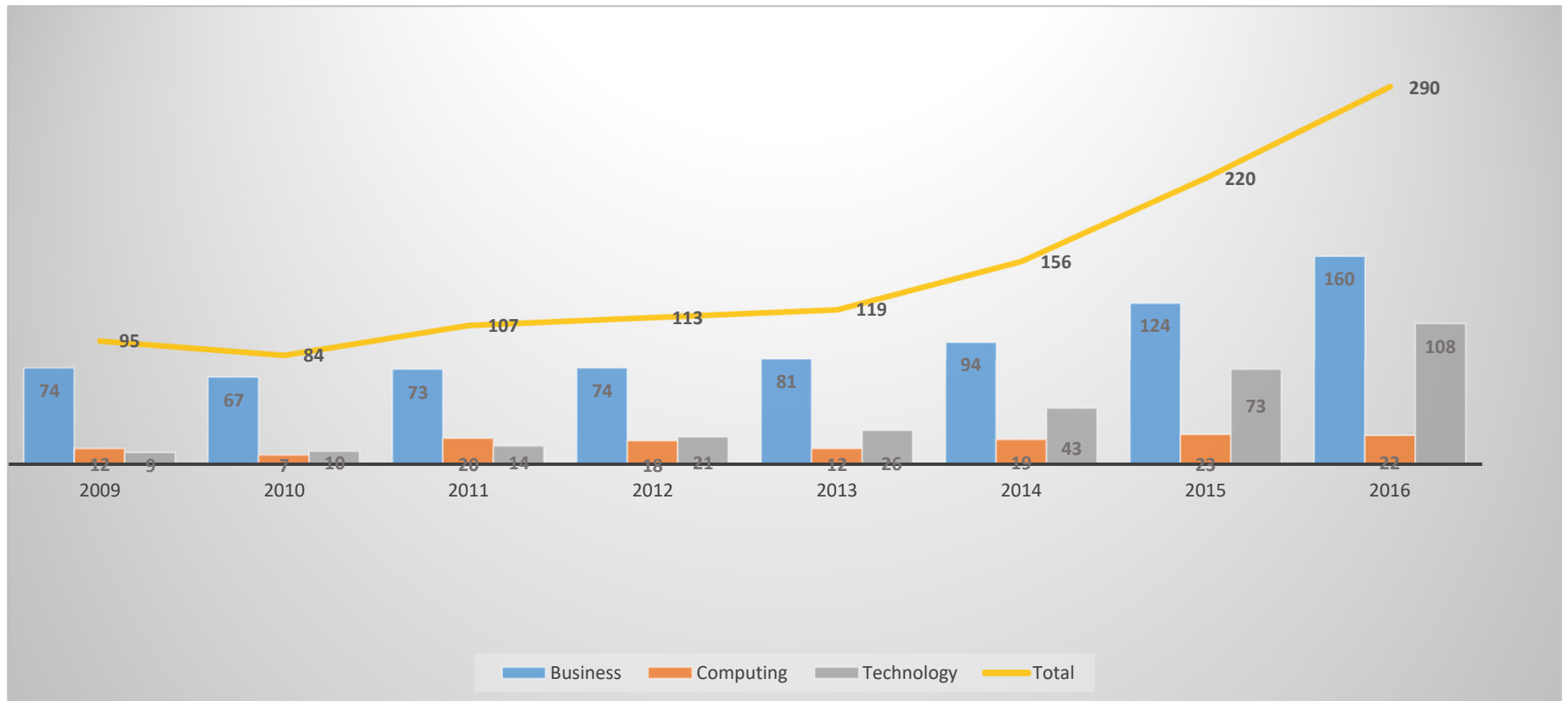
- Participants will:
 - Identify the benefits and challenges of both compressed arrival orientations and integrated international student seminars in order to consider which is more appropriate for their scenario.
 - Become familiar with the approach utilized in CBAT to create and offer its four semester International Student Seminar.
 - Become familiar with the structure and content offered in each of the four semesters of CBAT's International Student Seminar.
 - Become familiar with the pedagogical approaches taken to ensure that each semester of the International Student Seminar builds upon the learning gained in the preceding seminar including a road map across the four semesters that participants can use to develop their own seminars.
 - Identify the benefits of this approach including how to justify the resources required to create this type of seminar.





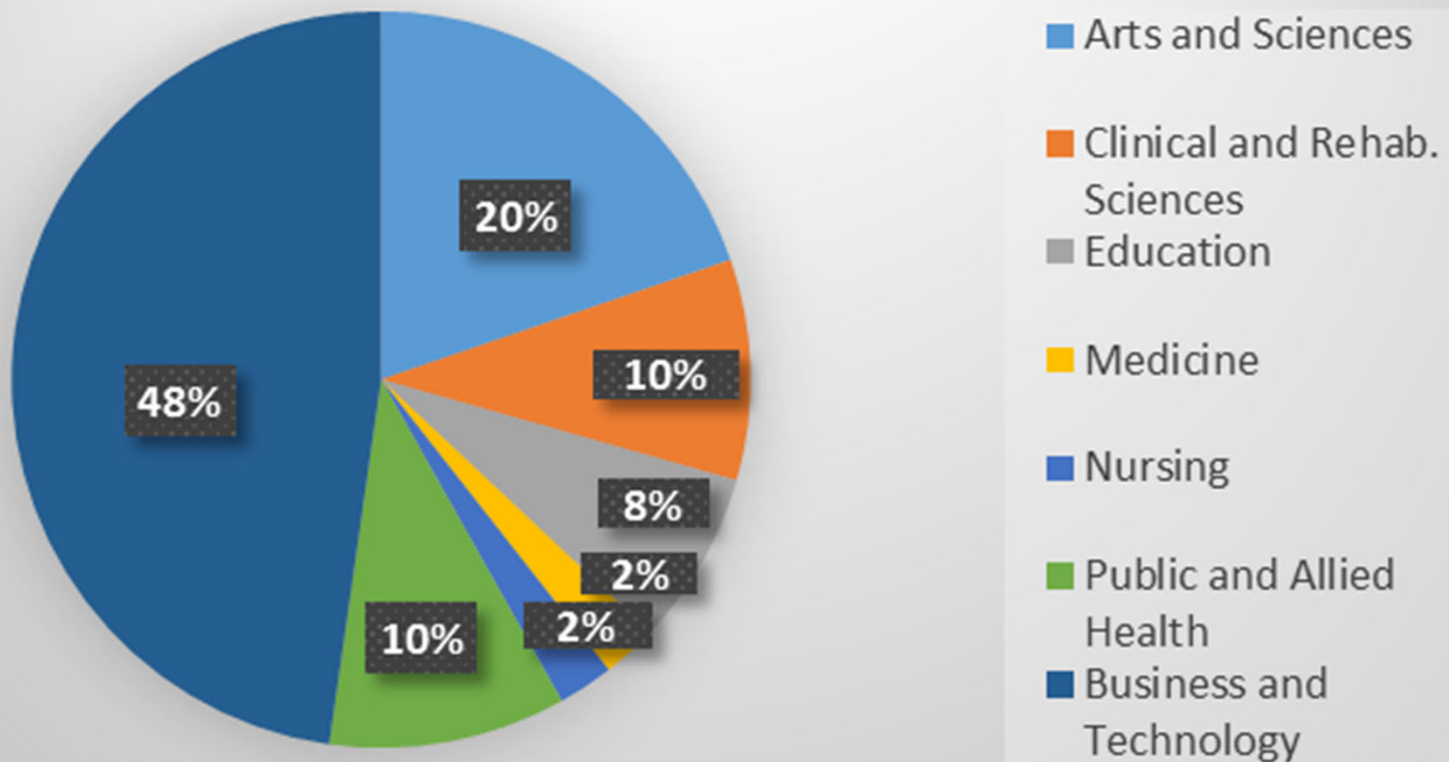
Six Departments
 32 Undergraduate Concentrations
 17 Master's Concentrations

CBAT International Student Enrollment 2009-2016

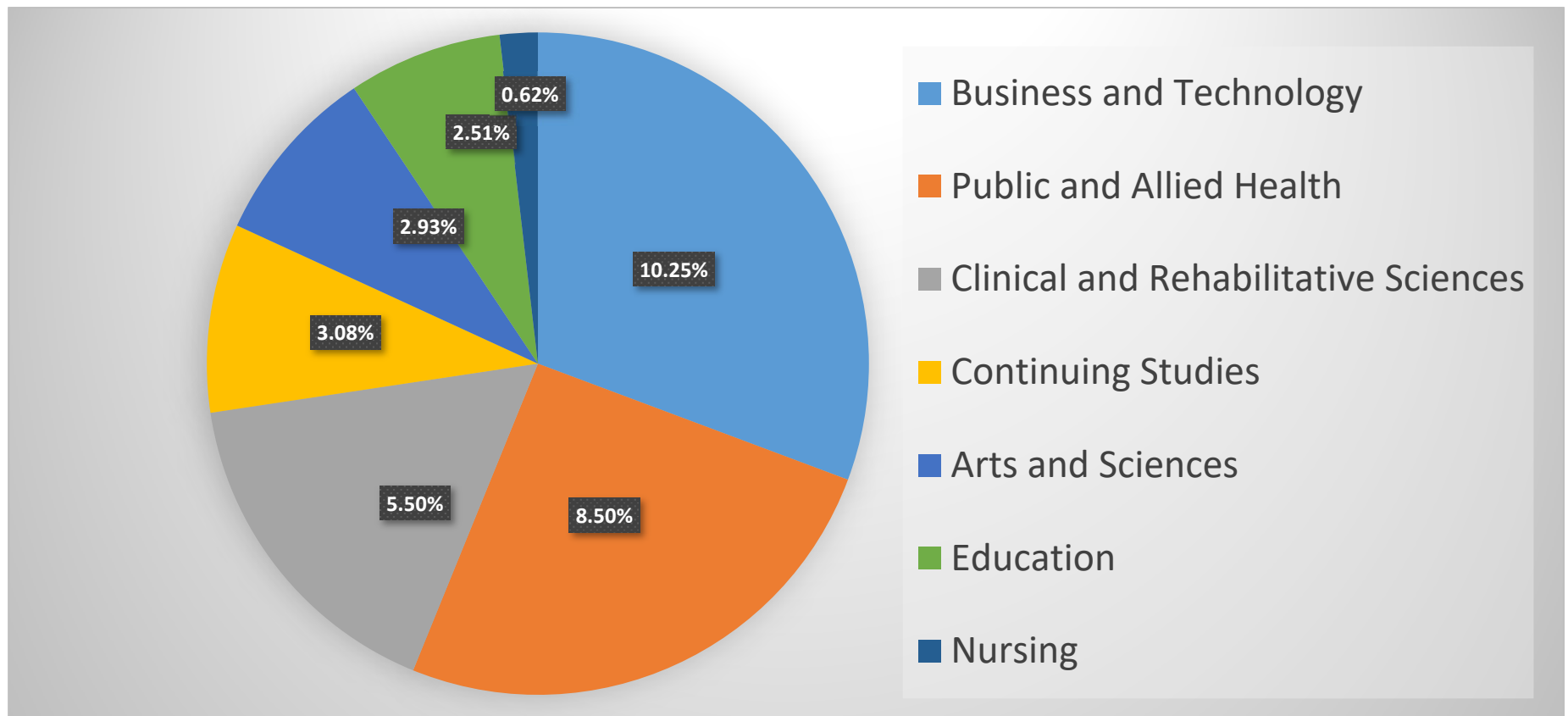


ETSU International Student Enrollment by College 2016-2017

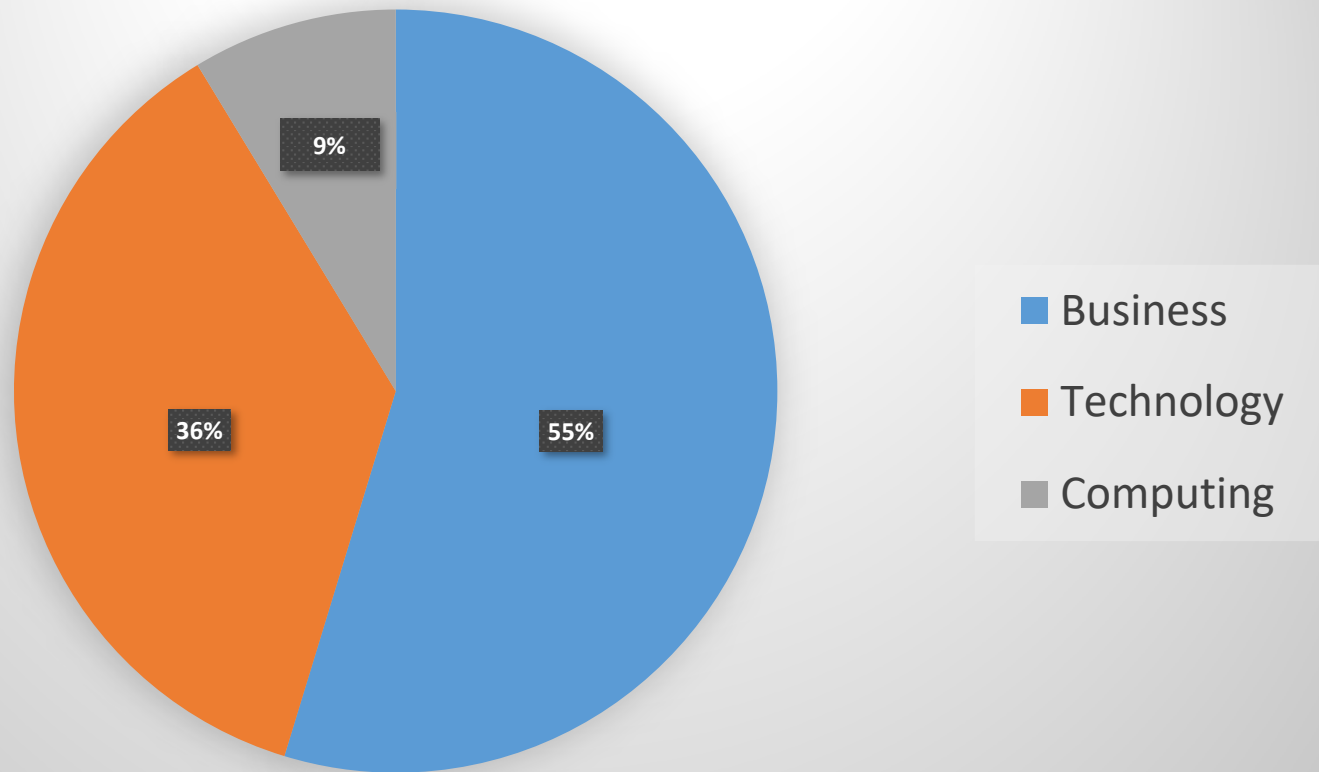
Figure 2: ETSU 2016-2017 Student Enrollment by College



ETSU International Student Enrollment as a Percentage of Total College Enrollment



CBAT International Students by Area of Study 2016-2017



CBAT International Programs

- Traditionally, very decentralized
- Few international partnerships (SDNU 2+2, Hochschule Bremen)
- No coordination across units
- No cohesive strategy
- No programs or services specifically focused on supporting international students
 - No College orientation
 - No international advisor
 - Minimal study abroad opportunities



Two Approaches to International Student Orientations

Short/Compressed Arrival Orientation

- Delivered shortly after arrival
- Focuses on immediate needs/questions
- Is often overwhelming to students (especial ESL learners)
- Often doesn't address culture shock or adjustment long-term
- Minimal socialization

Integrated International Student Seminars

- Delivered over an extended period of time
- Focuses on long-term social, academic, and professional success
- Allows more faculty engagement
- Is part of a strategic effort to build community
- Addresses immediate and long-term adjustment needs



Short/Compressed Arrival Orientation

Advantages/Benefits

- Immediate contact with students
- Minimal planning
- Minimal resources required
- Easy to deliver
- Serves as good introduction

Disadvantages/Costs

- Lacks depth
- Does not build long-term connection/relationships
- May leave students feeling abandoned
- May overwhelm students



Integrated International Student Seminars

Advantages/Benefits

- Prolonged interaction with students builds relationships
- Builds community
- Addresses deeper issues
- Can address social, academic, and professional issues/needs
- Makes lasting connections (i.e., alumni)

Disadvantages/Costs

- Delayed contact with students
- Requires extensive planning and resources
- Requires student time
- Not all content applies to every student
- Some students don't recognize the need



CBAT International Student Seminar

- Program requirement (in course catalog) for all undergraduate and graduate international students studying in CBAT.
- All entering international students must register for and successfully complete ISS each of their first four seminars studying in a CBAT program.
- Waivers can be granted for students based on factors such as degree completion from ETSU or a U.S. university.
- No waivers are granted for first semester ISS.
- International student fee of \$150 per semester is attached to ISS.



CBAT International Student Seminar Goals

- Orient, develop, and educate international students
- Aid assimilation and acculturation and enhance integration into university community
- Improve knowledge and skills to enhance academic performance
- Clarify expectations for academic tasks and professional behavior
- Improve professional skills
- Address challenges unique to international students
- Build strong and inclusive international student community



CBAT International Student Seminar Topics

- Academic expectations
- Academic integrity and misconduct
- Differing academic and professional expectations
- Written and oral communication competencies
- Teamwork competency
- Cultural intelligence
- Cross-cultural competencies



Pedagogical Methods

- Assignments spanning semesters:
 - LinkedIn profile – job search preparedness
 - Poster session – written and oral communication skills
 - Elevator speeches – oral communication skills
 - Cross-cultural competency certificate – cultural competency
 - Portfolio – self-development and self-reflection



Cross-Cultural Competency Certification

- Four CCCC levels – one per semester
- Semesters are sequential
- Must complete all required assignments to earn
- Retain work in portfolio across semesters
- Assignments are comprised of self-assessment, reflection and team exercises
 - American culture quiz
 - Cultural identity worksheet
 - Culture Learning Styles Inventory
 - Diagnosing your cultural intelligence
 - Cultural Values Scale
 - Developmental Model of Intercultural Sensitivity



Pedagogical Methods

- Activities and assignments:
 - Group work and team assignments
 - Group and semester games and competitions
 - Self-assessments
 - Discussion board posts
 - Journal posts
 - Module quizzes
 - Course assessments
 - Student Success Partner emails and meetings

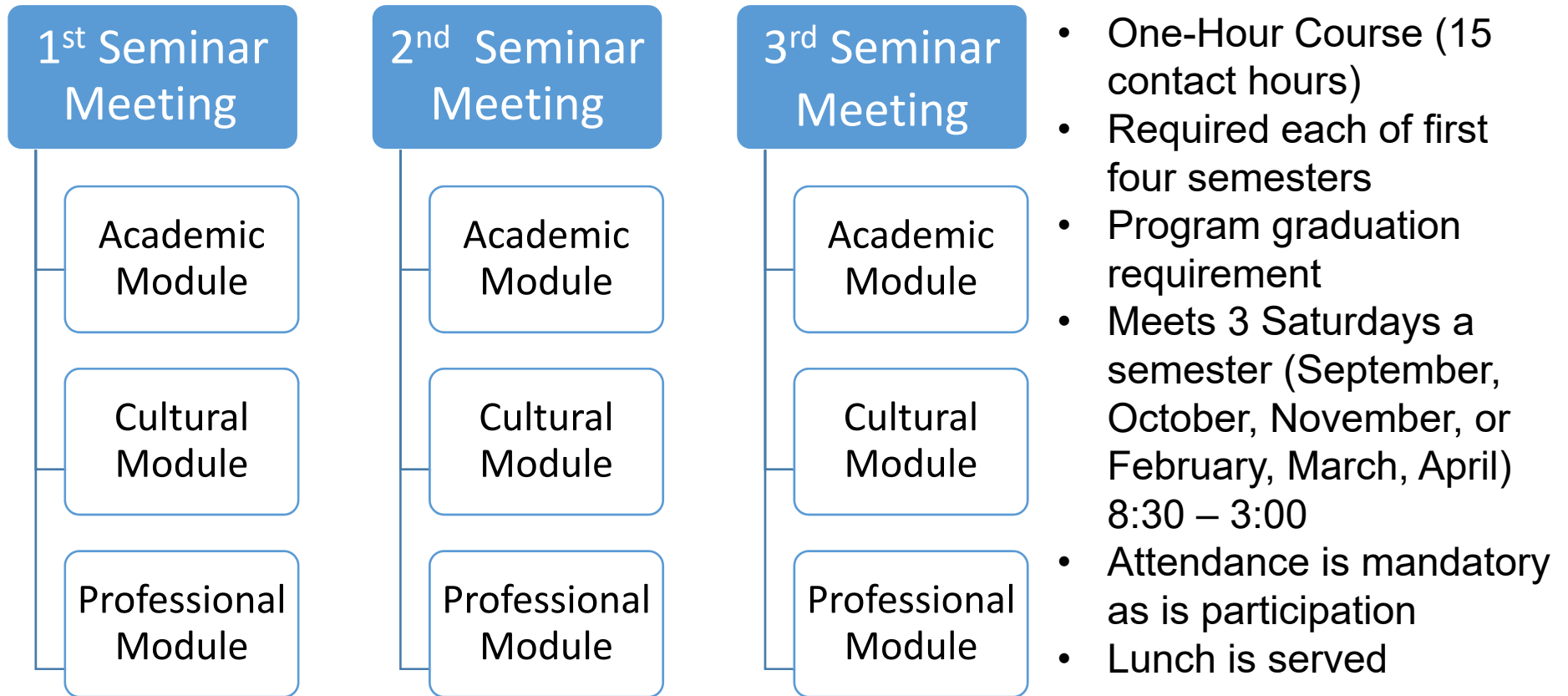


Student Success Partners

- Recognized international students may be hesitant to ask questions of faculty – needed to build connections
- Utilize University Academic Performance Scholars – work 75 hours per semester
- SSP's:
 - are assigned specific international students
 - Interact with and assist their international students during ISS
 - Email weekly with personalized emails containing specific information (e.g., important dates during the semester, resources and support services available on campus)
 - Meet with international students either virtually or in person four times during the semester
 - Are available to meet with international students or respond to emails
 - Sit specific hours on campus for drop-ins



CBAT's International Student Seminar Format

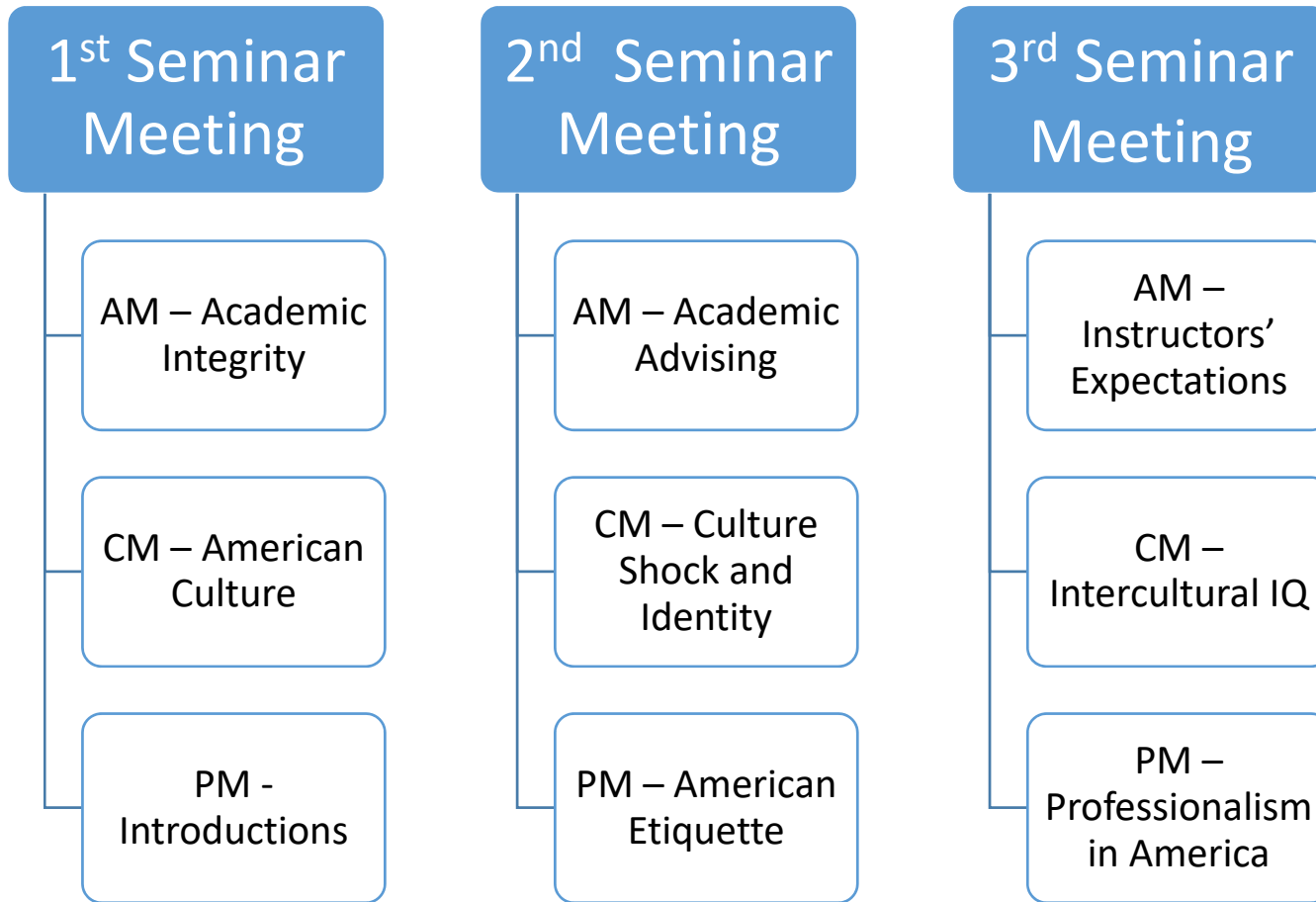


First Semester International Student Seminar

- Learning Objectives:
 - Familiarize students with support services on campus and how to utilize them
 - Explain what specific actions constitute academic misconduct, why they are problematic, and consequences
 - Examine faculty expectations, articulate how they differ from home culture, and formulate personal strategy for meeting new/different expectations
 - Examine teamwork expectations, articulate how they differ from home culture, and formulate personal strategy for operating as an effective teammate
 - Diagnose communication strengths and weaknesses and develop enhancement plan
 - Evaluate cultural intelligence quotient, identify areas for improvement, and devise approaches for enhancing CQ
 - Assess cross-cultural competency, identify areas for improvement, and complete exercises/experiences to augment CCC



First Semester International Student Seminar

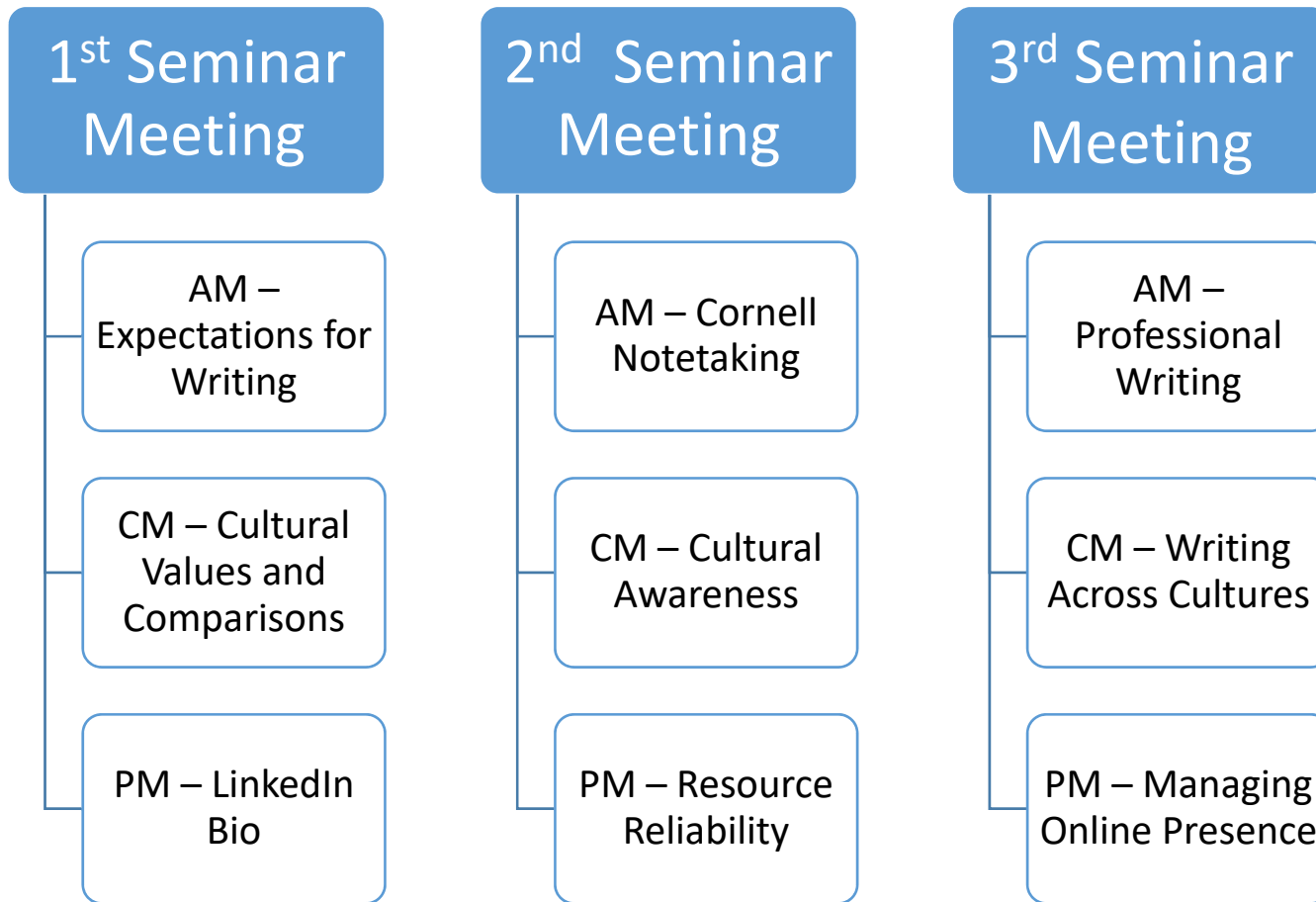


Second Semester International Student Seminar

- Learning Objectives:
 - Evaluate home culture with Hofstede's Typology and compare to other cultures
 - Create an outline using cluster diagramming to brainstorm ideas
 - Demonstrate understanding of plagiarism and its prevention via appropriate citation and paraphrasing
 - Take effective notes using the Cornell Method
 - Understand instructor expectations of students both inside and beyond the classroom
 - Understand cultural awareness and intercultural sensitivity
 - Gain knowledge of research methods and assessing resource reliability
 - Understand the different needs in writing across cultures
 - Develop a professional online presence
 - Structure a professional letter, memo, and email



Second Semester International Student Seminar

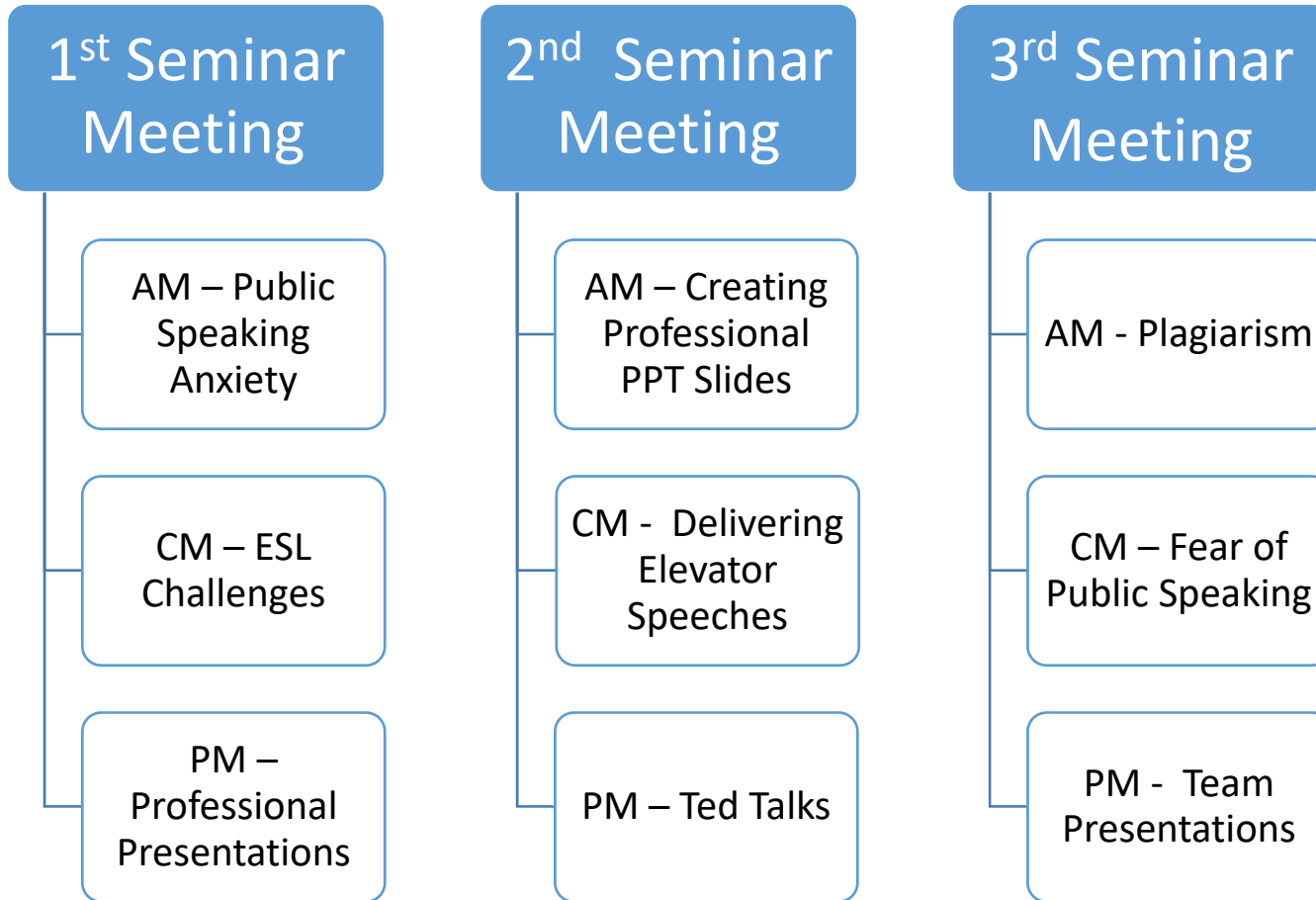


Third Semester International Student Seminar

- Learning Objectives:
 - Understand the causes of public speaking anxiety and assess personal causes/triggers to formulate a remediation strategy
 - Identify challenges of ESL learners and assess public speaking confidence to develop a strategy to enhance confidence
 - Understand differing expectations for presentations in different cultures and be able to adapt presentation materials and delivery accordingly
 - Hone professional presentation skills
 - Develop and deliver both a short and a long personal elevator speech
 - Develop professional PowerPoint slides
 - Understand expectations for participation in a team-based presentation
 - Understand what constitutes plagiarism in professional presentations
 - Create a poster highlighting home culture and present it during a poster session



Third Semester International Student Seminar

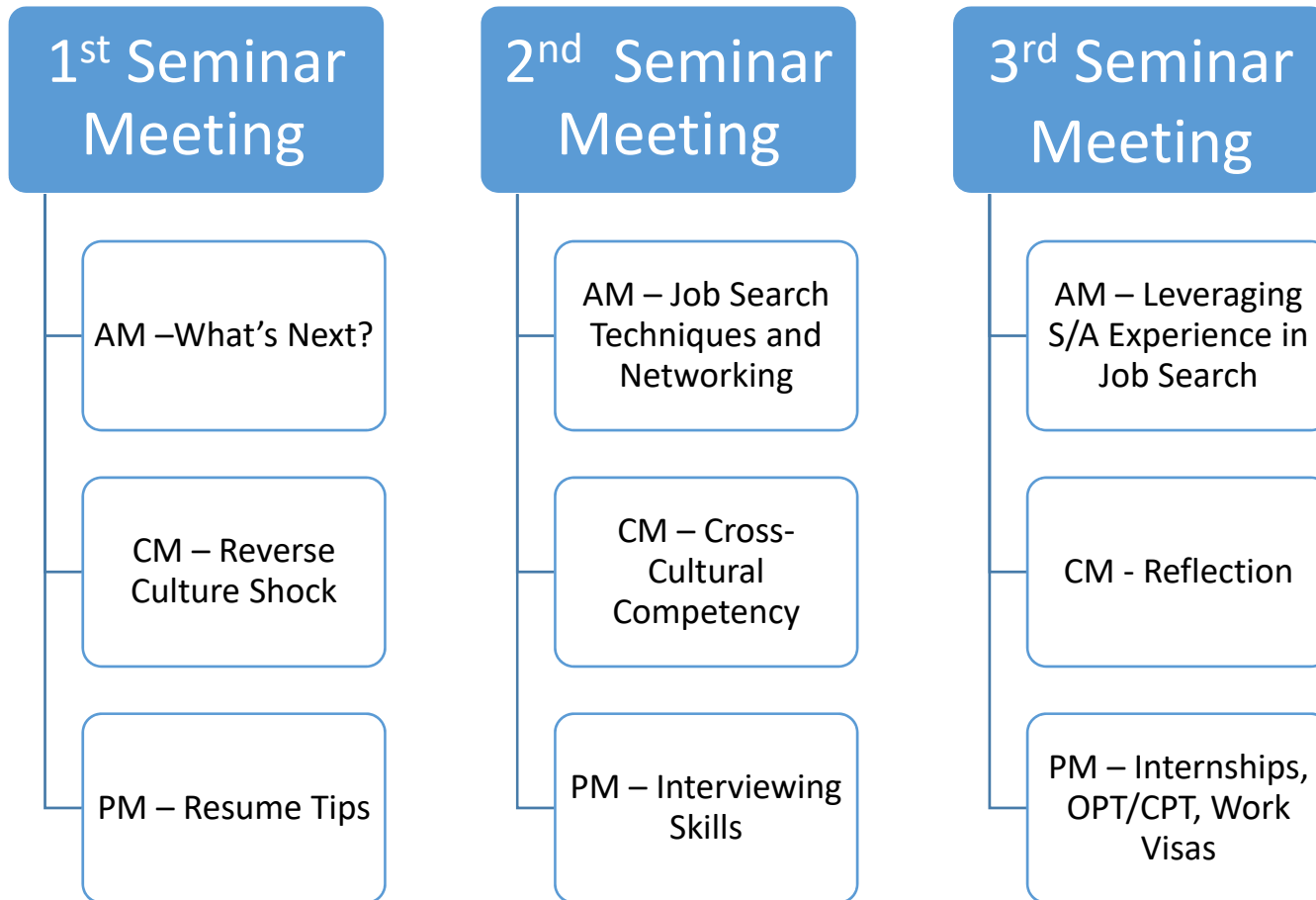


Fourth Semester International Student Seminar

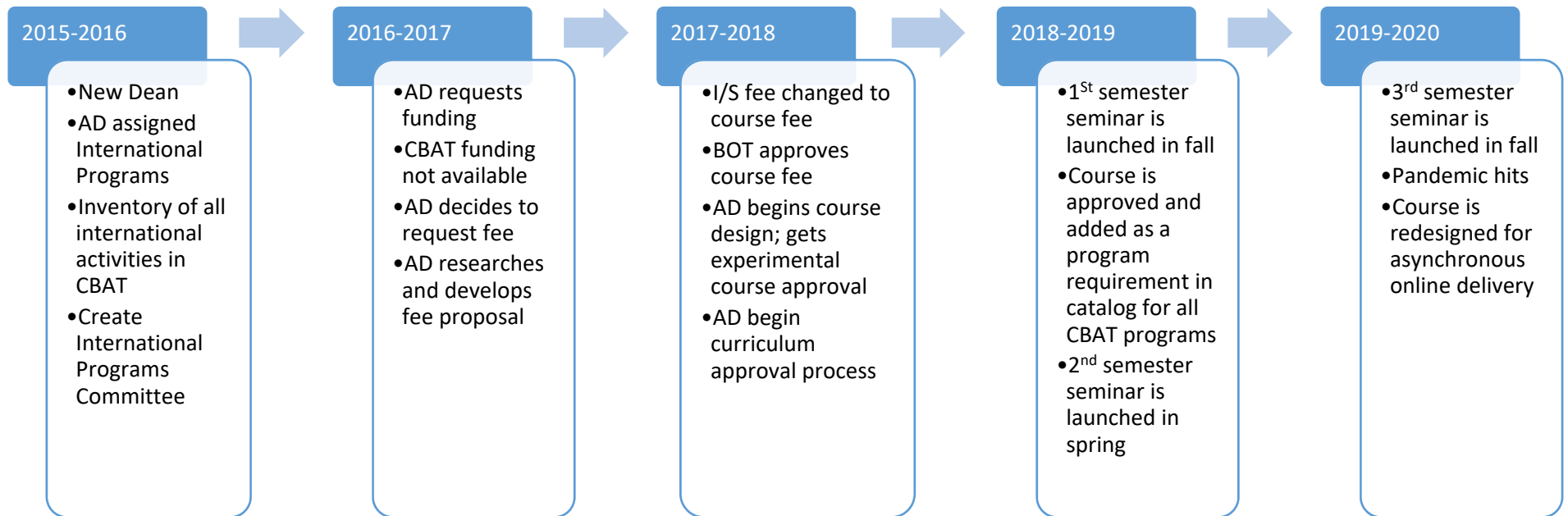
- Learning Objectives:
 - Become familiar with job search techniques and develop a plan to conduct a personalized job search plan
 - Understand networking fundamentals to aid in a job search
 - Devise a strategy to capitalize upon your study abroad experience in the job search process
 - Create a professional resume to be utilized during mock interviews and job search
 - Understand OPT and CPT requirements as well as methods to obtain sponsorship necessary to pursue a work visa
 - Expand and polish your LinkedIn profile for utilization during a job search
 - Understand reverse culture shock and issues that can accompany re-acculturation as you return to your home culture and devise a strategy to facilitate the transition back home
 - Utilizing the portfolio of assignments collected across all semesters of the International Student Seminar, complete reflective assignments identifying and discussing personal growth in the areas of cultural intelligence and cross-cultural competencies.



Fourth Semester International Student Seminar



In the Beginning...



Resources Required

- Faculty course designer and coordinator
- Faculty volunteers to teach sections/semesters – three ISS semesters earns one course release
- Student staff – graduate assistant, federal work study student, five academic performance scholars
- Clerical support
- Additional volunteers:
 - Staff to lead specific modules – career services, advising, visa requirements and restrictions etc.
 - CBAT international faculty – to judge poster competition, conduct mock interviews
 - Local organizations – to lead specific modules (e.g., OPT/CPT, work visa sponsorship)



Justifying Resources Required

- Use the data to make the argument:
 - International student enrollment in programs/college
 - Externally benchmark – support programs offered by peer/aspirant institutions
 - Survey current international students regarding unmet needs and satisfaction, how they learned about university, net promoter score
 - Look for external sources of data:
 - Programs in demand by international students
 - Economic impact of international students in region
 - Chamber of Commerce data of international organizations in region
 - Projected international student enrollment worldwide
 - Frame international student satisfaction in terms of future recruitment success
 - Couch international student enrollment as part of enrollment growth agenda
- Be clear about projected revenue based on enrollment and how the revenue will be used to support international students



Challenges and Barriers

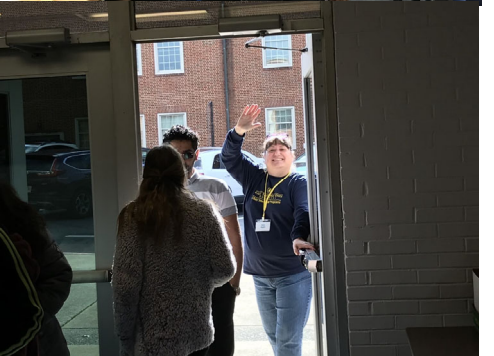
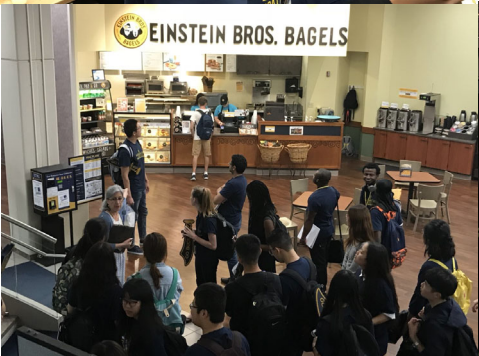
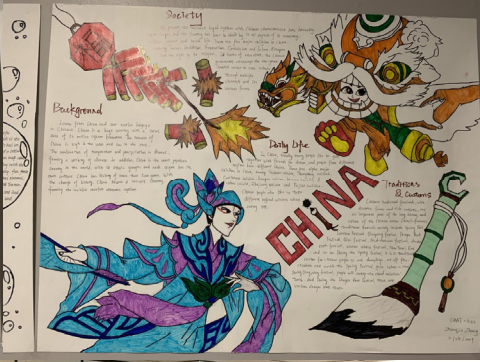
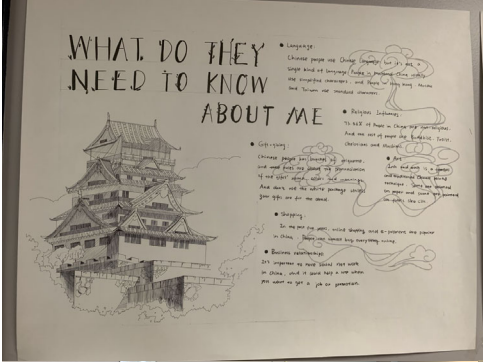
- Fee proposal process and gaining approval
- Curriculum proposal process:
 - Obstacles presented by creating a course that spans a college rather than being attached to a single department (e.g., course rubric)
 - One hour vs. zero-hour course
 - Grade vs. pass fail
 - Progression requirement
 - Enforcement of requirement – who and how
- Tracking enrollment and notification of students



Lessons Learned

- ESL learners need most information presented in writing
- Podcasting aids ESL learners
- Need to post homework and due date reminders in several locations including LMS
- International students are much more likely to ask questions of other students than of faculty (e.g., student success partners)
- Individual students are hesitant to answer questions in class but are very willing to summarize the responses of a group





Questions?



EAST TENNESSEE STATE
UNIVERSITY

tarnoffk@etsu.edu
kaplan@etsu.edu



EAST TENNESSEE STATE
UNIVERSITY