UNIVERSITY OF TORONTO
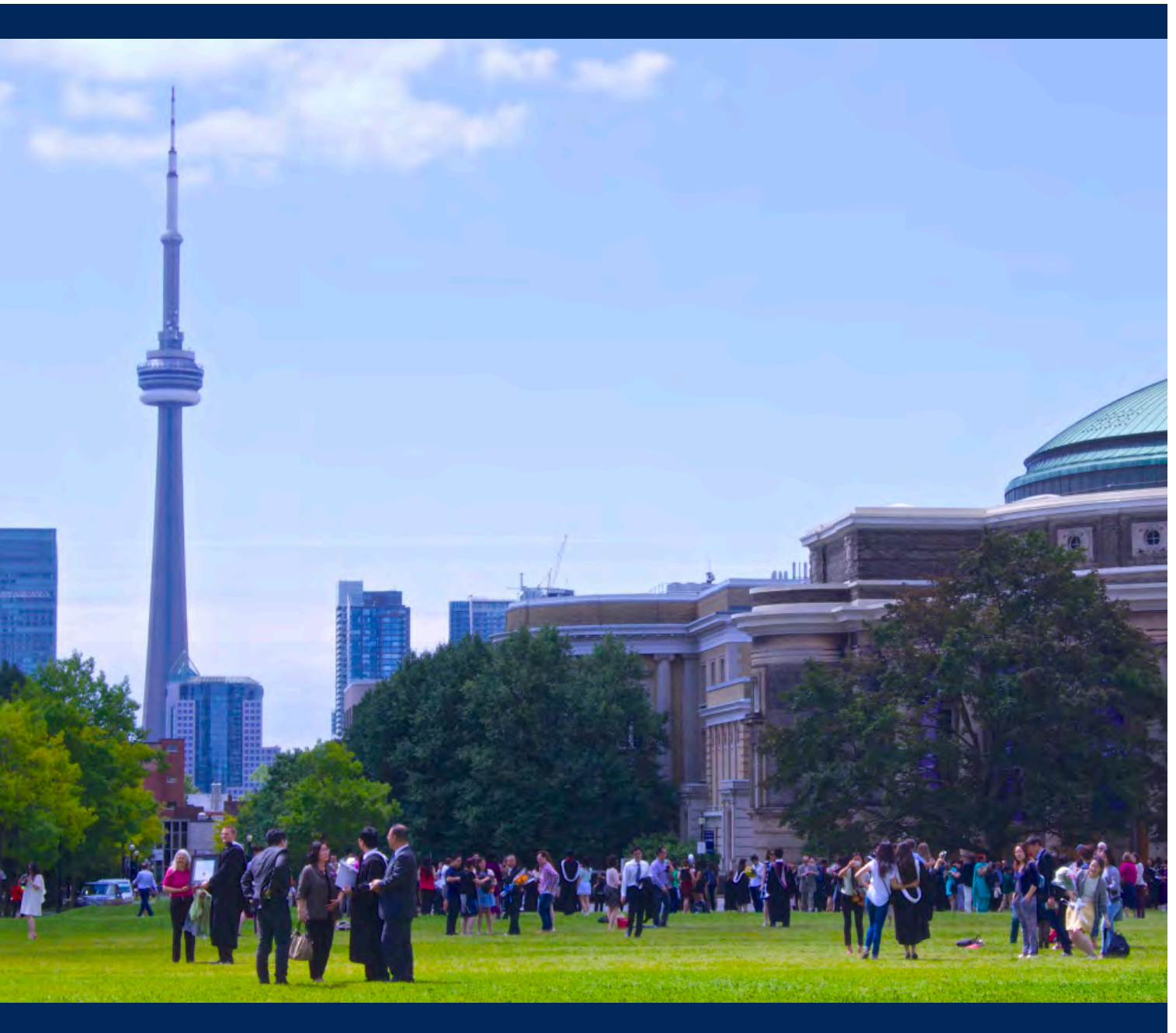
CENTRE FOR TEACHING SUPPORT & INNOVATION

RECOMMENDATIONS AND RESOURCES FOR SUPPORTING
International Students and Teaching Assistants at the University of Toronto

June 2016

TABLE OF CONTENTS

INTRODUCTION

Since 2006, the Teaching Assistants' Training Program (TATP) at the University of Toronto has been offering teaching-focused programming to graduate students and has supported departments in offering mandatory job training to Teaching Assistants (TAs). Through this work, it became apparent over time that the program was not fully addressing the needs of TAs and graduate students completely new to the higher education context in Canada. These were often students who hailed from a wide range of cultural backgrounds and who were not familiar with the expectations of students in U of T classrooms (everything from behaviour in class, to volume of homework, to level of communication between students and the TA, etc.) or the predominant structure and purpose of lectures and tutorials across the institution. More often than not these TAs and graduate students included international students.

In the winter of 2015, the TATP committed to seeking out a better way of supporting students not familiar with the teaching context at U of T, while still highlighting the rich contributions they can make to teaching and learning at the University. Through an initial series of meetings with representatives from the School of Graduate Studies, Faculty of Arts & Science and the Centre for International Experience, the TATP sought ideas on how to approach a redesign of its programming and resources, in order to better meet the needs of international TAs and graduate students and fully include them in the institution's teaching community. From this series of meetings, four key questions emerged:

1. **What do we know about supporting international TAs and graduate students?** This entailed reviewing some of the relevant literature and identifying current issues and trends related to the support of international students, and particularly international TAs.
2. **What are others doing to support this student population?** This included a scan of resources and programming at peer institutions that support students unfamiliar with the Canadian higher education context and who may have differing lingual, cultural and instructional competencies is needed.
3. **What are we doing already at U of T to support international students?** We endeavored to gather in one document the broad range of resources and programming currently in place to support international TAs and graduate students.
4. **Where are the gaps in what we do, and how can we be more effective in supporting international students?** Is it possible to draw on the above information and identify some possible steps forward to improve what we are already doing? Can we then be better at communicating this information to students and between various stakeholders?

To address these questions, the following report was drafted by former and current staff members of the TATP. The information gathered will provide a framework for rethinking and renewing TATP programming and resources.

This report is extremely timely as it touches on the priorities of current University of Toronto President, Professor Meric Gertler. President Gertler has identified a need to reimagine undergraduate education, leverage international partnerships and capitalize on the University's urban location in one of North America's (if not the world's) most diverse cities. Surely the expertise and energy, not to mention the diverse perspectives that international Teaching Assistants and graduate students bring to their work at U of T, can play a pivotal role in achieving these goals. Beyond our institution, this report is feeding into a broader conversation about the education and potential of international students. The Higher Education Quality Council of Ontario (HEQCO) released two reports in early November 2015 that both address international students. The authors surveyed students, instructors, staff and online resources at a range of Ontario institutions. The summary of the findings reads like a summary of the challenges and recommendations identified in this report:

> Most programs…are targeted at first-year international students, while programs that target upper year students are lacking. Professional services that promote work-integrated learning or volunteer opportunities, or those that broaden international students' social and career networks beyond the international community and campus are limited. Staff indicate that there is a need for more programs that enhance interactions between international and domestic students, as well as for programs that support ongoing language competency. Staff also note the lack of integration of programs and services, which is necessary in order to build a sense of community and belonging. There is also a lack of communication and coordination between departments so not all services are known to staff or clearly advertised on institutional websites, hindering accessibility and awareness.[1]

The key issues raised by these two HEQCO reports – that international students and domestic students need more opportunities to interact, that better coordination and communication between services and programs are required, that international students want to be connected into broader networks and communities, that language competencies should be supported – are all echoed in this report and indicate a growing interest in providing better support to international students.

It is the goal of the authors of this report and of the TATP and the Centre for Teaching Support & Innovation (CTSI) that the challenges the report identifies, the questions it raises and the recommendations it proposes will help generate a broader discussion at the institution of how to better integrate programming and services across the University in support of international TAs and graduate students. In addition to improving TATP programming and resources, the overarching goal is to help both enhance and celebrate the contributions of international students – and indeed all graduate students – to teaching and learning in our diverse context.

[1]El Masri, A., Choubak, M., & Litchmore, R. (2015, Nov. 5). *The Global Competition for International Students as Future Immigrants: The role of Ontario universities in translating government policy into institutional practice*. Retrieved from http://www.heqco.ca/en-ca/Research/ResPub/Pages/The-Global-Competition-for-International-Students-as-Future-Immigrants.aspx

SERVICES/PROGRAMS SURVEYED AT THE UNIVERSITY OF TORONTO AND COMMONLY USED ACRONYMNS

Centre for Teaching Support & Innovation (CTSI)

Teaching Assistants' Training Program (TATP)

Faculty of Arts and Science (FAS)

English Language Development Centre (ELDC)

English Language Enhancement (ELE)

English Language Learning (ELL)

English Language & Writing Support (ELWS)

Faculty of Arts and Science (FAS)

Graduate Professional Skills (GPS)

School of Graduate Studies (SGS)

Woodsworth College (WC)

Writing Instruction for TAs (WIT)

THE INTERNATIONALIZATION OF HIGHER EDUCATION IN CANADA

As the internationalization of the University of Toronto increases, it is imperative that the institution respond to the evolving needs of this dynamic student population. This report represents research completed between March and June of 2015 by researchers at the Teaching Assistants' Training Program (TATP), Centre for Teaching Support & Innovation (CTSI). Dr. Leora Freedman, lecturer for the English Language Learning program in the Faculty of Arts and Science at the University of Toronto, captured the essence of this report and its recommendations, when she said that "our responsibility in the process of the internationalization of the University of Toronto, is to create a space to receive the influx of international students. We are consistently thinking about how we can create the most effective space possible" (Interview, May 2015).   This report highlights the importance of creating programming that responds to the needs of international students as well as the work being done across the University of Toronto's three campuses, to create spaces where international students and multi-lingual learners can thrive and contribute dynamically to the life of the university.

OVERVIEW

DEFINING THE TERMINOLOGY: THE LANDSCAPE OF INTERNATIONAL STUDENTS

The world of language learning and language acquisition has various acronyms and vocabulary of its own. Please refer to this glossary for a full description of all of the terms and acronyms mentioned in this report.

INTERNATIONAL STUDENT

When we use the term international students, we are referring to students who are not from Canada and therefore pay international student fees. Many of these students do not have English as their first language but there are exceptions—there are international students from countries like the U.S.A., the U.K., Australia and India whose first language is English. Although language issues may not apply in the same way to these students, there may be some aspects of cultural competence training that will benefit these students.

MULTI-LINGUAL LANGUAGE LEARNER (MLL)

Generally the terms ELL and MLL refer to students who have varying degrees of competence in the English language because English is not the first language that they learned. In this report, we are choosing to use the term MLL when referring to students, acknowledging that MLLs do have significant language competencies in at least one other language. Choosing to use this term is one of the ways that we can approach these learners with an asset-based approach rather than a deficit-based approach.

ENGLISH LANGUAGE LEARNER (ELL)

In this report, we use the term ELL when referring to a subject area or a category of instruction at the University of Toronto. We will use this term most often to denote existing programs and resources at U of T that already employ the term ELL. In the broadest sense, ELL encompasses people—both, Canadian-born students in non-English-speaking homes or international students—who are learning the English language in addition to their first language.

INTERNATIONAL TEACHING ASSISTANT (ITA)

An international Teaching Assistant (ITA) is an international student who has a teaching assistant position that is part of their guaranteed funding, or in addition to their guaranteed funding. As with international students, these TAs may be from an English speaking context but may also come from a context where English is not the first language.

UNIVERSAL INSTRUCTIONAL DESIGN (UID)

Universal Instructional Design (UID) is an educational concept, which when applied in the course design process maximizes the accessibility of student learning experiences. The Seven Principles of UID[2] describe how instructional materials and activities should: 1) be accessible and fair, 2) be flexible, 3) be straightforward and consistent and, 4) be explicit, and how the learning environment should 5) be supportive, 6) minimize unnecessary physical effort, and 7) accommodate students and multiple teaching methods. In applying UID principles to course design, instructors may consider refining their delivery methods, adapting their learning materials, offering flexible opportunities for students to demonstrate knowledge and ensuring that all class work is accessible regardless of a students' physical ability.

DEFICIT MODEL OF LANGUAGE LEARNING

This is a more traditional approach to language learning that focuses on how to work with the learner to overcome the barriers related to their lack of capacity in a particular language.

ASSET MODEL OF LANGUAGE LEARNING

Language Learners come with many needs, but also with many strengths and resources. Asset-based instructional design identifies those strengths and builds on them to create a positive, empowering environment for learning.

---

[2]University of Guelph Open Learning and Educational Support. (n.d.). *Universal Instructional Design (UID) at the University of Guelph.* Retrieved from http://site.opened.uoguelph.ca/TSS/instructional_design/intro.aspx

SETTING THE CONTEXT: THE INTERNATIONALIZATION OF HIGHER EDUCATION

In their 2014 survey, the Association of Universities and Colleges in Canada (AUCC) discuss the contemporary landscape of university internationalization as engaging to some degree in activities aimed at forging global connections, and building global competencies among students, faculty and administrative units. Developing such activities, they suggest, is now integral to institutional planning, structures and programming (AUCC, 2014, p.3).   The most prominent findings in the survey are as follows (AUCC, 2014, p.4):

- 95% of Canadian Universities identify internationalization as part of their strategic planning, and 82% view it as one of their top priorities;
- 89% of respondents say that the pace of internationalization on their campuses has accelerated during the past three years;
- 79% of institutions articulated their commitment to high-quality partnerships (instead of just the number of partnerships);
- and 59% of Canadian Universities track the implementation of their internationalization strategies and just over three-fifths assess their success in supporting international students.

THE UNIVERSITY OF TORONTO: LOOKING AT AN INTERNATIONAL UNIVERSITY

The University of Toronto is responding to this new landscape. President Meric Gertler has identified "international partnerships" as one of the three key priorities in the University's future in light of the new opportunities and challenges of the internationalization of higher education across Canada and North America (Mansour, 2014, p.1). He feels that the university will be more able to meet global challenges through mutually beneficial relationships with global partners, and one of the pathways to seeing this happen is through encouraging more students to pursue inbound and outbound international activities (Mansour, 2014, p.1).

The internationalization of the University's student body is already a reality. In the academic year 2013-14, the University of Toronto hosted over 10,000 international undergraduate students (See Figure 1) and over 2000 graduate students from over 150 countries (See Figure 2) (University of Toronto, 2014, pp. 34-35).

Undergraduate (Total: 11,894)

Top 15 Countries		
Country/Region	Count	% of Undergraduate
China (People's Republic)	6522	54.8%
Brazil	566	4.8%
Korea (South)	544	4.6%
India	412	3.5%
Hong Kong	297	2.5%
U.S.A.	276	2.3%
Saudi Arabia	182	1.5%
Malaysia	181	1.5%
United Kingdom	168	1.4%
Japan	164	1.4%
Taiwan	158	1.3%
Nigeria	157	1.3%
Pakistan	144	1.2%
Russian Federation	117	1.0%
Bangladesh	110	0.9%

Figure 1. International Undergraduate Student Enrolment by Geographic Origin. November 1, 2014. This figure excludes Toronto School of Theology (TST) and TST Conjoint programs.

Figure 2. International Graduate Student Enrolment by Geographic Origin (Continued). November 1, 2014. This figure excludes Toronto School of Theology (TST) and TST Conjoint programs.

International students made up over 19% of undergraduate students and over 16% of graduate students, just over 17% of the total student population (University of Toronto, 2014, pp. 30-15). In addition, over the last 5 years, there has been a steady increase in the enrolments of international students (See Figure 3). In 2010, international students made up only 11% of the student population and by 2014, this reached 17%. Between 2010 and 2014, there was an enrolment increase of almost 38% for international undergraduate students and over 33% for international graduate students. These numbers will continue to grow.
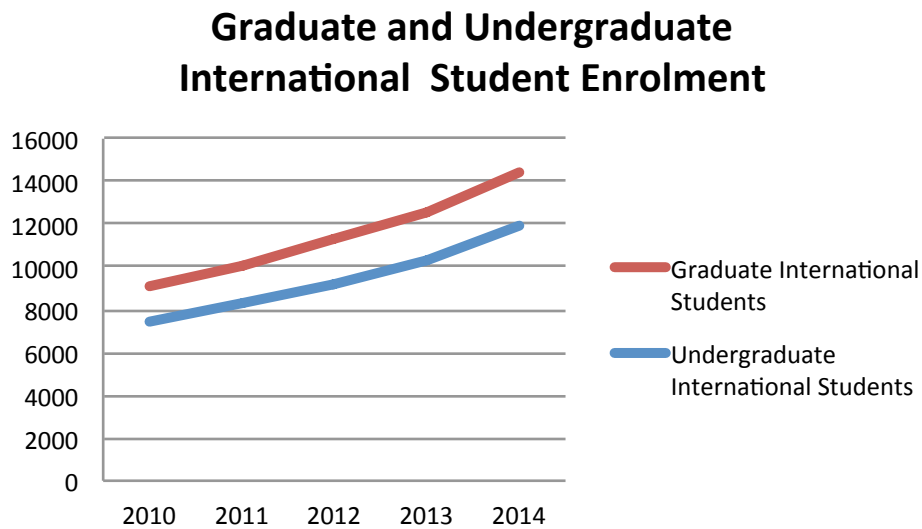
Figure 3. International Graduate and Undergraduate Student Enrolment: FIve-year trend. November 1, 2010- November 1, 2014

Notes Graduate:
1. In Fall 2010, the largest percentage of graduate international students were from USA (20.8%), followed by China including Hong Kong (19.3%)
2. In Fall 2014, the largest percentage of graduate international students were from China (32%) excluding Hong Kong followed by USA (13.2%)
3. Excludes TST and TST Conjoint programs

Notes Undergraduate:
1. In Fall 2010, the largest percentage of undergraduate international students were from China including Hong Kong (44.2%) followed by South Korea (9.4%)
2. In Fall 2014, the largest percentage of undergraduate international students were from China excluding Hong Kong (54.8%) followed by Brazil (4.8%)
3. Excludes TST and TST Conjoint programs

THE INTERNATIONALIZATION OF TEACHING ASSISTANTS: THE ROLES AND RESPONSIBILITIES OF INTERNATIONAL GRADUATE STUDENTS AT THE UNIVERSITY OF TORONTO

When attending the University of Toronto, international graduate students have many responsibilities: attending classes, completing assignments, doing research, and publishing. One of the roles that they may play is that of Teaching Assistant, a role that is often required as part of the funding package that they receive. In the academic year 2013-14, the total number of International TAs was 1317[3]. These students worked in 124 departments and faculties across 3 campuses (University of Toronto St. George (UTSG), University of Toronto Scarborough Campus (UTSC) and University of Toronto Mississauga (UTM)). Based on the total number of international graduate students enrolled during the 2013-14 Academic Year (2515)[4], the percentage of international graduate students that were employed as Teaching Assistants was just over 52%. These TAs were responsible for marking and giving feedback, as well as facilitating the learning of an increasingly diverse body of undergraduate students.

REVIEW OF LITERATURE: RESPONDING TO THE INTERNATIONALIZATION OF THE UNIVERSITY THROUGH DEVELOPING INTERCULTURAL COMPETENCE

As the number of international students has grown in institutions across North America over the last few decades, institutions have sought to respond to the needs of those students in order to ensure their success. There have been a range of responses by Canadian and U.S. institutions, with the intent of meeting the needs of international students through creating spaces for them to develop in the curricular and co-curricular realms. Universities have placed a priority on integrating and promoting internationalization because they want to prepare internationally knowledgeable and interculturally competent graduates; to build strategic alliances and partnerships with key institutions abroad; to promote an internationalized campus; and to generate revenue (AUCC, 2014, p.12). This review of the literature focuses on the first reason articulated by Canadian institutions; that is, preparing knowledgeable and interculturally competent graduates. This review will focus on literature produced by different Canadian institutions offering support to international students (with a focus on international graduate students who are employed as Teaching Assistants), a small survey of literature produced by US institutions, and literature focused on the connection between cultural competence and student success.

---
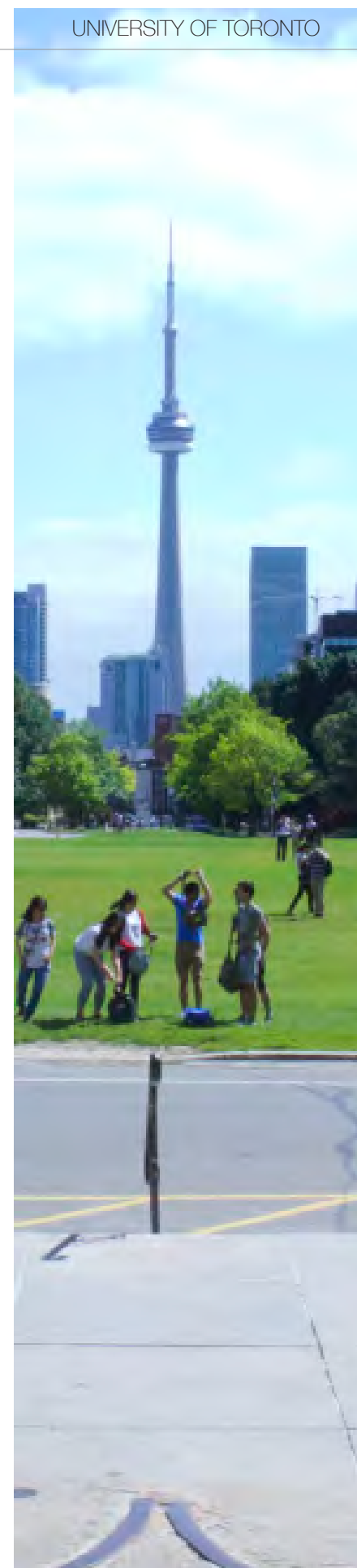
[3] This number includes TAs that may not be multi-lingual (who come from countries such as the USA, UK or India where their language of origin is English) and is based on figures supplied by Human Resources at the University of Toronto.
[4] This figure retrieved from University of Toronto Facts and Figures 2014 http://www.utoronto.ca/sites/default/files/about/Facts_Figures_2014/Facts_ Figures_2014_D_Students.pdf

INTERCULTURAL COMPETENCE: WORKING DEFINITIONS

Spitzberg and Changnon (2009) suggest that the objective of intercultural competence is to find common purpose through mutually coordinated communication across cultures and languages, and that competence extends beyond communication to learning how to strategically adapt across cultural contexts (p.2). This intercultural competence contributes to the development of a skill set that creates the kind of employee that employers are looking for in all sectors (Van Roekel, 2008), and supports the creation of the kind of leaders who will impact change on a global scale (AUCC, 2014). In a recent study by The British Council, the intercultural skills that were shown to be most important were: the ability to understand different cultural contexts and viewpoints; demonstrating respect for others; and knowledge of a foreign language (British Council, 2013). The same study also suggested that policy makers and education providers could contribute to the development of these intercultural skills by prioritizing teaching communication skills; offering foreign language classes and providing students with opportunity to gain international experience (The British Council, 2013). They represent these skills in an infographic (see Figure 5, next page).

AN INTERCULTURALLY COMPETENT PERSON IS SOMEONE WHO ENCOMPASSES THE FOLLOWING TRAITS AND ABILITIES:

Adapts to Different Cultures

Aware of Own Culture

Understands Cultural Differences

Respectful

Tolerates Ambiguity

Multilingual

Works in Diverse Teams

Listens and Observes

Continuous Learner

Adjusts Communication

Accepts Cultural Differences

Flexible

Open to New Ideas

Builds Trust

Figure 4. Priorities supporting students' intercultural competence. The suggested traits and abilities reflect Meric Gertler's current priorities as President of the University of Toronto, priorities that place the development of students' intercultural competence at the forefront, preparing them for a changing world of work and preparing them as global citizens.

INTERCULTURAL COMPETENCE IN HIGHER EDUCATION: CASE STUDIES

The literature developed by different higher education institutions suggests that there are a number of approaches to developing intercultural competence in international students. The focus in this report and in this literature review is on graduate student development, though in a number of institutions, the same resources and requirements that are designated for graduate students are also made available or required of undergraduate students as well. The most common resource that is made available for both international undergraduate and graduate students is language instruction. Some institutions, like the University of Toronto[5], differentiate language instruction for graduate and undergraduate students and offer it as an optional resource, while others, like the University of Virginia[6], offer compulsory courses based on levels identified by language testing. The majority of institutions surveyed through the literature review have specialized programming for international graduate students ranging from workshops to full certificate programs. The articulated purpose of these programs[7] is to help international students adapt to Canadian and U.S. academia (Dimitrov, 2009), but they can also serve to help students assimilate into the culture in which they are studying, as in the case of the University of Virginia's Center for American English Language and Culture (CAELC).

---

[5] For a complete list of U of T resources, see pp. 25-34
[6] For a list of resources at the University of Virginia, see pp. 21-22
[7] Only some of the materials and programs accessed had purposes as part of the materials, so in some cases an assumption was made that this is the purpose of the programming.

PROMOTING INTERCULTURAL COMPETENCE IN GRADUATE STUDENTS: DEVELOPING INTENTIONAL PROGRAMMING

In their recent paper, "Developing the Intercultural Competence of Graduate Students", Dimitrov, Dawson, Olsen and Meadows (2014) suggest that intercultural competence does not develop without an intentional focus (p.87). The focus of their article is the role that teaching development programs can play in the development of intercultural competence in skill areas that students will need following graduation, if they have intentionally incorporated intercultural communication components (Dimitrov et al., 2014, p. 88). Graduate students are situated in a number of roles that provide them with the potential to develop new cultural understandings. The first is that of teacher, and many graduate students in institutions like the University of Toronto have the opportunity to take on the role of Teaching Assistant (TA), or even sole-responsibility course instructor. In the TA role, graduate students navigate cultural differences in communication in their classroom on a daily basis because students and TAs from different cultures may have very different expectations of the learning environment (Hoekje & Williams, 1994; Eland, 2001; Watkins & Biggs, 2001; Crabtree & Sapp, 2004; Gorsuch, 2003; McCalman, 2007; Brown, 2008).

Dimitrov et al. (2014) explore how teaching development programs have the potential to facilitate the development of intercultural competence among graduate students, preparing them for communicating effectively in the global workplace after graduation. They interviewed graduate students at Western University who had completed either the Teaching Assistant Training Program[8] or Teaching in the Canadian Classroom Program[9]. The Teaching Assistant Training program has elements

> *...teaching development programs have the potential to facilitate the development of intercultural competence among graduate students, preparing them for communicating effectively in the global workplace after graduation.*
>
> *- Dimitrov, et al. (2014)*

that are building on intercultural competence integrated into their workshops, while the Teaching in the Canadian Classroom Program at Western University more explicitly addresses intercultural competence development through targeting international teaching assistants. They conducted focus groups with teaching assistants (four from the general population and 20 from the international teaching assistant population). When they reviewed the data, researchers recognized that participants (both Canadian and International) demonstrated a greater awareness of their own cultural identity and the cultural assumptions they brought with them to classroom interaction; an ability to reflect on intercultural interactions with their students, and were able to choose culturally appropriate communication strategies in challenging interpersonal situations. They were able to not only apply intercultural competence in the classroom, but also transfer their new knowledge of intercultural communication concepts to their interactions with faculty, graduate student peers and university staff (Dimitrov, et.al. 2014, p. 93-96).

---

[8]More information about the specifics of this program can be found at http://www.uwo.ca/tsc/graduate_student_programs/tatp.html
[9]More information about the specifics of this program can be found at http://www.uwo.ca/tsc/graduate_student_programs/international_student_programs/teaching_canadian_classroom.html
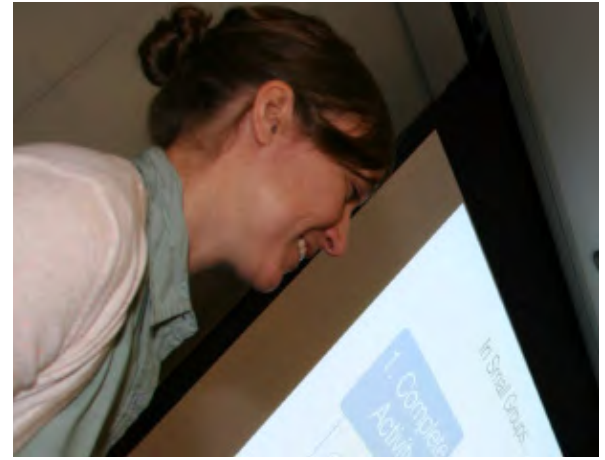
This deeper level of understanding of oneself and of difference has led a number of researchers and scholars to suggest that, in fact, investment in supporting the development of awareness, values and understanding of cultural differences in international students, is investing in their leadership development (Taylor Cartwright, 2012). In the last two decades, there have been a number of studies that have indicated a strong connection between developing 'global- ready' graduates and academic success (Hovland 2009; Lewin, 2009). In fact, there have been initiatives in higher education across North America over the last decade, recognizing the value of the co-curricular in the development and success of students through developing skills that are desired by both industry and the public sector (National Association of Colleges and Employers, 2008; Peter D. Hart Research Associates, 2006; Canadian Council of Chief Executives, 2014). This is also true of the skills that develop as Teaching Assistants navigate increasingly diverse classrooms. Dimitrov et al. (2014) suggest that the strategies that Teaching Assistants develop to avoid misunderstandings with their students from different cultural backgrounds, like modelling openness to different perspectives, are key to developing intercultural competence (p. 89).

These skills and competencies connect into the criteria that Deardorff suggests for evaluating intercultural competence in higher education contexts. Her research (2006) suggests that the following elements are the most significant: awareness, valuing, and understanding of cultural differences; experiencing other cultures; and self-awareness of one's own culture (p.247). All of these elements require engagement on a number of levels and underscore the importance of cultural awareness of both one's own culture as well as other cultures (Deardorff, 2006, p.247). This is significant in the culture of higher education because for international students to succeed in Canada, intercultural competencies also need to be developed by academic supervisors, university staff and other students, both student colleagues and the undergraduate students that international graduate students supervise and teach in labs and tutorials. Dimitrov (2009), in her guide *Mentoring Across Cultures*, suggests that departments with a large number of international students may benefit from:

(1) Discussing the main cultural differences that influence communication in the department, and sharing strategies that faculty have found to bridge them.

(2) Using the case studies [created for discussions about intercultural communication] as a starting point for discussion about the impact of cultural differences on graduate supervision.

(3) Organizing an informal [gathering] for international students and encouraging them to share the strategies they have used to bridge cultural differences in communication. The learning community may include only students or both students and faculty.

(4) Documenting discipline-specific expectations for communication in their program. Faculty may brainstorm and articulate unspoken norms for giving presentations, handling disagreements between supervisors and students, and then make these available to all students and faculty in the program (Dimitrov, 2009, p. 35).

All of the different considerations and training modules mentioned by Dimitrov can be taken into consideration when implementing a Universal Instructional Design (UID) approach to design training materials for graduate students (UTSC, 2004). UID—an asset based strategy—offers principles for designing curriculum that are accessible and applicable to students with different learning styles, abilities, and backgrounds (UTSC, 2004). This includes international students and multi-lingual learners. By choosing to implement these different elements into graduate student development curriculum, the possibility of meeting the needs of all students has the potential to increase. International students are not the only students who struggle with the language of graduate school or in effective communication with their academic supervisors. Developing interculturally competent graduate students is a task that needs to engage the whole university community, and if done well, has the potential to benefit the entire university community.

THE CHALLENGE OF DEVELOPING INTERCULTURALLY COMPETENT EDUCATION

Deardorff (2006) suggests that it is important to capture how institutions of higher education measure the effectiveness of their internationalization efforts; to know if they are graduating interculturally competent students; to determine what it means to be interculturally competent and to assess cultural competency in their students (p. 242). These are all important questions for institutions like the University of Toronto to consider in order to produce culturally competent graduates.

In the Centre for International Experience (CIE) at the University of Toronto, one of the core texts used by International Transition Officers, as they work with international students and domestic students who are studying or researching abroad, is *Building Cultural Competence* (Berardo & Deardorff, 2012). This text is structured in accordance with the Transcultural Competence Profiler (TCP) and addresses four main aspects of intercultural competence: Recognition; Respect; Reconciliation; Realization (Trompenaars, 2012). Within the literature on intercultural competence, the level to which a person is able to understand, respect, resolve and take positive action as they encounter difference, is significant. When graduate students enter the workplace, they are often identified as potential leaders; however, Chuang

(2013) suggests that in order to be successful leaders in increasingly diverse workplaces, those graduates must have intercultural skills and knowledge.

Research suggests that graduate students who have had an opportunity to reflect consciously on their intercultural skills, receive feedback on those skills and develop a foundation of intercultural knowledge will be better prepared to take on leadership roles in diverse groups; better prepared to mentor junior researchers in their labs; manage complex projects that require tolerance for ambiguity and to communicate their ideas clearly to a variety of audiences; and, better prepared to work with students in increasingly diverse classrooms and other academic contexts (House, Hangles, Javidan, Dorfman, & Gupta, 2004; Dimitrov, 2014).

The internationalization of higher education is inevitable, as is the potential for transforming its landscape. The literature on intercultural competence is clear--in order for there to be fruitful results from intercultural interaction, all parties involved in that

interaction need to be committed to looking and understanding things that are outside of their own frame of reference (Spitzman & Changnon, 2009).

What follows in this report, are the different ways in which the institutions of higher education across Canada are responding to the phenomenon of intercultural difference and communication and the ways in which the staff and structure of the University of Toronto are responding to the needs that are inherent as the number of international student enrolments increase. There are many challenges ahead as the University of Toronto contemplates how to capitalize on the assets that this influx of international students will bring. In order to benefit from their time at U of T, international students need to be well informed about processes, procedures, and resources, and need opportunities to connect with the life of the university, including both the curricular and co-curricular realms.

In the Centre for International Experience (CIE) focus group with international graduate students[10] held in May 2015, U of T students shared that one of the things that they valued most was the opportunity to make connections with domestic students. They felt that they were often encouraged to socialize with other international students through formal programming at U of T. When discussing advice for future international students, they were enthusiastic about the importance of creating more opportunities for these kinds of intercultural connections to

happen. And although this is the goal in the internationalization of higher education, to provide all students with the opportunity to develop cultural competency, it is a challenge to do this well. Dimitrov et al. (2014) suggest that:

Teaching development programs enhanced with intercultural communication components therefore allow graduate students to develop a highly transferable set of interpersonal and facilitation skills that are sought by employers both in academia and in industry settings. As faculty supervisors and educational developers encourage graduate students to participate in these programs, they need to help graduate students reflect on the competencies they gained in training programs, and to articulate them to potential employers after graduation (Dimitrov, 2014, p. 98)

As the University of Toronto moves forward, it will be important to consider the ways in which all of the parts of U of T can intentionally contribute to supporting programs and initiatives in both curricular and co-curricular contexts that allow both international and domestic students to learn and benefit from these interactions. When students do this, both the university and the workplace will benefit as graduates of the University of Toronto will lead the way in intercultural competency.

---

[10]This focus group was held at CIE in preparation for the pilot of Step Up for graduate students in Engineering and the Institute of Medical Science (IMS). More information about this project can be found on page 33 of this report.

ENVIRONMENTAL SCAN OF INSTITUTIONS OF HIGHER EDUCATION

PURPOSE

The purpose of this environmental scan was to determine the programming and resources that are currently being developed and offered by similar institutions across Canada for supporting graduate Teaching Assistants working with multi-lingual students in the classroom, as well as programming that supports International Teaching Assistants in their teaching, professional development and academic practice.

The findings of this environmental scan, alongside the rest of the conclusions presented in this report, will guide the Teaching Assistants' Training Program (TATP) and the Centre for Teaching Support & Innovation

(CTSI) at the University of Toronto in the development of programming and resources for TAs at the University of Toronto that integrate more effectively the specific needs of International TAs and multilingual undergraduate students.

SCOPE

Institutions included in the initial scan of this report included (in alphabetical order):

- Brock University (St. Catharines, ON)
- Dalhousie University (Halifax, NS)
- Ryerson University (Toronto, ON)
- Simon Fraser University (Vancouver, BC)
- Queen's University (Kingston, ON)
- Western University (London, ON)
- University of Alberta (Edmonton, AB)
- University of British Columbia (Vancouver, BC)
- University of Guelph (Guelph, ON)
- University of Manitoba (Winnipeg, MB)
- University of Saskatchewan (Saskatoon, SK)
- University of Waterloo (Waterloo, ON)
- Wilfrid Laurier University (Waterloo, ON)
- York University (Toronto, ON)

A NOTE ON THE U.S. UNIVERSITIES INCLUDED IN THE SCAN

To produce a more comprehensive comparison, the University of Michigan and the University of Virginia were selected for comparison. These two U.S. universities were chosen because of their size and scope in programming in relation to the University of Toronto. They both appear to have a concentrated effort to support the integration of international students and faculty into American society. Their approaches seem to be comprehensive in that they focus on all aspects of acculturation. Summaries of the kinds of programming that are offered through these institutions can be found at the end of this section.

BROCK UNIVERSITY [11]

At Brock University, there are 1600 graduate students and of those 600 are international students. International students make up 10% of the TA population and most of those positions are students who have been offered a teaching assistantship. International students make up 10-20% of workshop attendees. The Centre for Pedagogical Innovation (CPI) is trying to move away from the language associated with a deficit model to more of a focus on using an asset or abundance model that builds on solid pedagogical practices to support all types of learners and teachers.

As part of their TA Training Workshop Series, the CPI offers workshops particularly geared towards International TAs. CPI offers 20+ workshops during both the fall and winter academic terms for International TAs that count towards the Certificate programs (Basic and Advanced) and are not the basis of a stand-alone teaching certificate for International TAs. In addition, there is a section of their TA Guide to Teaching and Learning at Brock that specifically focuses on International TAs. Last year, the CPI established a new teaching award for International TAs to recognize their contribution to teaching at the university.

RYERSON UNIVERSITY [12]

The Learning and Teaching Office (LTO) at Ryerson University looked for a way to address the challenges that they saw their international faculty and teaching assistants facing in the classroom. In 2011, Ryerson established a new practice, partnering a staff person, an English Language Specialist, with international faculty whose first language was not English. In this program, the staff work one-on-one with faculty on enunciation, pronunciation and building grammar. The LTO offers the same services to TAs who are international graduate students or whose first language is not English. Further training can be obtained through a series of workshops that are offered three times a year. There is a limited enrolment (14 students per workshop series) in order to provide individual attention. In addition, the LTO runs a 6-week course entitled CILT100 Learning and Teaching in Higher Education that is somewhat similar to THE500 at U of T (offered to all graduate students regardless of whether they are TAs or not). One week of the course is dedicated to the "Inclusive Classroom".

UNIVERSITY OF BRITISH COLUMBIA [13]

The Graduate Student Certificate Program at the University of British Columbia (UBC) is currently under review and is expected to re-launch in September 2015. UBC coordinates a student-run initiative, the Tandem Language

---

[11] This information is based on an interview with Lianne Fischer, Faculty Developer at the Centre for Pedagogical Innovation at Brock University and information taken from the website https://www.brocku.ca/pedagogical-innovation.
[12] This information is based on an interview with Tunu Sodhi, English Language Specialist in the Learning and Teaching Office at Ryerson University and information taken from the website http://www.ryerson.ca/lt/.
[13] The University of British Columbia's programming is currently undergoing a revision with a launch in the fall of 2015. As a result, we recommend that an interview be undertaken with a representative from the Centre for Teaching, Learning and Technology in 2016. More information can be found on their website http://ctlt.ubc.ca/programs/graduate-student-ta-programs/.
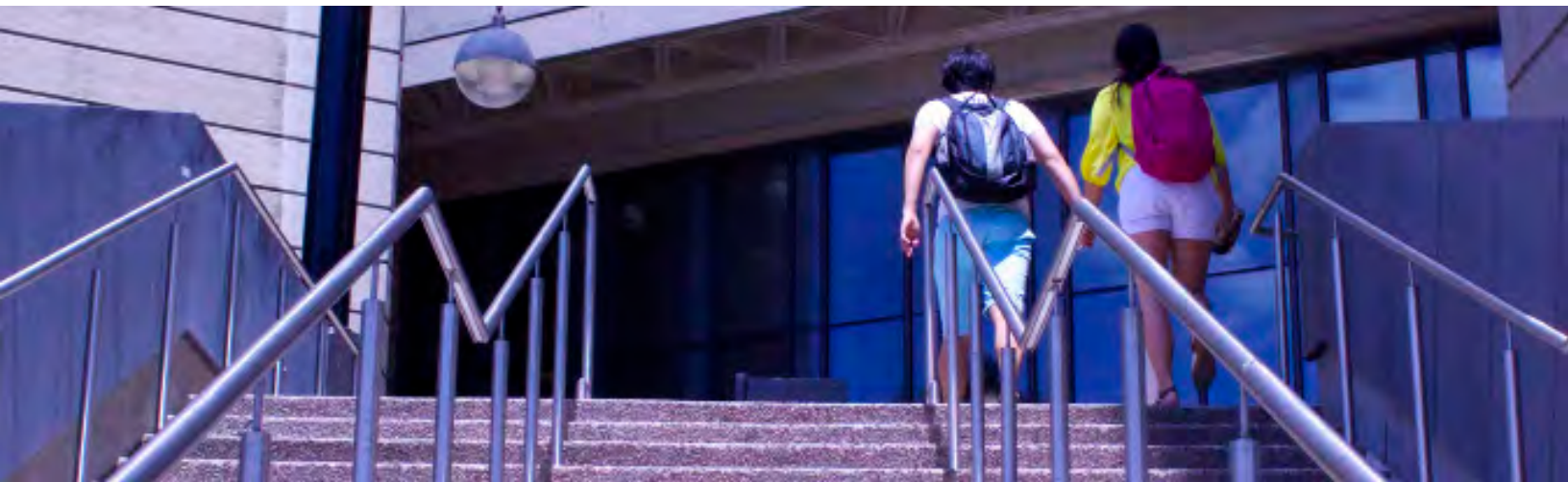
Learning Program, that provides international students, both undergraduate and graduate with an opportunity to learn and practice the other students' language, creating a mutual language exchange. What is unique about this program is that it is not functioning in the deficit model of language learning but instead, is based on an asset model, acknowledging the value of language learning, not privileging one language over other languages. UBC also offers more traditional language instruction through the Centre for Teaching, Learning and Technology in the form of an English Language Institute (ELI). The ELI offers 16-week and 8-week English language programs. The ELI also offers an "English for the Global Citizen" program and an "English for Business Communications" program.

UNIVERSITY OF MANITOBA [14]

The University of Manitoba's Centre for the Advancement of Teaching and Learning (CATL) has been working on developing a new certificate on Intercultural Teaching and Learning that it hopes to launch in the fall of 2015. They have, however, been offering various professional development opportunities for international graduate students since the academic year 2008-09. This has included offering workshops like "Intercultural Considerations in the Classroom", discussing approaches to help navigate the cultural landscape and communication challenges within the classroom. In addition, they offer intercultural awareness as part of their mandatory training for teaching assistants. Other workshops of note concentrate on pitch pause, accent reduction and opportunities to learn correct pronunciation.

WESTERN UNIVERSITY [15]

The Teaching Support Center (TSC) at Western University is the only Canadian centre in our environmental scan to offer a certificate that is geared towards international graduate students. They offer a Certificate in Academic & Professional Communication for International Graduate Students where "Participants will learn about cultural differences in patterns of communication, practice giving teaching and research presentations to a variety of audiences, and acquire strategies to maintain positive interactions with supervisors, peers, and students." They launched this certificate seven years ago when they received dedicated funds to create programs that would more effectively support the needs of international graduate students. In the academic year 2014-15, 571 international graduate students attended workshops (a significant increase over the previous year which was attended by 300 students).

---

[14] This information is based on an interview with Erica Jung, Center for the Advancement of Teaching and Learning and information taken from the website http://intranet.umanitoba.ca/academic_support/catl/.

[15] The information in this section is based on an interview with Educational Developer Aisha Haque at the Teaching Support Centre at Western University and information from their website http://www.uwo.ca/tsc/.

THE COMPONENTS OF WESTERN UNIVERSITY'S CERTIFICATE IN ACADEMIC & PROFESSIONAL COMMUNICATION FOR INTERNATIONAL GRADUATE STUDENTS:

1. Intercultural Communication	2. Teaching (TA Training/Microteaching) • Teaching in the Canadian Classroom • Advanced Teaching Program (ATP) • The Language of Teaching in STEM
3. Academic Communication • Language of Conference Presentation (8 hours) • Language of Research Presentations (10 hours) • Academic & Professional Communication series (2 hour sessions)	4. Professional Communication - more advanced • Language Advanced Discussions (20 hours) • Language Difficult Discussions (12 hours) • Language Academic Job Interviews (6 hours)
5. Written Reflection	

In addition, they offer a CGIS E-Manual (Communication Strategies for International Graduate Students) authored by Nadine Le Gros, an International Graduate Teaching Assistant Conference (ITA Day), and a series of workshops based on the needs of International Teaching Assistants (e.g., teaching in the Canadian classroom; Culture-shock – how to find support for those critical first few weeks in a new place; Cross-cultural balance – how to honour your home culture while enjoying a new culture).

UNIVERSITY OF VIRGINIA [16]

The University of Virginia has established the Center for American English Language and Culture (CAELC) in order to provide an array of services to help members of the University of Virginia community attain the level of linguistic and cultural proficiency required for success at a research university in the U.S. These services include language assessment, English as a Second Language (ESL) classes of which CAELC completes its own testing, placement, scheduling, registration, and numerous tutoring and volunteer services.

Resources of note are:

1. Course Offerings in areas such as Accent Modification; Classroom Communication for International Teaching Assistants; American English Language and Culture and U.S. Higher Education; and American English Pronunciation and Conversation.
2. Professional Development Program: English for Academic Purposes Summer Intensive Programs.

The total enrolment in Fall 2013 was 380 students and 166 of those students were graduate students.
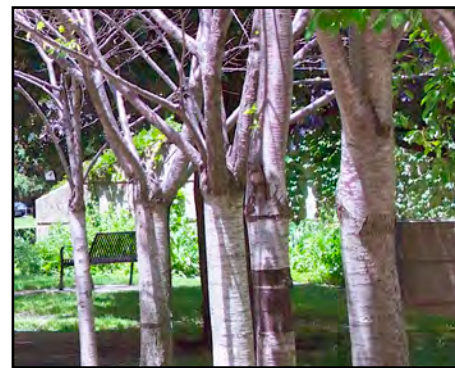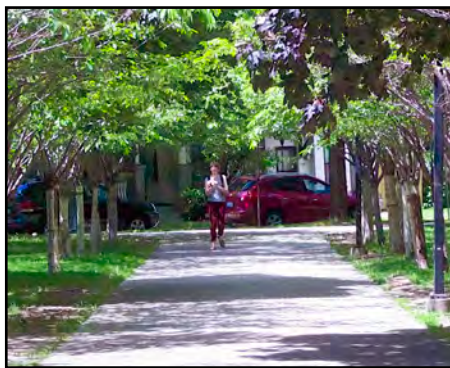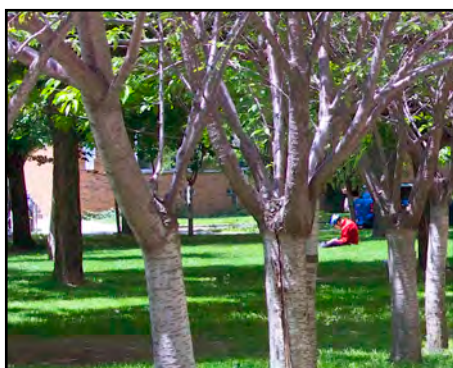
[16] Content for this section is a summary from the website http://caelc.virginia.edu/

In addition, there is a robust volunteer program called the VISAS Volunteer Program which offers students varied opportunities to work with international members of the university community on English and cross-cultural communication skills. In the 2013-14 Academic year, there were 407 volunteers who worked with 257 international students (many of whom were graduate students).

The University of Virginia also offers a number of resource guides:
* The first set of guides supports faculty and teaching assistants in their approach to working with English Language Learners.
* The second set of guides is for International TAs adjusting to learning and teaching in the American classroom.

UNIVERSITY OF MICHIGAN [17]

At the University of Michigan, graduate students from non-English medium undergraduate universities who expect to assume graduate instructor duties in the next academic year must attend a special Graduate Student Instructor Training course. This course is developed and conducted jointly by the University's English Language Institute (ELI) and the Center for Research on Learning and Teaching (CRLT). In order to pass the course, they must be successful in the following components:

1. Practice Teaching/Microteaching
2. Language and pedagogy
3. Pronunciation

The broader Graduate Student Instructor Program offers a Speaking Clinic designed to enhance speaking skills on individual basis or in small groups. Similarly, the ELI runs Conversation Circles, a program for weekly small group conversations led by fluent English speakers.

The International Centre runs the Intercultural Leadership Seminar, based on the asset model, that is designed for international and U.S. students who want to learn how to be more effective communicators in a global environment. Similarly, they also provide workshops related to living and working in the U.S. Such workshops include topics such as employment authorization, U.S. immigration regulations, and taxes.

---

[17]Content for this section is a summary from the website https://www.lsa.umich.edu/eli/

SECONDARY SCAN:

Several criteria were utlized to select institutions that had the most to offer the University of Toronto's TATP's future program development.

Two specific criteria were eventually selected as key considerations:

- The institution had developed resources and programming for working and teaching international and ELL students in the classroom.
- The institution had developed resources and programming to support International and Multi-lingual Teaching Assistants.

Institutions that met these criteria included:

- Brock University (St Catharines, ON)
- Ryerson University (Toronto, ON)
- Western University (London, ON)
- University of British Columbia (Vancouver, BC)
- University of Manitoba (Winnipeg, MB)

The follow-up interviews with each institution consisted of questions in the following general areas:

- Background information on the number of international and ELL undergraduate and graduate students at their institutions.
- The reasons that prompted each institution to develop their programming focus.
- The underlying philosophy of their programming.
- The institution's experiences with their programming and resources, and changes made over time in response to the uptake.
- Future development and improvements to their programming.
- Partnerships they have developed to support their programming and the needs of their students.

FINDINGS/TRENDS

The following section outlines, in broad strokes, the general trends on programming emerging from the data collected during both stages of the environmental scan:

I. Programming and Resources for ELL and International Students

Many institutions across both Canada and the U.S. offer resources for International Students and English Language Learners to support them in navigating their challenges with language. These resources often appear in the form of workshops with titles like: "Say what? Teaching with English as a Second Language"; "Teaching with an Accent"; or "Teaching Tips for International Students". All of these resources are geared towards making up the *perceived deficits* of international students and English Language Learners, and support them in bridging the gap between what they know and the skills they have, and what they need to have in order to be successful in either Canadian or U.S. higher education institutions.

II. Programming and Resources for International Teaching Assistants

In addition to the different workshops that exist for international students and English Language Learners, there are also specific resources for international Teaching Assistants. This kind of programming ranges from workshops that are part of a workshop series (e.g., Brock University) to certificate programs that offer much more specialized and comprehensive support for and investment in international Teaching Assistants (e.g., Western University).

III. Programming and Resources: Overall Themes and Best Practices

The following themes emerged as best practices through the environmental scan and the interviews with representatives from the selected institutions:
1. The Relationship between Teaching/Learning and Professional Development
2. The Relationship between Teaching /Learning and Language Development
3. Partnerships Across Campus to Support Programming
4. Creating International TA Learning Communities
5. Practical Advice for International Students - Meeting the Needs of the Whole Person

i. THE RELATIONSHIP BETWEEN TEACHING/LEARNING AND PROFESSIONAL DEVELOPMENT:

There is a clear link between teaching/learning and professional development at many of the institutions involved in the environmental scan. There is a focus on supporting international graduate students to develop knowledge and skills that will support them in navigating both the Canadian culture and the academic culture at their respective institutions. There is a focus on cultural competence which includes intercultural communication. Many of the institutions delivered this content in workshops geared towards international graduate students while Western University was the only institution that chose to focus an entire certificate program on supporting the professional development of international graduate students.

ii. THE RELATIONSHIP BETWEEN TEACHING/LEARNING AND LANGUAGE DEVELOPMENT:

The University of Manitoba's Centre for the Advancement of Teaching and Learning, the University of Alberta's Centre for Teaching and Learning, and Ryerson University's Learning and Teaching Centre appear to be the only Canadian centres for teaching and learning that devoted attention to language skills such as pronunciation and accent reduction. Their focus on these aspects of acculturation mirrors the kind of work that is done at a number of U.S. institutions.   These kinds of interventions focus on a deficit model of language learning but are well intentioned, as their inclusion is meant to help international students and/or faculty "fit in" more effectively through language acquisition. The UBC's Tandem Language Learning Program also emphasizes language learning but does so through the asset model, acknowledging the broader value of language learning for all students and faculty.

iii. PARTNERSHIPS ACROSS CAMPUS TO SUPPORT PROGRAMMING:

Many of the teaching and learning centres that were part of the environmental scan and the follow-up interviews acknowledged that although they often referred international students to different resources across campus on both the curricular (ELL Conversation Circles/Cafes and Writing Centres) and co-curricular sides (International Centres or Centre for International Experience), they had not developed robust relationships or programming with these diverse resources. There was a general acknowledgement that there would be significant advantages to strengthening these cross-campus relationships.

iv. CREATING INTERNATIONAL TA LEARNING COMMUNITIES:

Although a number of the teaching and learning centres mention the informal communities that were developed through the certificate programs or workshops, there was a general recognition that more emphasis on community development would benefit international graduate students. Yet, many interviewees identified the time constraints placed on international graduate students in general to find time to engage in community building activities. Some success in this regard has been achieved by Western University. This past fall, Western established an International Teaching Assistant (ITA) Café on the last Friday of the month over the lunch hour where students were able to come and discuss common challenges and possible solutions.

v. PRACTICAL ADVICE FOR INTERNATIONAL STUDENTS - MEETING THE NEEDS OF THE WHOLE PERSON:

Many of the universities surveyed had either separate guides (e.g. Western) or sections of their Teaching Assistant or Graduate Student guide (e.g. Brock University or the University of Manitoba focused on support of international graduate students). All institutions appear to have at least a partial, if not comprehensive list of resources for international graduate students. These resources include information about oral and written language support, health (including mental health), immigration, visa, employment, social activities, and pertinent contact numbers. There was an acknowledgement that academic and professional support only provided one part of what international graduate students needed in order to be successful.

ENVIRONMENTAL SCAN OF RESOURCES AT THE UNIVERSITY OF TORONTO
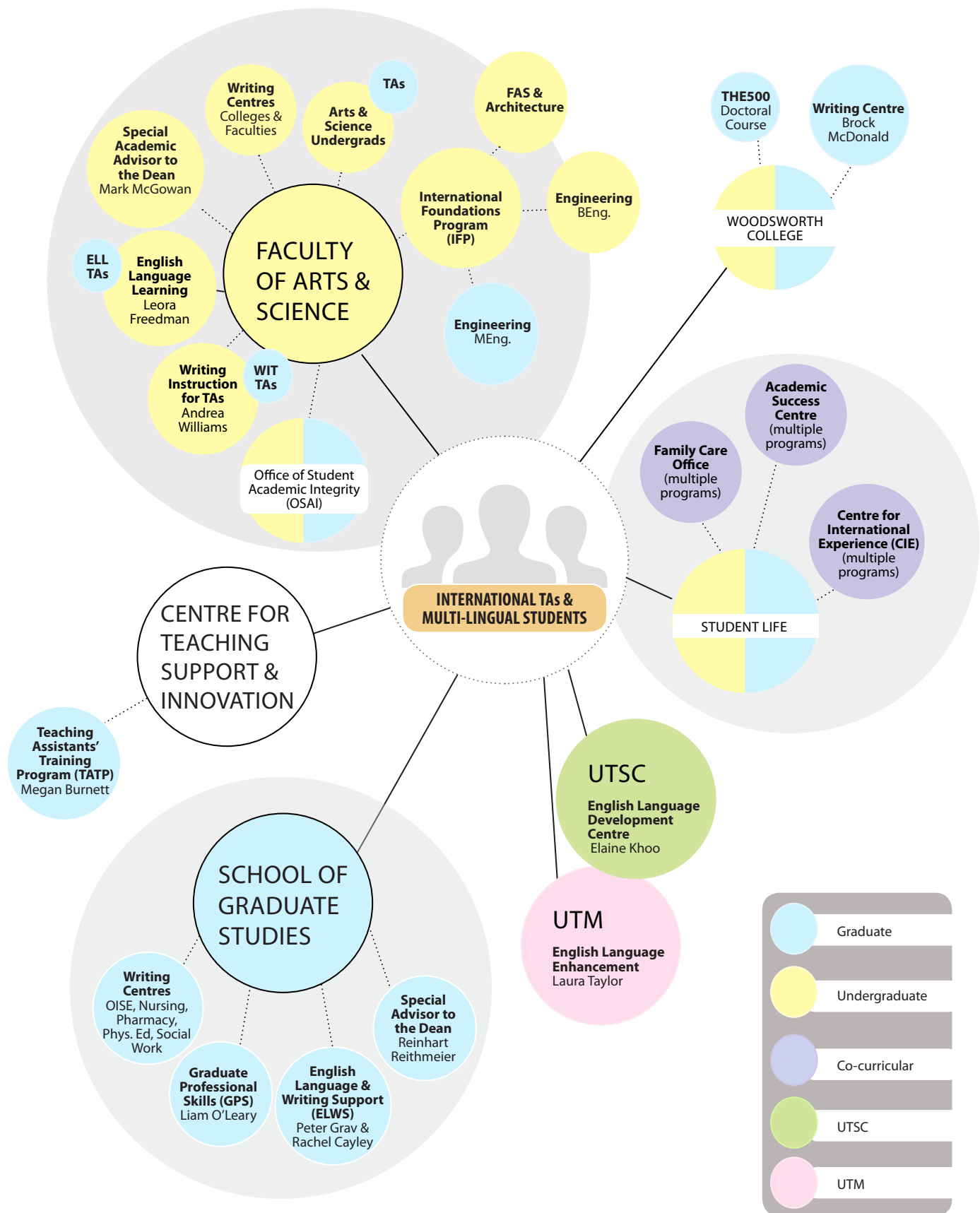

Figure 5. Resources and Sources of Support for International TAs and Multi-Lingual Language Learners at the University of Toronto. Represents the different resources that exist at the University of Toronto for International TAs and Multi-Lingual Language Learners. In the section below, you will find descriptions of the different services that are offered through these resources.

THE FACULTY OF ARTS & SCIENCE

The Faculty of Arts and Science has a number of resources that are directed specifically at or for the benefit of multi-lingual language learners.

ENGLISH LANGUAGE LEARNING (ELL), NEW COLLEGE [18]
Leora Freedman

ELL supports all U of T undergraduates enrolled in the Faculty of Arts and Science whose first language is not English (ELL or multi-lingual students), as well as native speakers seeking to improve their English language skills. The different populations that they work with are defined as new international students, students who have lived and studied in Canada for a number of years, students whose environment outside of school is not primarily in English, or a native- speaker student who finds formal, academic English challenging.

Since 2008, Leora Freedman and her team of writing instructors have facilitated the following activities and events:

- *Intensive English Courses* offered twice during the academic year (ELL010H1F Intensive Academic English). This is an 8-day intensive summer course (taking place in May and August)
- *Communication Café:* A series of 1.5-hour workshops in the first 5 weeks of each term as well as a 3-week writing activity online. Café workshops provide practice in pronunciation, arguing a point, and participating in group discussions.
- *Café Drop-ins:* Students are encouraged to come to the weekly on-site Café (offered at 4 different times and at 4 colleges).
- *Reading eWriting:* A chance to meet with an ELL writing instructor online with the goal of helping students to strengthen the speed and ease with which they read, reason, and write.

---

[18] Content in this section is based on two interviews with Dr. Leora Freedman and is adapted from the ELL website http://www.artsci.utoronto.ca/current/advising/ell

"These strategies are not accent fixing but teach TAs how to communicate more effectively with their students, giving them more confidence in their speaking skills."

The ELL program also includes peer mentors-- undergraduate students who go through a training process to become mentors. Multi-lingual students are actively recruited to run the Cafés and to provide writing instruction for students. TAs are also essential to the success of the ELL program. Participating TAs are trained using a series of workshops that are based on the WIT model (see below). In addition, Freedman works with TAs on oral presentation skills, giving them simple strategies on speed, enunciation and pronunciation. These strategies are not accent fixing but teach TAs how to communicate more effectively with their students, giving them more confidence in their speaking skills.

WRITING INSTRUCTION FOR TAS (WIT), UNIVERSITY COLLEGE [19]
Andrea Williams

The Writing Instruction for TAs (WIT) Project is a Faculty of Arts and Science teaching initiative that integrates writing instruction with disciplinary teaching, focusing especially on the role of course Teaching Assistants. The approach that is used to train WIT TAs is strategies-based language instruction. Participating academic units receive funding to hire a Lead Writing TA (LWTA), to allocate additional hours to course TAs for training, and for providing writing instruction and formative feedback to students. The WIT project supports writing instruction at all levels, including formulating departmental writing goals, designing writing assignments for building skills, and developing discipline-specific resources for writing instruction. Following are details of the training:
- Intensive training week in June and then another one in September. WIT TAs are taught that good writing practice is related to universal instructional design (i.e., what is good for some students will be good for all students); e.g., the practice of benchmarking and that wherever students are is the best place to start (that we

never call the place where students are starting remedial).

Through the WIT Program, it is Williams' responsibility to look strategically at building capacity within a unit. In addition to working with WIT TAs, she also runs sessions with faculty within the Faculty of Arts and Science.

INTERNATIONAL FOUNDATION PROGRAM, NEW COLLEGE [20]
Bruce Russell

The International Foundation Program's innovative format merges undergraduate university courses with intensive English language training and support. Designed for international students who need to improve their English fluency before undertaking the rigors of a full-time undergraduate degree, the IFP develops students' skills in genuine academic contexts. The integration of English language learning with a first year university course allows participants to work on the specific skills that they will need as full-time undergraduate students at the University of Toronto. The course lasts for 12 weeks and then the student is assessed. If they pass the qualifying exam, they go on to take further academic courses. If they are not successful is passing the exam, they are given the option to complete an additional 12 weeks before having their language skills assessed (it is important to note that this program is a cost recovery program). The program is designed to be a combination of both language and content (e.g., in addition to language, addressing issues like: What is it like to be a graduate student in Canada? How can I choose courses?) There are three different streams of this program:
- Undergraduates in the Faculty of Arts and Science and Architecture
- Undergraduates in Engineering
- Graduates in Engineering (newest program- just completed a 3year pilot program)

[19] Adapted from the WIT TA website program description and two interviews with Dr. Andrea Williams http://www.artsci.utoronto.ca/faculty-staff/wit/?searchterm=wit
[20] Adapted from the IFP website program description and an interview with the Program Coordinator, Bruce Russell http://www.ifp.utoronto.ca/undergraduate/future-students/our-program/fallwinter-ifp/

Another consideration for future programming is a two-year bridging program for International Pharmacy students. In this program, students would have a chance to work on industry specific grammar and vocabulary, and to learn about the culture of the Ontario/Canadian pharmacy.

ENGLISH LANGUAGE ENHANCEMENT[21] UNIVERSITY OF TORONTO MISSISSAUGA (UTM)

Laura Taylor, Robert Gillespie Academic Skills Centre (RGASC)

The English Language Enhancement program supports multi-lingual students who are attending UTM. Services are offered through the Robert Gillespie Academic Skills Centre and consist of:
* *One-on-one appointment*s
* *Workshops* such as Critical Reading and Critical Writing
* *Communication Café:* Offering topics and practice in areas such as Logical Fallacies and Presentation Skills.

ENGLISH LANGUAGE DEVELOPMENT CENTRE (ELDC)[22] UNIVERSITY OF TORONTO SCARBOROUGH (UTSC)

Elaine Khoo

The English Language Development Centre (ELDC) exists to help students communicate more effectively for their academic needs; to enable students to confidently participate in classes, tutorials and campus life; and to equip students with strategies and tools to participate actively in the academic community.

There are a number of different components that are offered through the ELDC to support multi-lingual undergraduate students at the University of Toronto Scarborough:
* *Academic English Health Check (AEHC):* a quick 20-minute diagnostic instrument that helps ELDC staff to assess a student's English reading and writing skills. Students receive the assessment by email within an hour of completing the AEHC.

* *Workshops and Cafés:* Communication Café is a 5-week multi-media series (with a new topic each week) and is one of the most popular programs of the English Language Development Centre. Cafés are welcoming, dynamic workshops with games and interactive activities specially designed to help students improve their academic and oral communication skills.
* *WordPlay* is a series of non-credit workshops that help students develop their critical reading skills. At each session, they practice key reading strategies through conversation and interactive activities. Topics are as follows: Reading for Comprehension; Reading for Structure; Identifying Arguments; Taking Effective Notes; Summarizing and Paraphrasing; Reading for Subtext; Evaluating Arguments; and Taking Sides!
* *Vocabulary Café:* These sessions target vocabulary development, an element that is crucial for academic work because it often impacts both comprehension and overall proficiency. Weekly Vocabulary Cafés offer students the opportunity to learn different sets of essential academic vocabulary items.
* *Personalized Academic Reading and Writing* (RWE): The RWE is a program that is open to all students and involves engaging students in completing short online assignments that are then assessed and given feedback by writing instructors.
* *Facilitation Training Certificate* (FTC): Once students have completed the Communication Cafés and the Vocabulary Cafés, they can participate in training to develop both facilitation and leadership skills. And once they have completed this training, they can volunteer to facilitate sessions in the various Cafés offered through the ELDC.

---

[21]Content in this section from an interview with Dr. Laura Taylor and adapted from the Robert Gillespie Academic Skills Centre website http://www.utm.utoronto.ca/asc/calling-all-writers

[22]Content in this section from an interview with Dr. Elaine Khoo and adapted from the ELDC website http://www.utsc.utoronto.ca/eld/

RESOURCES FOR INTERNATIONAL GRADUATE STUDENTS

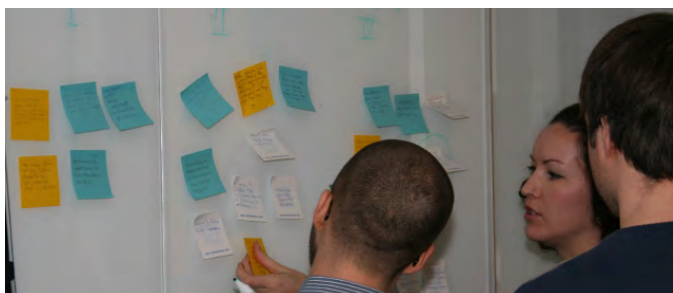## ENGLISH LANGUAGE WRITING SUPPORT[23]
Peter Grav and Rachel Cayley

The Office of English Language Writing Support (ELWS) provides graduate students with advanced training in academic writing and speaking. ELWS offers five types of support designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, writing intensives, and a list of additional resources for academic writing and speaking. These different types of support are detailed below:

COURSES:

ELWS offers a wide range of free non-credit courses throughout the academic year. Most of the courses require a time commitment of 12 hours of class contact time (two hours a week for six weeks), plus office hours and/or tutorials. ELWS offers five course sessions each academic year. In addition to classroom instruction, students receive individualized feedback on their written and/or oral work. Some of the courses are discipline-specific while others target the different needs of native and non-native speakers of English. The short courses build upon one another; this modular design enables students to create a program of study that will address their individual needs. In the academic year 2014-15, **2136** graduate students attended **88** non-credit courses (**45** of the courses targeted multi-lingual language learners[24]).

WORKSHOPS:

The ELWS workshops target specific student needs in a focused way. The workshops are organized into different series with each series constituting three to five individual workshops designed for the specific audience indicated under the title of the series (e.g., writing a literature review; presentation skills; etc.). In the academic year 2014-15, **1132** students attended workshops (**14** workshops targeted towards multi-lingual students).

WRITING INTENSIVES:

These recent initiatives—Dissertation Boot Camp and Journal Article Boot Camp--recognize the time constraints that graduate students often face. These Writing Intensives invite graduate students to step outside of their routines and focus exclusively on either dissertation or journal article writing for three days.

WRITING CENTRE:

The Writing Centre provides one-on-one consultations for graduate students who seek individualized assistance with their writing. In these sessions, trained instructors work with students to improve their capacity to plan, write, and revise academic assignments.

---

[23]Content for this section from an interview with Dr. Peter Grav and adapted from ELWS website http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx
[24]Note: often native English speakers take the courses targeted to non-native English speakers

WOODSWORTH COLLEGE[25]
Brock MacDonald

Woodsworth College is the largest college in the Faculty of Arts and Science, with a student population of over 6000. Since its inception, Woodsworth College has been the access college at the University of Toronto and as a result, it has the most diverse student body of all of the colleges and is an entry point for many international and multi-lingual students. Woodsworth College has thought significantly about the needs of the many international students that use their resources, in particular the THE500 course and the Writing Centre (detailed below). They see their mission with international students as supporting them as they navigate a two-fold challenge: helping international students academically and to learn the academic culture in Higher Education in Canada; and, supporting international students as they encounter broader acculturation issues of isolation, loneliness, lack of family support, etc.

- *Writing Centre:* The Academic Writing Centre offers one-on-one help with all aspects of academic writing. Students can come in at any stage of the writing process, from the starting point to the final draft, and can bring the same paper in for several appointments if necessary. Students work with experienced instructors to understand their assignments better, develop effective thesis statements, organize strong arguments, document their sources correctly, and improve their grammar, sentence structure, and punctuation.
- *THE500:* Teaching in Higher Education: Since 1994, THE500 has been offering senior PhD students an opportunity to improve their teaching practice by becoming more knowledgeable about the ways in which students learn and about different teaching theories and approaches. Course participants take part in a variety of teaching situations, from small group work to more formal lecture sessions and are given an opportunity to reflect on their experiences as the course develops. Course participants also complete a practicum whereby they are observed teaching a class or teaching a short lesson to their peers.

GRADUATE PROFESSIONAL SKILLS[26]
Liam O'Leary

The Graduate Professional Skills (GPS) program—an initiative at the School of Graduate Studies—is designed to help U of T graduate students become more fully prepared for what comes after graduation. GPS focuses on skills beyond those conventionally learned within a disciplinary program—skills that may be critical to success in the wide range of careers that graduates enter, both within and outside academe. GPS consists of a range of optional "offerings" with a time commitment roughly equivalent to 60 hours of work (recognized by a transcript notation). GPS offerings consist of co-curricular courses, workshops, seminars, and placements offered by various units throughout the University of Toronto in 4 different skill areas:

- Communication & Interpersonal Skills
- Personal Effectiveness
- Teaching Competence
- Research-Related Skills

Some of the workshops and seminars specifically focus on multi-lingual and international graduate students. Out of the numerous offerings, only the series of workshops on Oral Presentation Skills specifically identifies specialized skills for "Non-Native Speakers of English".

---

[25]Content for this section from an interview with Brock MacDonald and adapted from the THE500 and Academic Writing Centre websites http://www.wdw.utoronto.ca/index.php/programs/the500/the5001 and http://www.wdw.utoronto.ca/index.php/current_students/academic_writing_centre/
[26]Adapted from the GPS Website http://www.sgs.utoronto.ca/currentstudents/Pages/Professional-Development.aspx

TEACHING ASSISTANTS' TRAINING PROGRAM (TATP)[27]

Marie Vander Kloet, Assistant Director, CTSI/TATP

The Teaching Assistants' Training Program (TATP) is a peer-training program providing pedagogical support to the three campuses of the University of Toronto through the Centre for Teaching Support & Innovation (CTSI). TATP currently serves teaching assistants and graduate students; programming is available for students currently enrolled in the School of Graduate Studies (SGS), regardless of whether or not they hold a teaching appointment. The TATP also provides job training to Teaching Assistants and Course Instructors working in CUPE Local 3902 Unit 1.

There are a number of different ways that the TATP has historically responded to the specific needs of Teaching Assistants who are international graduate students:

- *2012 TA Day:* TATP Trainers offered a workshop entitled "Tackling English Language Issues" which included tips for multilingual TAs (combining written and oral strategies for conveying information); tips for Teaching ELL Students (combining written and oral communication strategies, as well as how to approach written work/assignments with language issues); ELL Resources for TAs; Important Questions to Ask Your CI; and Benchmarking.
- *Workshop Series:* In 2012-13, a session was offered on Supporting ELL Students: What TAS and Course Instructors Can Do was offered. In 2013-14, this was expanded to a 3-part series: How Language and Culture Make Classrooms: Implications for Teaching Diverse Student Bodies; Supporting Multilingual and International TAs: Strategies for Managing Teaching and Learning Challenges Inside and Outside of the Classroom; and Supporting English Language Learners: What TAs Can Do. In 2014-15, two of the three workshops were offered: Supporting Multilingual and International TAs: Strategies for Managing Teaching and Learning Challenges Inside and Outside Of the Classroom; and Supporting English Language Learners: What TAs (and Course Instructors) Can Do.

In addition to these workshops geared towards international graduate students who are Teaching Assistants, the TATP offers many services that International TAs use, and TATP Peer Trainers tailor the programs to meet their needs. Examples of this are the Microteaching Sessions and the Teaching Dossier consultations that are offered as part of the Advanced University Teaching Preparation (AUTP) certificate program. International TAs can bring their unique challenges to these sessions and peers give focused feedback and support them in finding solutions.

---

[27]Content for this section from TATP records and adapted from the TATP website http://www.teaching.utoronto.ca/gsta/about-tatp.htm
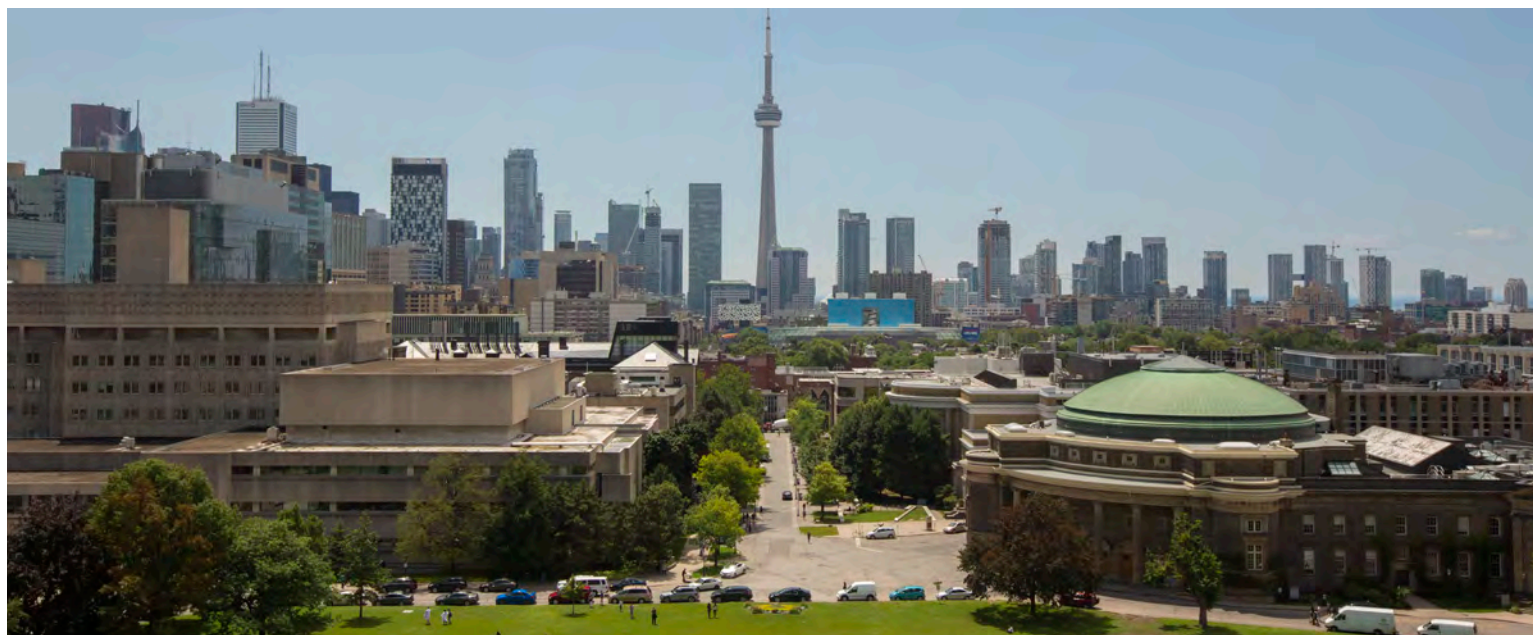
OFFICES SERVING BOTH GRADUATE AND UNDERGRADUATE STUDENTS

ACADEMIC WRITING CENTRES

The Academic Writing Centre offers one-on-one help with all aspects of academic writing to undergraduate students. Students can come in at any stage of their writing process. Writing instructors will read works-in-progress and help them to understand the topic, develop an effective thesis, organize a strong argument, document their sources correctly, and improve their grammar, sentence structure, and punctuation. Writing instructors also work with students on time management, lecture-listening and note-taking, and studying and test-taking strategies. There are writing centres in each of the seven colleges at the University of Toronto, at the Faculties of Architecture, Engineering, Health Sciences and OISE, as well as at UTM and UTSC. The Academic Writing Centres within the colleges are open to all undergraduate students and within departments and faculties, there is more of a focus on student needs within the undergraduate population.[28]

Of particular mention as a resource for graduate students is the OISE Writing Centre- OISE Student Success Centre.[29] The Centre provides support for English language development, with a particular focus on graduate students because the student population at OISE has shifted to a predominantly graduate one. Students are able to book one-on-one appointments with advisors trained in second language instruction and they provide instructional support to enhance students' grammar, oral communication, listening, reading and pronunciation skills.

OFFICE OF STUDENT ACADEMIC INTEGRITY,[30] FACULTY OF ARTS & SCIENCE

Kristi Gourlay, Manager and Academic Integrity Officer; Kasha Visutskie, Academic Integrity Officer; Martha Harris, Academic Integrity Officer

The Office of Student Academic Integrity (OSAI) is designated by the Dean of the Faculty of Arts and Science (FAS) to promote academic integrity (AI), to handle allegations of academic misconduct at the divisional level for FAS, and to advise instructors, staff and students on matters related to academic integrity, academic misconduct, and the *Code of Behaviour on Academic Matters*—the policy that informs all procedures related to academic misconduct at the University.

OSAI staff provide resources on their website for faculty on how to foster a community of integrity among their students and tips for preventing misconduct. They also provide resources for students to provide them with clear guidelines so they don't inadvertently commit academic integrity violations.

---

[28] Given the scope of this environmental scan, we were not able to meet with the coordinators of all of the writing centres. There may be innovative programming in specific colleges with a focus on international student needs and/ or the needs of multi-lingual students.

[29] More information about the OISE Student Success Centre can be found at http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_%28OSSC%29

[30] Content for this section from interview with Kristi Gourlay, Kasha Visutskie and Martha Harris and from the OSAI website http://www.artsci.utoronto.ca/osai

OFFICE OF STUDENT LIFE

Student Life key performance indicators and priorities acknowledge the presence and the value of international students and also acknowledge the particular needs of international students. The Student Life Division is consistently looking for more effective ways to support international students. There are a number of units that have a specific mandate with regard to international students but for the purposes of this report, we will mention three specific units: Centre for International Experience, Academic Success Centre, and the Family Care Office.

Centre for International Experience[31]
Cathy Maloney, Manager, Intercultural Initiatives and Learning Strategy

The Centre for International Experience (CIE) provides many resources for students, including transition advising, mentorship programs, volunteer and leadership opportunities, immigration advising (study permits, visas, etc.), exchange programs, ESL Cafés, an intercultural learning program, the University Health Insurance Plan (UHIP), as well as many social events. In the Fall of 2014, an orientation program for undergraduate students, called Step Up, was piloted with 120 international undergraduate students. Given its success, the program will run again in the Fall of 2015 with a projected enrolment of 300 students. Step Up is a week-long, residential, pre-orientation program with the goal of preparing students for their studies at the University of Toronto and their transition into Canadian life. Step Up is open to incoming international students in the Faculty of Applied Science and Engineering; Faculty of Arts and Science; Faculty of Music; and John H. Daniels Faculty of Architecture, Landscape, and Design. In the Fall of 2015, CIE will also pilot a Step Up program for international graduate students who are registered in the Masters of Engineering Program (MEng) and the Institute for Medical Studies (IMS).

Academic Success Centre
Tanya Lewis, Director

The Academic Success Centre (ASC)[32] has a number of different services that meet the needs of international students (alongside domestic students). Examples of workshops that are offered are listed below:
- Time Management
- Dealing with Procrastination
- Note Taking for Readings and Lectures
- Managing Course Readings
- Critical Thinking, Reading, and Writing
- Writing Assignments for All Disciplines
- Study Tools for All Disciplines
- Improving Memory and Concentration
- Test & Exam Preparation
- Test & Exam Writing Skills
- Stress and Anxiety Management
- Overcoming Writer's Block
- Oral Presentation & Communication Skills
- Setting Goals & Staying Motivated

In addition to workshops, Learning Strategists meet with students one-on-one to support them in developing strategies for academic success.

The First in the Family[33] initiative operates under the auspices of the Academic Success Centre and targets students who are the first in their family to pursue post-secondary education. As a result of the Centre's broad mandate, there is a large number of international or multi-lingual students who are eligible to participate in the program. The goal of the program is to create a community of support drawing on peer mentors to help build that community.

---

[31]Content for this section from interview with Cathy Maloney and from the CIE website http://cie.utoronto.ca/

[32]Content for this section from interview with Tanya Lewis, Janelle Joseph, Rahul Bhat, and Rouya Boutlani and adapted from the ASC website http://www.asc.utoronto.ca/

[33]Content for this section from interview with Adonica Huggins and adapted from the First in the Family website http://www.studentlife.utoronto.ca/Student-Resources/First.htm

Family Care Office
Kaye Francis, Coordinator

The Family Care Office[34] provides confidential guidance, resources, referrals, educational programming and advocacy for the University of Toronto community and their families. They also raise awareness of family care issues central to the achievement of education and employment equity at the University of Toronto. They provide a number of resources for graduate students, including a large number of international graduate students:

- Guide for Graduate Students with Responsibilities: This comprehensive guide provides the information that graduate students need to navigate the systems at the University of Toronto.
- Workshops that target specific needs and populations, including international graduate students and their families. One specific workshop series of note is a Women's Wellness series that targets International Students and their families and is held in one of the student housing buildings.

---

[34]Content for this section from interview with Kaye Francis and adapted from the Family Care Office website http://www.familycare.utoronto.ca/about_us/index.html

CHALLENGES TO SERVICE DELIVERY AND RESPONSES BY UNIVERSITY OF TORONTO STAKEHOLDERS

A number of different themes emerged based on interviews[35] with 15 stakeholders (representing larger units or services at U of T) working with international students and multi-lingual learners across the University of Toronto's three campuses. These themes are composed of two different kinds of statements: the challenges that faculty and staff articulated and their suggested solutions based on the different ways that they choose or propose to navigate the challenges.

Q1 HOW DO WE DEAL WITH THE RANGE OF ENGLISH LANGUAGE LEVELS AND DIVERSE LEVELS OF REQUIRED SUPPORT FOR UNDERGRADUATE AND GRADUATE STUDENTS?

CHALLENGE #1A:

Almost 75% of students at the University of Toronto are multi-lingual and 17% are international students. How do we meet the needs of this diverse student population?

RECOMMENDATIONS:

- We need to continue to diversify the assistance to students through a variety of programming offered through a variety of units on all three campuses: workshops and seminars for specialized skills; consultation services (e.g., writing centres); communication cafes; peer-to-peer mentoring; peer-to-peer language exchange; availability of resources (paper, online (i.e. Personalized Academic Reading and Writing (RWE) program at UTSC and FAS), in-person).
- We need to reach beyond language skills to include cultural-environmental factors: multi-lingual students; first-in-family university students; family commitments; family housing; etc.

CHALLENGE #1B:

The kind of support that international graduate students and multi-lingual learners at a graduate level need are different than the needs of undergraduate learners.

RECOMMENDATIONS:

- Work with international graduate students (e.g., ELWS) so that their language needs are reconceptualized to move beyond grammar

and mechanics to responding to the subtlety of language. Academic writing is not about getting the articles right but about higher order thinking and learning.
- We need to shift our overall strategy from a deficit model to an assets model, looking at what advanced learners bring to our institutions in their different fields rather than at what they 'lack' in terms of grammar and mechanics.

Q2 HOW DO WE CREATE A CULTURE OF LEARNING AMONG FACULTY AND TAS TO MEET THE DIVERSE NEEDS OF THE STUDENT POPULATION?

CHALLENGE 2A:

Many students end up with academic integrity violations because they either misunderstand or have a lack of input on expectations for the academic work that is required of them.

RECOMMENDATIONS:

- Faculty need to be supported in developing effective learning outcomes and assignments that are appropriate to the learning levels of students. Because we have a diverse instructor base, these kinds of resources should be available in a central (perhaps online) location so that there is more consistency in the expectations that instructors have for academic work at different levels (e.g., scaffolded assignments).

CHALLENGE #2B:

Completing academic writing (e.g., journal articles, theses, dissertations) can feel prohibitive to most graduate students but even more so for international students who struggle with language.

---

[35] Semi-structured interviews took place between March-June 2015

RECOMMENDATIONS:

- Scaffolding these different types of writing and breaking them down into manageable pieces can support student learning and also help them make important connections (i.e. Journal Article and Dissertation Boot Camps run by ELWS have functioned to both support student writing and to help students form interdisciplinary writing groups).

CHALLENGE #2C:

There are only a few appointed faculty and staff who are specifically designated as working with language instruction (e.g. Leora Freedman- ELL and Andrea Williams- WIT TAs). The needs across the campuses are many; investment in instructional resources would lend additional support in this area.

RECOMMENDATIONS:

- Embedded programming is incredibly effective, as noted by appointed faculty, staff working on language instruction. When they offer instruction from within a classroom, partnering with instructors, the community that is investing in the language needs of students, increases. Interviewees mentioned that the most effective programming begins with having faculty and TAs on the "inside" as champions or change agents in respect to course content and delivery (e.g., for writing instruction, faculty members can choose to focus on reading, listening, speaking or vocabulary building—responding to the needs that they see within their students).

CHALLENGE #2D:

Teaching Assistants aren't always aware of the specific needs of multi-lingual learners and they are often the 'front-line' of instruction at U of T, interfacing more often with students.

RECOMMENDATIONS:

- Provide more opportunities to multi-lingual TAs-- these TAs understand language learning in a way that TAs who have never had to learn another language are not able to. One way is to include "Multi-lingual TAs preferred" into job descriptions (for example, it is currently essential that Lead Writing TAs be multi-lingual).
- Provide more specific information for all TAs about how to support the needs of multi-lingual learners in their tutorials.

CHALLENGE #2E:

International TAs are not always prepared for the challenges of the Canadian classroom, which may be very different than their own prior learning contexts.

RECOMMENDATIONS:

- Identify TAs in each department who could provide mentorship to International TAs.
- Offer more specific information to all TAs addressing the specifics of the Canadian and University of Toronto learning contexts.

Q3
HOW DO WE MEET THE NEEDS OF THE WHOLE PERSON WHEN WORKING WITH INTERNATIONAL STUDENTS (I.E., ACADEMIC, PROFESSIONAL DEVELOPMENT, SOCIO-CULTURAL)?

CHALLENGE #3A:

Many international graduate students who enrol in graduate programs at the University of Toronto and work as TAs face challenges related to expectations about their studies and teaching responsibilities. There is a need for a more comprehensive orientation program and a series of welcoming events for international and multi-lingual students.

RECOMMENDATIONS:

• The Centre for International Experience is piloting an orientation program in the academic year 2015-16, that provides this kind of orientation. This could be an orientation where many different service providers around the university collaborate to create more cohesive programming.

CHALLENGE #3B:

Communication skills are the largest deficit among graduate students—even more challenging for international students.

RECOMMENDATIONS:

• There needs to be more specific programming (e.g., three minute thesis competition) that focuses on supporting the development of communication skills in graduate students.
• Centres that already provide these kinds of opportunities for graduate students (e.g., TATP, GPS, specific academic departments) could have central listings in the category of communication skill development in order to make it easier for students to access these opportunities.

CHALLENGE #3C:

Since a growing number of international students are becoming immigrants, more assistance (i.e., information and practical advice) needs to be provided at the University of Toronto.

RECOMMENDATIONS:

• There needs to be more specific connection between faculty, departmental staff in departments and colleges and the staff at the Centre for International Experience to help bridge these gaps in knowledge and resources.

CHALLENGE #3D:

Faculty are not always aware of the specific needs that their international graduate students have and as a result, are not always sensitive to those needs (e.g., funding).

RECOMMENDATIONS:

• More information, assistance and resources should be developed for faculty working with international graduate students. Such information should be made as widely accessible to all faculty members as possible. Education opportunities for faculty should also be developed around these resources.

Q4
HOW DO WE IMPROVE COMMUNICATION BETWEEN VARIOUS STAKEHOLDERS THAT PREVENTS REPLICATION AND GAPS IN SERVICE PROVISION AND PROGRAMMING?

CHALLENGE #4A:

The environmental scan of resources for international students and multi-lingual learners at the University of Toronto reveals that there are many different resources across campuses, faculties, departments, units, and centres. The work spans a wide variety of needs and there has been much thought put into what students need, and the most effective ways to connect with them but it also presents a big challenge—how can communication between these different stakeholders be improved?

RECOMMENDATIONS:

- There were cases (such as between practitioners working within the writing centres) where there was a connection between the different centres, and a sharing of resources. An example is a forum where ELL practitioners connect and share resources through the once-a-semester professional development forum where practitioners can present on the work that they are doing. Leora Freedman and Andrea Williams talk about the networks that they have built within the institution as they support instructors and offer embedded instruction.
- For the past few years, ELL practitioners working with undergraduates at U of T have initiated a conversation with other ELL practitioners[36] from similar institutions across the GTA. This day of conversation involves administrators of programs at these institutions and involves discussions about common issues.
- Build stronger channels of communication (within and outside the University) so that the different stakeholders and practitioners can have established structures to share best practices, resources, and programming.

Q5 HOW DO WE IDENTIFY, RECOGNIZE AND TRANSLATE THE CHALLENGES FACED BY MULTI-LINGUAL AND INTERNATIONAL STUDENTS AT THE UNIVERSITY OF TORONTO INTO EFFECTIVE POLICIES?

CHALLENGE #5A

International students identify the value of finding someone who could help them navigate the Canadian higher education system and the culture at the University of Toronto.

RECOMMENDATIONS:

- Recruiting mentors who are domestic students or international graduate students who have been at the University for at least one term to support new students.
- Create opportunities for multi-lingual and/or international students to connect with domestic students and with each other. This will allow for the breakdown of lingual, social and cultural barriers. For example, this past fall U of T ambassador students and recent grads greeted new international students arriving at Pearson International Airport as part of a program to welcome international students to the city and ease their transition into the University.

CHALLENGE #5B:

All students are faced with the challenge of time limitations. This is particularly true of international students who spend long hours on their academic work (often more than domestic students). They are often not able to access resources at U of T offices because it conflicts with their academic schedules.

RECOMMENDATIONS:

- Schedule some professional development in the evenings (e.g., holding GPS or TATP workshops in the evenings) as an alternative to 9-5 offerings.

---

[36] In 2014, this involved 15-16 practitioners from the Greater Toronto Area

RECOMMENDATIONS FOR ENHANCEMENTS TO THE CURRENT TEACHING ASSISTANT TRAINING PROGRAM (TATP) CURRICULUM AT U OF T

The previous section addressed some of the challenges that face the University of Toronto with regard to multi-lingual and international students. Although these challenges are rooted in structural coordination/communication issues, the recommendations, as articulated by University of Toronto staff, are wide and varied and represent real creativity. One of the ways in which the Teaching Assistants' Training Program (TATP) has sought to respond to multi-lingual students and International Teaching Assistants, is to think about different ways to support the professional development of *all* Teaching Assistants.

This next section will examine the possibility of incorporating a responsive international TA curriculum, framing it as a response to the inherent opportunities and challenges associated with internationalization of the university. As the University of Toronto seeks to enhance its role as a global leader and as an institution that has built strong global connections, it needs to consider how to support students as future leaders with high levels of international competency. With an increase of international students at both the undergraduate and graduate levels, it has become increasingly important to offer programming that is responsive to the needs of those students. This means educating all TAs to effectively work with multi-lingual learners developing international teaching assistants to become leaders in their fields both in Canada and abroad.

We suggest that investing in this kind of programming will make the University of Toronto a desirable option for international students as it will support our reputation not only as a top tier academic institution but as an institution that really invests in developing strong student leaders with intercultural competencies. As we discussed in the introduction to the report, Meric Gertler's vision for the University of Toronto is that it will be an institution that is known for rethinking or re-visioning undergraduate education, that it will develop more international partnerships, and that it will leverage its location in the heart of Canada's largest and most diverse city. Teaching Assistants at the University of Toronto, especially those who are international graduate students, have the potential to be key players in realizing these goals.

This next section includes recommendations based on the literature reviews and environmental scans. Each recommendation begins with the articulation of a question and is followed by recommendations for how the question might be addressed through enhancements to current TATP programming. At the end of this section is a table that illustrates the recommended phasing in of the different elements, and the resources needed.

QUESTION	RECOMMENDATIONS

QUESTION #1:
 	
What does learning within classrooms at U of T look like? What does that mean for international students who are undergraduate students or graduate students?
	• Create curriculum that can be adapted to different workshops on the theme of "What does learning look like at U of T?" that can be integrated into different TATP training (e.g., Workshop Series, TA Day) and other training sessions across the university (CIE Step Up).
	• Integrate the following elements into training for TATP trainers, to be incorporated into TATP TA Day, TATP Workshops
	  o How should we be addressing the issue of Academic Integrity in TATP training (and general training across the university) that can underscore and effectively model the importance of original work and the value of current academic citation practices?
	  o Use a Universal Instructional Design (UID) approach, emphasizing how important it is for TAs to share their experience by talking about the ins and outs of academic life at the University of Toronto. For example, a broad discussion about academic integrity—e.g., TATP policy module, assignment design/instructions/support (what are the consequences for students?)—would be useful for all students but especially pertinent for international students.

QUESTION #2:
 	
How can TATP better prepare TAs to engage with their students, approaching their backgrounds and experiences as assets rather than deficits?
	• Be intentional about surfacing questions and challenges about the presence of muli-lingual language learners in all areas of TATP training.
	  o Encourage TAs to ask the question, "What do my students bring to my classroom?" and be intentional about talking to students about what they have to offer to a classroom, to the university and to the broader world.
	  o Introduce the notion of international experience as different but not better or worse. Have TAs ask students what their previous experiences of learning have been and ask International TAs what does learning look like in their previous learning contexts? (e.g. instruct TAs to use active learning techniques that support them in discovering the prior knowledge of their students (i.e. Think, Pair, Share; 3-2-1 Graphic Organizer).

QUESTION #3: How can we reach some of the TAs, particularly International TAs who are not currently connecting to TATP programming?	• Consider integrated or embedded workshops or resources shared with campus partners that meet International TAs where they are (e.g., Orientation sessions at CIE (e.g. Step Up); writing centres; Woodsworth and departments and faculties with high international student enrolments and TA assignments. Let students know that if they don't feel confident about their teaching, there are workshops and resources available to them.

QUESTION	RECOMMENDATIONS
QUESTION #4: Every new TA struggles with what to do in the classroom (e.g., grading; feedback; etc. classroom management; policies/procedures; lesson planning; your own teaching voice). What do we need to add to these core competencies/skill-building resources to meet the needs of International TAs and TAs who want to build *intercultural* competencies?	• Build into TA training and TATP programming strategies for helping TAs and students navigate ambiguity and encounter difference. • Create awareness through TATP programming and resources of different higher education contexts and their related expectations around student learning and instructional effectiveness. • Create forums where TAs can share and discuss their different perspectives and experiences related to teaching and learning. • Include examples that meet the needs of ITAs throughout training and workshops (case studies e.g. improper comments from a student) and to which ITAs and all TAs (who teach international undergraduate students) can relate more closely. • Create resources for International TAs that provide more information about the teaching context at U of T - who are our students, what do they expect from classroom teaching, what are common expectations around "homework", what do faculty typically expect from Teaching Assistants, etc. These will be helpful to all TAs but especially ITAs. • Develop thematic coding of core teaching and intercultural competencies that can be used to guide training and professional development opportunities for ITAs.
QUESTION #5: How do we encourage the TAs who attend TATP training sessions, Workshop Series and enrol in our certificate programs, aware of the different resources that exist around the University of Toronto for international students and multi-lingual learners?	• Create an online guide for international graduate students featuring both curricular and co-curricular resources. • Create an online guide for all TAs that features all curricular and co-curricular resources for multi-lingual learners at the University of Toronto. • Reach out to faculties and units (especially the CIE) with these resources across the University.
QUESTION #6 How can we take the findings from this research and support more effective communication and creation of resources for international students and multi-lingual learners at the University of Toronto?	• Take a leadership role in convening learning communities that feature stakeholders from across the University (e.g., the stakeholders shown in *Figure 6, p. 25*). • Create an online module that is interactive and features the different resources, programs and workshops as a resource for TAs and faculty (two different versions so that the module for faculty would include information on how to mentor international graduate students, etc.) • Host brown bag lunches around topical areas faced by international TAs/TAs teaching international students.

RECOMMENDED TIMELINE FOR IMPLEMENTATION OF THE TATP REFINEMENTS/ADDITIONS

PHASE 1
Fall 2015

- ✔ Learning in the U of T Classroom: Collaborative Facilitated Discussion for International TAs & CIs

PHASE 2
By end of the Academic Year 2015-16

- Integrate different aspects into programming as per Recommendation #2.
- Initiate Brown Bag Lunches
- Finalize and distribute:
  - ✔ TATP Guide: Resources for International Teaching Assistants
  - ✔ Tip sheet: Resources for English Language Learners at the University of Toronto
  - ✔ TATP Guide: Resources for Undergraduate Multi-lingual Students

PHASE 3
Spring/ Summer 2016

- Create resource guides for faculty re: ITAs and MLLs
- Thematically encode all workshops at TATP for international TAs
- Distribute information about new resources across U of T
- Plan Intercultural Competence Guides created for TAs and Faculty
- Begin connecting with stakeholders to offer embedded programming/ share resources beyond departmental training

PHASE 4
Within the next 3 years

- TATP Guide for ITAs: Teaching at the University of Toronto
- TATP Guide for ITAs: Navigating Higher Education in Canada
- Create intercultural competence guides created for TAs and faculty

✔ Completed

RECOMMENDED INVESTMENTS AND INNOVATIONS FOR THE UNIVERSITY OF TORONTO

Based on our research, there are two main recommendations that we wish to propose for consideration by the University of Toronto for areas of both investment and innovation.

One need that was clearly articulated through interviews with University of Toronto faculty and staff who provided needed resources for international students and multi-lingual learners is a framework that would allow for more shared learning and resources. Currently services are fragmented across three campuses and many different faculties, departments and units. Our response to this phenomenon is two-fold: firstly, building a community of learning and secondly, to build capacity for leadership in this growing area of need.

RECOMMENDATION #1: BUILDING LEADERSHIP CAPACITY IN THIS GROWING AREA

Create a committee or subcommittee that could coordinate resources (especially in terms of their allocation and distribution), ensure that lines of communication are established and maintained, measure the effectiveness and impact of the programming, and reach out locally (in Toronto—tapping into GTA resources) and internationally (promoting U of T as an institution committed to cultivating best practices in international exchange and supporting both multi-lingual and international students). Building leadership in this area will also help to solidify U of T as an educational leader in producing students across disciplines who have strong intercultural competencies.

RECOMMENDATION #2: BUILDING COMMUNITIES OF LEARNING

Our recommendation is the establishment of communities of learning across all three campuses at U of T. These do not need to be formal structures but they do need to be intentional structures that provide forums for conversations, to share resources and to ensure that there isn't costly replication of services, simply because of lack of effective communication. If these communities of learning are established, it will also be easier to identify gaps in service delivery and may be easier to find creative solutions to filling those gaps through pooling of resources.

Figure 6 is a visual representation of what these communities of learning could look like. The inset image is from the representation of the current structure of resources that support international student and MLLs, p. 25 of this report.
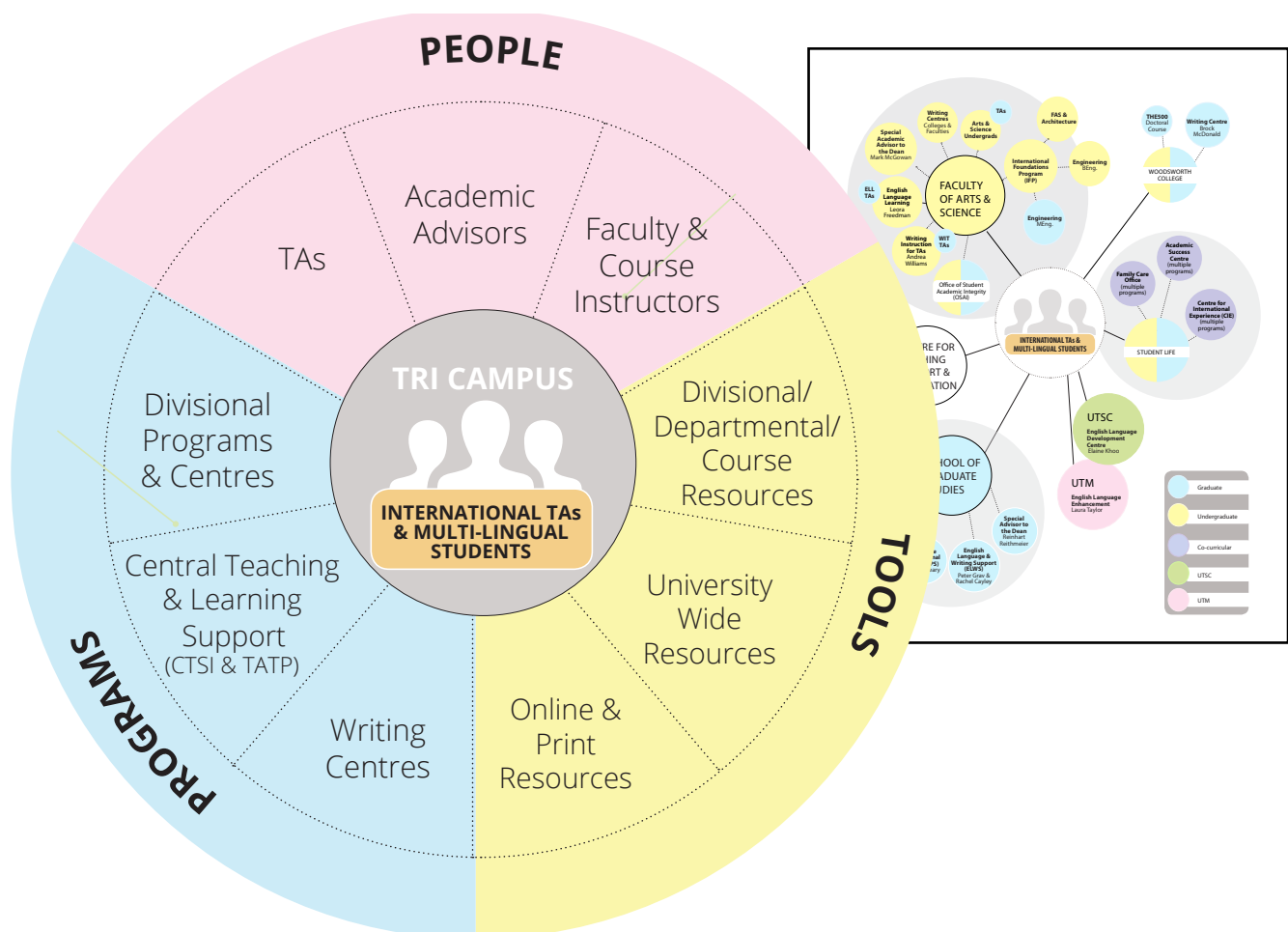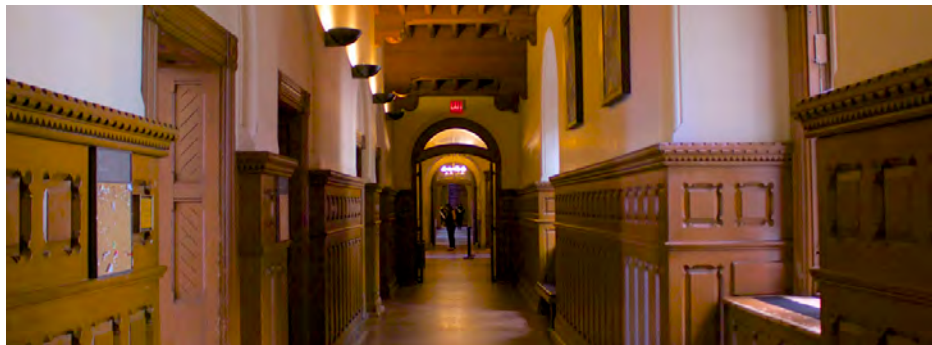

Figure 6. Representation of Potential Communities of Learning at U of T Focused on Supporting Intercultural Competencies.

RECOMMENDATION #3: ENHANCED CURRICULAR AND CO-CURRICULAR COLLABORATION

In an institution with the size and scope of the University of Toronto, it can be expected that the communication between the staff and programs serving the curricular and co-curricular aspects of student life would be challenging. Despite this, there are good examples of collaborations between staff and programs in both curricular and co-curricular realms. However, there are many exciting programs on both the curricular and the co-curricular sides that are completely independent of the other, programming that could be enhanced by more intentional collaboration. Currently there are a number of collaborations that cross the academic and co-curricular. We have a number of suggestions to enhance this goal:

- Employing more intentional communication between the three campuses. Traveling time is an issue but there are technical means to support enhanced communication: (calendar, Blackboard org, Blog tool- guest blog posts).
- Identifying key point people for communication to coordinate programming (e.g., between TATP and Career Centre).
- Enhancing opportunities for international students to connect with each other and with domestic students to build communities (similar to the First Year Learning Communities (FLCs) at both undergraduate and graduate levels).
- Emphasizing key cognitive and relational/interpersonal skills, as well as communication skills and additional resources to support the career search and job application process.

RECOMMENDATION #4: RE-CONCEPTUALIZING PROGRAMMING THAT SUPPORTS INTERCULTURAL COMPETENCY DEVELOPMENT

The University of Toronto is an institution that has a significant impact globally through both its researchers and its graduates—as students learn, graduate and enter the workforce, they begin to shape different global contexts. Although there are many ways that staff, faculty and programming reflects an intention to develop intercultural competencies in its students, the University of Toronto has an opportunity to have an even greater impact through integrating intercultural competency development into its training of faculty, staff, and students. As this happens, the University of Toronto has an opportunity to create an environment where multi-lingual and international students will flourish; and where the University of Toronto's graduates will be sought after as leaders who have developed the kind of intercultural competencies that have the potential to transform the global landscape.

APPENDICES

WORKS CITED IN LITERATURE REVIEW

Association of Universities and Colleges in Canada (AUCC). (2015). *Canada's Universities in the World: AUCC Internationalization Survey*. Ottawa, ON. Retrieved from http://www.aucc.ca/wp-content/uploads/2014/12/internationalization-survey-2014.pdf

Benesch, S. (2001). C*ritical English for academic purposes: Theory, Politics, and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

Benham Rennick, J. & Desjardin, M., Eds. (2013). *The world is my classroom: International learning and Canadian higher education*. Toronto, ON: University of Toronto Press.

Berardo, K. and Deardorff (Eds.). (2012). *Building cultural competence: Innovative activities and models*. Sterling, Virginia: Sylus.

British Council. (2013). *Culture at work: The value of intercultural skills in the workplace*. Retrieved from http://www.britishcouncil.org/sites/britishcouncil.uk2/files/culture-at-work-report-v2.pdf

Brown, L. (2008). Language and anxiety: An ethnographic study of international postgraduate students. *Evaluation and Research in Education, 21*(2), 75–95.

Canadian Council of Chief Executives (CCCE). (2014). *Preliminary survey report: The skills and needs of major Canadian employers*. Retrieved from http://www.ceocouncil.ca/skills

Chapelle, C., Grabe, W., & Berns, M. S. (1997). *Communicative language proficiency: Definition and implications for TOEFL 2000*. Princeton, NJ: Educational Testing Service.

Cheng, L., & Fox, J. (2008). Towards a better understanding of academic acculturation: Second language students in Canadian universities. *Canadian Modern Language Review/La Revue canadienne des langues vivantes, 65*(2), 307-333.

Chuang, S. F. (2013). Essential skills for leadership effectiveness in diverse workplace development. *Online Journal for Workforce Education and Developmen*t, (6), 1.

Cots, J.M., Llurda, E., & Garret, P. (2014). Language policies and practices in the internationalization of higher education on the European margins: an introduction. *Journal of Multilingual and Multicultural Development, 35*(4), 311-317.

Crabtree, R. D., & Sapp, D. A. (2004). Your culture, my classroom, whose pedagogy? Negotiating effective teaching and learning in Brazil. *Journal of Studies in International Education, 8*(1), 105–132.

Dawson, D. L., Dimitrov, N., Meadows, K. N., and Olsen, K. (2013). *Bridging the gap: The impact of the 'Teaching in the Canadian Classroom' program on the teaching effectiveness of international teaching assistants*. Toronto: Higher Education Quality Council of Ontario.

Deardorff, D.K. (2006). Outcome of Internationalization Identification and Assessment of Intercultural Competence as a Student. *Journal of Studies in International Education* 10, 241-267.

Dimitrov, N. (2009). *Western guide to mentoring graduate students across cultures.* London, ON: University of Western Ontario, Teaching Support Centre.

Eland, A. J. (2001). The intersection of academics and culture: *The academic experience of international graduate students* (Unpublished doctoral dissertation). University of Minnesota, Minneapolis.

El Masri, A., Choubak, M., & Litchmore, R. *The global competition for international students as future immigrants: The role of Ontario universities in translating government policy into institutional practice*. Retrieved from http://www.heqco.ca/en-ca/Research/ResPub/Pages/The-Global-Competition-for-International-Students-as-Future-Immigrants.aspx

Fleming, P.C. (2010). *Teaching at the University of Virginia: A handbook for faculty and teaching assistants*, 3rd Edition. Charlottesville, VA: University of Virginia, Department of English. Retrieved from http://trc.virginia.edu/wp-content/uploads/2013/01/3rd_Edition.pdf

Freedman, L. (2012). *"Reading to Write" in East Asian Studies*. International Writing Across the Curriculum Conference. Colorado State University. Retrieved from http://wac.colostate.edu/proceedings/iwac2012/presentations/2BFreedmanPresentation.pdf

Grav, P. and Cayley, R. (2015). Graduate student writers: Assessing needs across the "Linguistic Divide". *Writing & Pedagogy 7*(1), 69-93.

Goodman, D.J. (2013). *Cultural competency for social justice*. Retrieved from https://acpacsje.wordpress.com/2013/02/05/cultural-competency-for-social-justice-by-diane-j-goodman-ed-d/

Gorsuch, G. J. (2003). The educational cultures of international teaching assistants and U.S. universities. *TESL-EJ, 7*(3), 1–17.

Helmer, K.A. (2013). Critical English for academic purposes: Building on learner, teacher, and program strengths. *Journal of English for Academic Purposes, 12,* 272-287.

Hoekje, B., & Williams, J. (1994). Communicative competence as a theoretical framework for ITA education. In C. G. Madden & C. L. Myers (Eds.), *Discourse and performance of international teaching assistants* (pp. 11–26). Alexandria, VA: TESOL.

Hovland, K. (2009). Global learning: What is it? Who is responsible for it? *Peer Review 11*(4), 4-7.

Khoo, E. (2012). *Beating the odds: Success stories of students overcoming english language challenges*. The Writing Centre, Teaching and Learning Services, University of Toronto Scarborough. Retrieved from http://www.utsc.utoronto.ca/eld/eldc-success-stories

Khoo, E.G.L. (2010). *Developing an online learning community: A strategy for improving lecturer and student learning Experiences*. New Zealand: University of Waikato. Retrieved from http://researchcommons.waikato.ac.nz/bitstream/handle/10289/3961/thesis.pdf?sequence=1&isAllowed=y

Lewin, R. (2009). T*he handbook of practice and research in study abroad: Higher education and its quest for global citizenship*. Washington, D.C.: Routledge.

Mansour, Tamim (November 10, 2014). *President Gertler lays out priorities for the university's future*. The Varsity. Retrieved from http://thevarsity.ca/2014/11/10/president-gertler-lays-out-priorities-for-universitys-future/

McCalman, C. L. (2007). Being an interculturally competent instructor in the United States: Issues of classroom dynamics and appropriateness, and recommendations for international instructors. *New Directions for Teaching and Learning*, 110, 65–74.

National Association of Colleges and Employers (NACE). (2008). *Experiential Education Survey*. Retrieved from http://www.naceweb.org

Nussbaum, J.F. & Friedrich, G. (2005). Instructional/developmental communication: Current theory, research, and future trends. *Journal of Communication*, 578-593.

Peter D. Hart Research Associates Inc. (2006). *How should colleges prepare students to succeed in today's global economy?* Retrieved from http://www.aacu.org/leap/documents/Re8097abcombin

Spitzberg, B.H. & Changnon, G. (2009). Conceptualizing intercultural competence. In D. Deardorff (Ed.), *The Sage Handbook of Intercultural Competence* (pp. 1-52). Los Angeles: Sage Publications Inc.

Taylor Cartwright, C. (2012). *Assessing the relationship between intercultural competence and leadership styles: An empirical study of international fulbright students in the U.S. Portland State University*. Unpublished Doctoral Dissertation. Retrieved from PDX Scholar.

University of Guelph Open Learning and Educational Support. (n.d.). *Universal Instructional Design (UID) at the University of Guelph*. Retrieved from http://site.opened.uoguelph.ca/TSS/instructional_design/intro.aspx

Van Roekel, D. (2008). *Promoting educators' cultural competence to better serve culturally diverse students*. NEA Policy Brief. Washington, DC: NEA Human and Civil Rights Department, Center for Great Public Schools.

Watkins, D. A., & Biggs, J. B. (2001). *Teaching the Chinese learner: Psychological and pedagogical perspectives*. Hong Kong, PRC: Comparative Education Research Centre.

LITERATURE AND RESOURCES GATHERED FROM THE UNIVERSITY OF TORONTO

Arts and Science Council (2015). *Academic Integrity – Learning Opportunities & Supports*. Faculty of Arts & Science, University of Toronto.

Brown, S. (2014). *University Skills and Strategies*. Course Syllabus. International Foundation Program, New College, University of Toronto.

Center for International Experience (2014). *Step-Up Pre-Orientation 2014 Program*.

Freedman, L. (n.d.). *Grading Multilingual Students' Papers: A Practical Guide.* Retrieved from http://www.writing.utoronto.ca/images/stories/Documents/grading-strategies.pdf

Freedman, L. (n.d.). *Grading Multilingual Students' Papers: What Are the Issues?* Retrieved from http://www.writing.utoronto.ca/images/stories/Documents/grading-issues.pdf

Freedman, L. (n.d.). *Teaching multilingual students: An overview for course instructors and TAs*. Retrieved from http://www.writing.utoronto.ca/images/stories/Documents/teaching-multilingual-students.pdf

Freedman, L. (n.d.). *Teaching strategies for reading comprehension: How to help both multilingual and native speaker students cope with complex high-level text*s. Retrieved from http://www.writing.utoronto.ca/images/stories/Documents/teaching-reading.pdf

Freedman, L. (2013). *Reading to write: Close reading*. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading%20to%20Write_Close%20Reading.pdf

Freedman, L. (2012). *Reading to write: About active reading*. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading_to_Write_ActiveReading.pdf

Freedman, L. (2012). *Reading to write: Distinguishing an author's opinion*. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading_to_Write_AuthorsOpinion.pdf

Freedman, L. (2012). *Reading to write: Distinguishing between information and argument*. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading_to_Write_DistinguishingInfo_and_Arg.pdf

Freedman, L. (2012). R*eading to write: How information is used in an argument*. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading_to_Write_HowInfoUsed_Arg.pdf

Freedman, L. (2012). *Reading to write: Learning vocabulary from context clues*. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading_to_Write_Vocabulary.pdf

Freedman, L. (2012). *Reading to write: Previewing*. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading_to_Write_Previewing.pdf

Freedman, L. (2012). *Reading to write: Skimming and scanning*. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading_to_Write_Skim_and_Scan.pdf

Freedman, L. (2012). R*eading to write: Summarizing*. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading_to_Write_Summarizing.pdf

Freedman, L. (2012). *Reading to write: Visual mappin*g. Retrieved from http://www.artsci.utoronto.ca/current/advising/ell/pdfs/Reading_to_Write_VisualMapping.pdf

Grav, P. (2014). *Academic conversation skills*. Course Syllabus. School of Graduate Studies, Office of English Language and Writing Support, University of Toronto.

Grav, P. (2014). *Academic writing I- Focus on fundamentals*. Course Syllabus. School of Graduate Studies, Office of English Language and Writing Support, University of Toronto.

Grav, P. (2014). *Academic writing II- Focus on grammar*. Course Syllabus. School of Graduate Studies, Office of English Language and Writing Support, University of Toronto.

Grav, P. (2014). *Academic writing III- Focus on style*. Course Syllabus. School of Graduate Studies, Office of English Language and Writing Support, University of Toronto.

Grav, P. (2014). *Oral Presentation Skills*. Course Syllabus. School of Graduate Studies, Office of English Language and Writing Support, University of Toronto.

Guerson, A. (2014). *Themes in World History*. Course Syllabus. International Foundation Program, New College, University of Toronto.

Meacock, H.L. and Skene, A. (2009). *Logical Fallacies*. Communication Café, English Language Development, Centre for Teaching and Learning, University of Toronto, Scarborough.

Procter, M. (n.d.). *Responding to Student Writing Effectively and Efficiently*. Retrieved from http://www.writing.utoronto. ca/images/stories/Documents/responding-and-evaluating.pdf

Procter, M. (n.d.). Deterring Plagiarism: Some Strategies. http://www.writing.utoronto.ca/images/stories/Documents/ deterring-plagiarism.pdf

Procter, M. (n.d.). *Designing Assignments and Presenting Them to Students*. Retrieved from http://www.writing.utoronto. ca/images/stories/Documents/designing-assignments.pdf

Russell, B. (2015). *Graduate IFP: Executive Summary*. University of Toronto.

Russell, B. (2014). *Academic Listening and Speaking*. Course Syllabus. International Foundation Program, New College, University of Toronto.

Seburn, T. (2014). *Critical Reading and Writing*. Course Syllabus. International Foundation Program, New College, University of Toronto.

Skene, A. (n.d.). *Effective Instructional Techniques.* Retrieved from http://www.writing.utoronto.ca/images/stories/ Documents/effective-instructional-techniques.pdf

University of Toronto (2014). *Facts and Figures*. Retrieved from http://www.utoronto.ca/sites/default/files/about/Facts_ Figures_2014/Facts_Figures_2014_D_Students.pdf

University of Toronto (2014). I*nternational Students*. Faculty of Arts and Science, University of Toronto.

Williams, K., Williams, G., Arbuckle, A., Walton-Roberts, J., & Hennebry, J. (5 Nov. 2015). *International Students in Ontario's Postsecondary Education System, 2000-2012: An evaluation of changing policies, populations and labour market entry processes*. Retrieved from http://www.heqco.ca/en-ca/Research/ResPub/Pages/International-Students-in-Ontario%E2%80%99s-Postsecondary-Education-System-2000-2012.aspx

Wiseman, R. (2014). *Academic Hedging*. English Language Development, Centre for Teaching and Learning, University of Toronto Scarborough. Retrieved from http://www.utsc.utoronto.ca/eld/online-resources

Wiseman, R. (2014). *Signal Phrases*. English Language Development, Centre for Teaching and Learning, University of Toronto Scarborough. Retrieved from http://www.utsc.utoronto.ca/eld/online-resources

Wiseman, R. (2014). *SQ3R*. English Language Development, Centre for Teaching and Learning, University of Toronto Scarborough. Retrieved from http://www.utsc.utoronto.ca/eld/online-resources