

Default Question Block

Dartmouth Faculty on International Graduate Students

Arts & Science Graduate Studies and the Institute for Writing and Rhetoric are conducting a study to better understand the language strengths and needs of Dartmouth's international graduate students and post-docs. Results from this study will be used to develop more comprehensive and effective language support programs and will contribute to our knowledge in the fields of writing studies and English Language Teaching.

Participation in the survey is voluntary; choosing not to participate will not impact your role at Dartmouth in any way. The survey should take no more than 10 minutes to complete and is completely confidential. You will not be individually identified in any way.

Survey results will be made available to survey participants later this summer.

Thank you for your participation.

Block 1

1. Have you worked with international graduate students at Dartmouth, in class or in conducting research?

- Yes (You will proceed with the survey.)
- No (You will exit the survey, thank you.)

(Please press [>>] to proceed.)

Block 2

Part I: My Background**2. Please indicate the graduate program(s) in which you instruct and/or conduct research. (Check all that apply) ¶**

- | | |
|--|---|
| <input type="checkbox"/> Biochemistry | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> Microbiology and Immunology |
| <input type="checkbox"/> Comparative Literature | <input type="checkbox"/> Molecular & Cellular Biology (MCB) |
| <input type="checkbox"/> Computer Sciences | <input type="checkbox"/> Pharmacology & Toxicology |
| <input type="checkbox"/> Earth Sciences | <input type="checkbox"/> Physics & Astronomy |
| <input type="checkbox"/> Ecology & Evolutionary Biology (EEB) | <input type="checkbox"/> Physiology |
| <input type="checkbox"/> Electro-Acoustic Music | <input type="checkbox"/> Quantitative Biomedical Sciences |
| <input type="checkbox"/> Engineering Science | <input type="checkbox"/> Biological Sciences |
| <input type="checkbox"/> Experimental & Molecular Medicine (PEMM) | <input type="checkbox"/> Psychological & Brain Sciences |
| <input type="checkbox"/> Genetics | <input type="checkbox"/> Cognitive Neuroscience |
| <input type="checkbox"/> Health Policy and Clinical Practice (TDI) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Master of Arts in Liberal Studies (MALS) | |

3. For how many years have you been teaching and/or conducting research with graduate students at Dartmouth?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) 1-5 | b) 6-10 | c) 11-15 | d) 16-20 | e) 20+ |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Block 3

Part II: Goals for International Graduate Students as English Language Users

4. To what extent do the following statements represent your goals for your international graduate students as English language users? ¶

	Not at all	Somewhat	Closely
To communicate like students in the US, producing "error-free" English when writing and speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To communicate like students in the US, using ways of arguing, organizing text, and relating to readers preferred by US readers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To communicate well enough to meet the speaking and writing demands of graduate study in the U.S. (although their speaking and writing may not be "error-free")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To blend their cultural ways of communicating with U.S. ways of communicating (i.e. ways of arguing, organizing text, relating to readers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To retain differences in their speaking and writing that are based in their accents and culturally-preferred ways of arguing, organizing text, and relating to readers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 4

Part III: Support Services for Multilingual International Graduate Students

5. To what extent would your multilingual international graduate students benefit from additional support in the following areas? ¶

	Not at all	Somewhat	Greatly
Writing papers for courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing theses and dissertations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing conference proposals, abstracts, and papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing job/internship letters of application and resumes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective presentations (i.e. for courses and/or conferences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing strategies for writing (e.g. developing a more effective writing process, analyzing sample texts from the field to learn field-specific language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing strategies for reading academic texts (e.g. developing a more effective reading process, learning field-specific strategies for reading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice with non-academic spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice with non-academic written English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments related to support services.

6. To what extent would your multilingual international graduate students benefit from the following types of support? ¶

	Not at all	Somewhat	Greatly
A workshop series on aspects of academic writing, reading, and presenting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A graduate course for international students that focuses on academic writing, reading, and presenting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular meetings with peers for peer review of academic and professional writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular meetings with peers for practicing non-academic English (written and spoken)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular meetings with peers for discussing non-academic reading (i.e. novels, non-fiction books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments related to support services.

7. In what ways do you support multilingual international graduate students? ¶

Please indicate how often you provided/recommended the support/program.

If this helped, how did it meet your goals for international graduate students?

	Never <i>(I was not aware of it.)</i>	Never <i>(I did not use it.)</i>	Sometimes	Often	Please type in your answer.
<u>In my practice as a teacher and advisor, I</u>					
+ provide feedback to students' writing-in-progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ facilitate peer review in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ provide samples of effective writing (either student or professional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ provide feedback for high-stakes writing (e.g. conference proposal, manuscript, CV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>I advise students to meet with</u>					
+ the Multilingual Specialist--Michelle Cox (currently) or Judith Hertog (in the past)--to work on the following:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
++ academic writing					
++ professional writing (e.g. conference proposals, resumes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
++ a presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ a peer tutor at RWIT (the Research, Writing, and Information Technology center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ the Graduate Career Services Office to work on professional writing (e.g. resume, application letter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>I advise students to take part in</u>					
+ the LACE (Language and Cultural Exchange) Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ a writing group (i.e. a group that meets outside of class for peer review)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>I advise students to seek</u>					
+ feedback on their writing from peers who use English as a first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ feedback on their writing from peers who do not use English as a first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ the services of a peer to copy-edit their writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ the services of a professional copy-editor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Please comment on any of the questions above.

Please list any other types of support that you have provided or recommended.

8. How likely is it that your multilingual international graduate students would take advantage of support (i.e. tutoring, seminars, workshops) during the following periods? ¶

	Not likely	Somewhat likely	Very likely
Fall term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winter break	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winter term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spring break	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spring term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer break	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The period between summer term and fall term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. In order to support multilingual graduate students, which types of professional development might you be interested in participating in? (Check all that apply) ¶

- DCAL workshop focused on working with multilingual international graduate students
- One-to-one consultation with the Multilingual Specialist
- Reading group that reviews relevant research on working with international graduate students
- Working group that investigates the needs of international graduate students

10. Please provide any additional comments about your experiences with and/or the needs of multilingual international students at Dartmouth.

Block 5

Part IV: How I Use Language

In this section of the survey, we are seeking information on the linguistic diversity of Dartmouth faculty so that we can get a broader understanding of multilingualism at Dartmouth.

11. Did you study outside of the U.S. for part of your education?

- Yes
 No

12. At which level(s) and in which country(ies) did you study outside of the U.S.? ¶

	xxx Level(s)	xxx Please list foreign country(ies)
Primary	<input type="radio"/>	
Secondary	<input type="radio"/>	
Undergraduate	<input type="radio"/>	
Graduate	<input type="radio"/>	

13. Please indicate your current language use below. For each language you list in the left column, indicate how well you understand and communicate in this language. ¶

	Understanding spoken language			Understanding written language			Communicating through speaking			Communicating through writing		
	Not well	Fairly well	Very well	Not well	Fairly well	Very well	Not well	Fairly well	Very well	Not well	Fairly well	Very well
1. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. I consider English to be: (check the answer that best fits)

- a. My only language (I know no other languages)
 b. The first language I learned (but I know another language/other languages)
 c. One of my first languages (I have more than one "first" language)
 d. My second, third, or other language

15. To what degree do you currently use English in the following situations? ¶

	Never	Occasionally	Often	Always	N/A
Talking about topics related to my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading academic texts (e.g. research articles, monographs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for information (e.g. research articles, news articles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading on the web (e.g. blogs, websites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure (e.g. literary writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing formal academic texts (e.g. research articles, monographs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing informal academic texts (e.g. taking notes, brainstorming)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for the web (e.g. blog, website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for pleasure (e.g. poetry, diary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing to friends (e.g. email, letters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dreaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How often have you used the services of a copy-editor (professional or colleague) for your papers before submission? ¶

	Never	Occasionally	Often
As an undergraduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a graduate student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 6

Part V: Perspectives on Multilingual Graduate Students

In this section of the survey, we are seeking your perceptions of international graduate students' experiences at Dartmouth, so that we can compare these answers with those given by international graduate students.

17. To what extent do you agree with the following statements? ¶

	Not at all	Somewhat	Strongly	N/A Do not know
International graduate students feel confident speaking in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When grading multilingual international graduate student papers, I take grammar and syntax into account when determining the final grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I may give a lower final grade to multilingual international graduate student papers if they used rhetorical patterns that are atypical in U.S. academic writing (i.e. ways of arguing, ways of organizing text, ways of relating to the reader).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During graduate group projects, students from the U.S. value the <u>written</u> contributions of multilingual international students as much as the contributions of U.S. peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During graduate group projects, students from the U.S. value the <u>spoken</u> contributions of multilingual international students as much as the contributions of U.S. peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dartmouth students from the U.S. are welcoming to multilingual international graduate students and feel comfortable socializing with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the perceived differences in the writing and speech of international multilingual graduate students are welcomed and valued by the Dartmouth community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the cultural perspectives international graduate students bring to the classroom are welcomed and valued by the Dartmouth community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 7

Part VI: Your Profile

Where is your primary academic appointment located?

- Arts & Sciences
 - Geisel School of Medicine
 - Thayer School of Engineering
 - Tuck School of Business
-

What is your faculty rank?

- Professor
 - Associate Professor
 - Assistant Professor
 - Visiting, Adjunct, or Clinical appointment (any rank)
-

What is your tenure status?

- Tenured
 - Tenure-track
 - Non-tenure track
-

What is your primary faculty function as it relates to your work with graduate students?

- Instruction and Research
 - Instruction only
 - Research only
-

Block 8

As you know, we have asked the Office of Institutional Research (OIR) to collect the data to ensure confidentiality. The survey will be analyzed by OIR staff and results will be only presented in aggregate.

We would also like to use the results of this survey for research. OIR will remove all identifying information from the data.

Do you give us permission to use the results of this survey for research? (All identifying information will be removed from the data.)

- Yes
 - No
-

Thank you!

