CONCLUSIONS

1. Faculty reported both benefits and challenges in their instructional experiences with international students.
   • benefits included a global perspective and experience
   • challenges included language proficiency, writing skills, and academic honesty.

2. Only 24% faculty reported being completely prepared to teach and evaluate international students in their classes.

3. Sixty-six percent (66%) of faculty reported being somewhat or very interested in learning more about teaching and evaluating international students.

4. Faculty suggested additional English language screening (beyond the TOEFL) in the future, as well as a closer scrutiny of the credibility and equivalency of international student academic credentials.

RECOMMENDATION

1. UCFA recommends the Provost appoint an Ad Hoc Task Force at the beginning of Fall Semester, 2013 to:
   • bring together representatives from the various MSU administrative units involved with international student admissions, language training, MSU faculty development and undergraduate and graduate education.
   • conduct an in-depth review all UCFA Survey data (quantitative, qualitative and secondary data analyses) to learn MSU faculty experiences and opinions about international student education.
   • review how each unit currently addressing the challenges identified in the UCFA Survey,
• refine existing procedures to admit only those international students with verifiable academic credentials, English proficiency, and exemplary professional behavior.

• identify “best practices” and resources for teaching and evaluating international students.

• design effective faculty development training sessions to better prepare MSU faculty to teach and evaluate international students.

• report to the University Committee on Faculty Affairs (UCFA) at the end of the 2013-2014 academic year on progress achieved.