



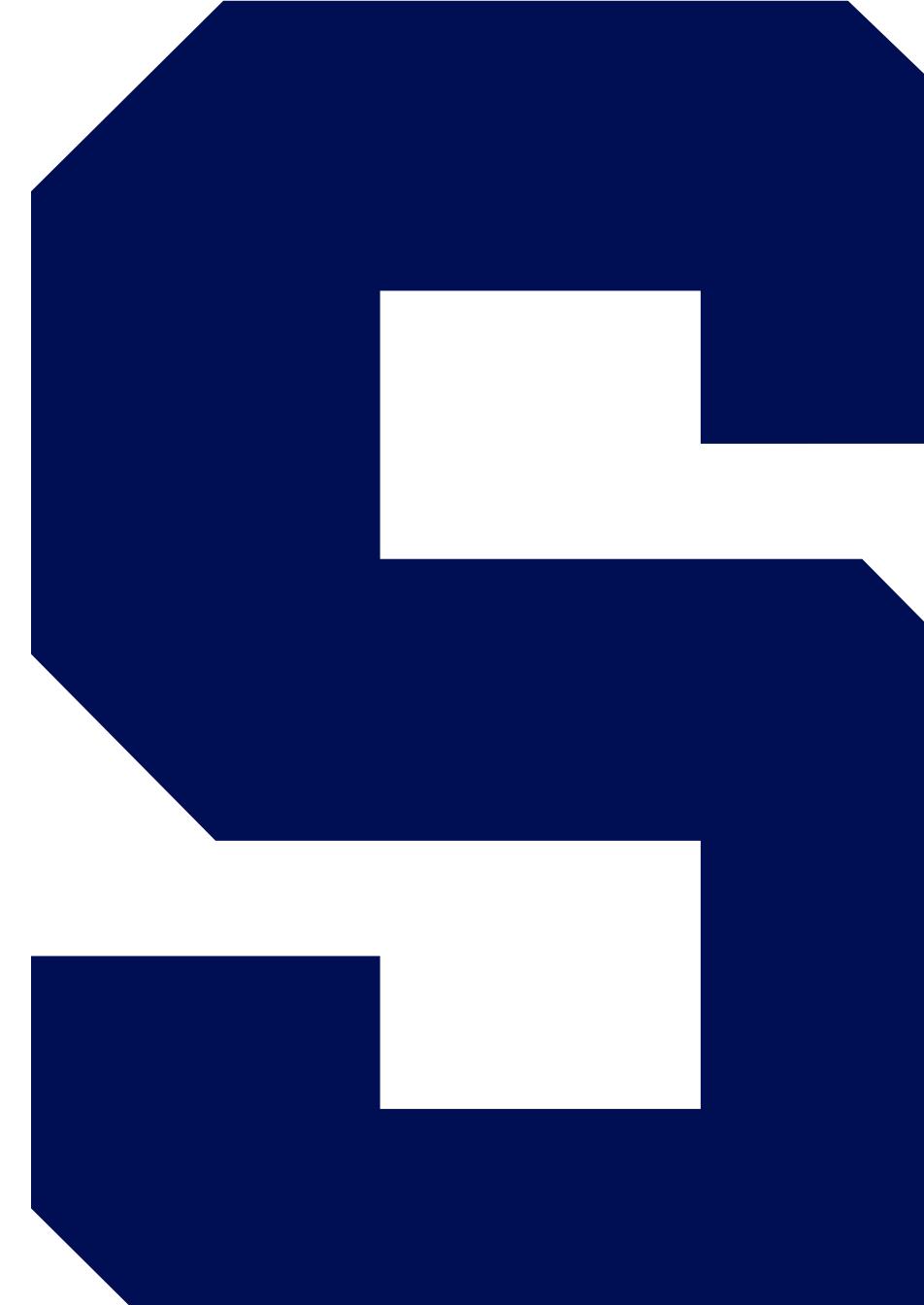
“Growing an Acorn to an Oak Tree” - International Student Academic Persona and Advising Strategies

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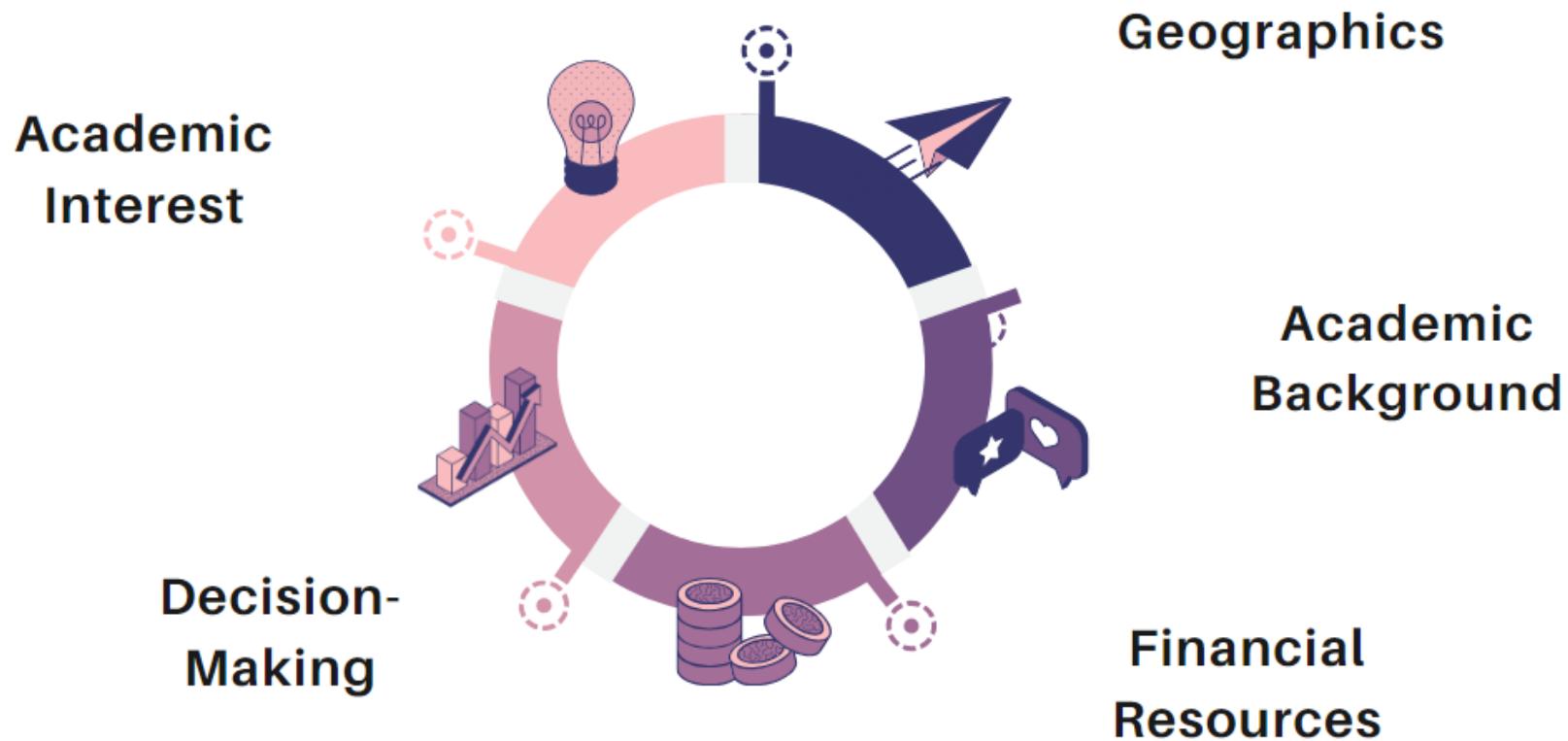
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Take-Aways

- Identify international student academic characteristics
- Generalize key cultural differences
- Apply inclusive advising and intercultural competences into international student advising

Five Factors about International Student at SU



INTERNATIONAL STUDENT Canvas

Background

- What are their name, age, country and city of origin, continent, and economic zone?
- Did you attend an American high school?
- If not, what is their instructional language in high school?
- What is their high school curriculum like?

Study Choice

What fields of study would SU's international students like to pursue and why?

Goals

- What motivates those students?
- Why are they at SU?

Challenges

- **What are they concerned about?**
- **What barriers do they have?**

Career Aspirations

- What career path do they want to follow?
- What are their expectation and needs?

Information Channels

How do the students look for information? - website, social media, agencies, events, peers

How Cultural Differences Affect Academic Performance?

U.S.	Asia
The early bird gets the worm.	The first bird is the one that gets shot (China).
The squeaky wheel gets the grease.	The nail that sticks up gets hammered down (Japan).

Teacher-Centered vs. Learner-Centered

	Teacher – Centered	Learner-Centered
Teaching Style	Lecture	Lecture, group discussion
Instructor's Role	Director of teaching, resources of learning	Facilitator
Learner's Role	Listener, memorizing	Listener, critical thinking, demonstrating understanding
Learning Style	Top-down	Interactive
Learning Outcome	Memorize and absorb knowledge	Apply knowledge

Inclusive Advising

Culturally Responsive & Equity-Based Teaching

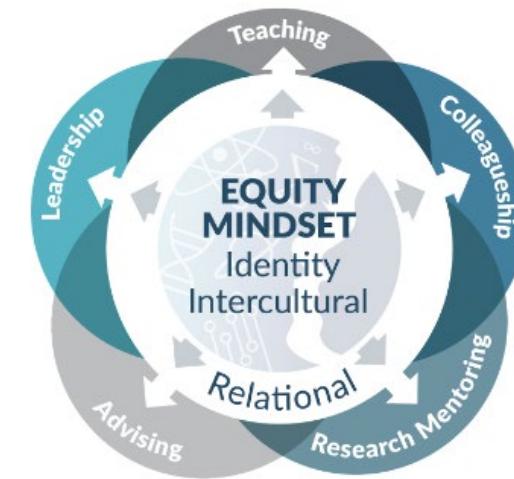
Inclusive Professional Framework (IPF)

- Identity
- Intercultural
- Relational



Inclusive Professional Framework for Faculty

- Teaching, advising, research mentoring, colleagueship, and leadership



Ten Recommendations for Working with International Students

Speaking

1. Limit the use of acronyms, abbreviations, jargon, colloquialisms and idioms when speaking (or writing) to an international student, even if English is their first language.
 - When an advisor says or writes, "I would go and speak to _____ to address that problem", an international student's interpretation is "My advisor is going to speak to ... and address the problem for me."
 - Avoid "Slutzker center". Instead, use "international services center".
 - Avoid words and phrases like, "What is up!"
2. Speak slowly, clearly, and succinctly.
 - Avoid words like "perhaps", "maybe", or "we will see." International student may take it as "Yes".
 - If you are not sure about your advice, please do follow up with student, for example, responding to them in # of days or refer to campus resources.

Listening

3. Listen patiently.

- Small talk by a student can have the purpose of “feeling you out” to see if you are really listening.
- Allow students to get through the “script” in their mind so they feel certain that you have heard what they say.

4. Check for understanding

- Ask student clarifying questions like, “Just so I am sure, I think you said...”.
- Don’t just ask them if they understood everything you told them. Instead, ask student to explain what you said in their own words.

Names

5. Make an effort to learn students' names.

- Making the student feel welcomed and respected
- <https://www.pronouncenames.com/>
- Builds trust/relationships between advisor and advisee.

6. Show curiosity of students' countries of origin, customs, languages, and current events.

- Learn some words/phrases in the student's native language.

Communication

7. Be **explicit** about expectation and be **firm**.
 - Emphasize that there are no exceptions to the policy/procedure/answer and that the answer will be the same no matter how many times the question is asked, or whom they ask.
8. Be personable and approachable.
 - Help students understand U.S. customs and how "things are done here", but do not pressure them to change their behavior or viewpoints unless the change is absolutely necessary for academic or social success or to avoid serious conflict.
 - Temper your own knee-jerk reactions to requests that may sound like demands, either because of translation issues or cultural differences in getting needs met.

Cultural Tips

9. Be open minded to some possible **cultural difference indicators**, take a breath and approach differently
 - For example, nodding continuously when clearly the individual does not understand, awkward laughter, head bobbling, ending the conversation abruptly.
 - Don't assume that all students from a country or culture will behave or respond the same way.
10. Be encouraging.
 - Students do not always realize the need to seek out professors/TAs.
 - Provide re-assurances.
 - **Help students understand their distorted beliefs and misperceptions** that cause their deficits.
 - Emphasize the importance of effort.
 - Demonstrate **confidence** that every student can succeed.
 - Show your human side, e.g., past academic struggles, etc.

Feedback from International Students

<https://syracuseuniversity.zoom.us/rec/share/JxvpW-qtzja4kg5KQJfq-Hi6bLGHakzz0Xq95ovfjKZayX4wGUdETIfIdFRril-W.wXqRQeu0y8i76e-K>

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Thank You

