Carnegie Mellon University
Intercultural Communication Center

Annual Report
2017-18
Executive Summary

**Supporting and strengthening** university and departmental efforts to meet the evolving needs of international students.

**Language Skills and Cross-cultural Understanding, draft updated 9/18/18**

As CMU continues to increase the number of international students and global programs, the ICC has responded by assessing needs, updating support programs, and expanding services while maintaining the same high quality of service. To support international students and departments in AY 17-18, we have...

**Provided training for nearly 1,400 nonnative English speaking students, faculty, post docs and visiting researchers** on advanced academic English and cross-cultural issues related to success in the academy and professional life.

**Processed 767 ITA language certifications.** This was a **58% increase in 5 years**, challenging us to continue to find innovative ways to optimize our resources while maintaining the same high quality of testing (see page 6).

**Provided training and support to faculty and staff.** Feedback from departments...

**Helping** international students maximize language skills and cross-cultural understanding to reach their full potential academically and then professionally.

**Expanded the options for the ITA Language Certification process** to deal more effectively with the changing needs and demographics of ITAs and their departments (see page 6).

**Collaborated with the University of Pittsburgh to organize the 4th annual International Teaching Assistant (ITA) Professionals Symposium in February,** attended by 40 participants from 20 different institutions. This annual event has developed and strengthened the network of ITA professionals and reinforces ICC’s national reputation as a leader in supporting language and cultural training for International Teaching Assistants (see page 21).

**Made active use of the ICC Facebook page** to more effectively communicate our support services to international
Enabling departments to expand the diversity of their student body by bringing in talented international students who need additional language support to succeed.

Transforming international graduate students’ experiences by helping better prepare them to participate in CMU teaching, learning, research, innovation, and creative initiatives.

Students, both those already on campus as well as potential applicants and incoming students (see page 10). We continue to offer select seminars within graduate departments to better accommodate the very busy schedules of CMU graduate students. A number of departments have made use of this service (see page 11).

We continue to serve as a resource for other CMU programs, e.g., Silicon Valley, Rwanda. In addition, we often collaborate with other campus entities. Our 33+ years on campus have given us a deep understanding of the needs of CMU international students, so we are able to pull from a rich repository of information and materials well tested for CMU students.

In August we moved from Warner Hall to Posner Hall as part of a campus wide renovation project. By spring 2020, ICC will be joined by a number of other support centers including Academic Development, Disabilities, Global Communication Center, and Graduate Studies. All of these programs will become part of a larger support center under the leadership of the Vice Provost for Education. This co-location will make it easier for students to access support and for all of our offices to collaborate more effectively.

On a personal note, this will be my last year as director. After 33 years of working at the ICC, I am retiring in the fall. I’ve watched the center grow from a small tutoring center in 1985 to the current robust and multi-faceted program. Working with the very dedicated ICC team, university colleagues, and thousands of international students has provided a richer and more satisfying career than I could have ever imagined. I will greatly miss CMU but am confident that coming years will take the center to even more exciting directions.

Peggy Allen Heidish
Director
# ICC Data

## Student Data / Comparison of Academic Years
**2015-16 through 2017-18**

### Total # of Unique Students Participating in ICC Instruction and/or Assessment

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique Students</td>
<td>1,435</td>
<td>1,367</td>
<td>1,312</td>
</tr>
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</table>

### Instructional Services Totals

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
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<tbody>
<tr>
<td>Students</td>
<td>1,135</td>
<td>1,034</td>
<td>1,074</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>8,457</td>
<td>7,167</td>
<td>5,536¹</td>
</tr>
</tbody>
</table>

Instructional contact hours include classes and seminars, the intensive summer program, and individual work.

¹ Many factors have led to a decrease in contact hours: seminars were shortened to 90 minutes rather than 2 hours, our 5-week summer program became a one-week program in 2017, many students have more demanding schedules with less time for language classes.

### ITA Language Certification Totals

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITA Certifications Processed</td>
<td>684</td>
<td>642</td>
<td>767</td>
</tr>
<tr>
<td>Assessment Hours¹</td>
<td>1,710</td>
<td>1,605</td>
<td>1,918</td>
</tr>
</tbody>
</table>

¹ Calculated at several instructors / 30 minutes each test, followed by a 30-minute feedback appointment with 1 instructor.

## Staff & Faculty Data

### Support for Staff & Faculty

<table>
<thead>
<tr>
<th></th>
<th>2015-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Departments</td>
<td>38</td>
</tr>
<tr>
<td>Number of Faculty and Staff</td>
<td>294</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>418</td>
</tr>
</tbody>
</table>
Overview

The Student Population We Serve
The ICC provides services to students whose first language is not English including:

- newly arrived international students
- students who attended all or part of high school or college in the US
- students who attended an English speaking high school in another country
- students who are speakers of another variety of English (e.g. from India, Singapore, Hong Kong)

The Model We Use
The language-training program at ICC is designed to meet the many diverse needs and schedules of CMU international students. Our model allows students to choose from a flexible menu of workshops and one-time seminars that focus on a variety of skills needed for academic success. The benefits of this model include:

- a consistent focus on proven aspects of language training needed for success in the academy
- maximum training in a minimum amount of time
- a format which can be adjusted to fit with any student's schedule
- an opportunity to focus on the skills each student most needs to develop

Getting Started with ICC Work

Language Support Orientation, LaSO (1 hour seminar)
This seminar helps international students better prepare for the CMU educational experience. Participants become aware of common language and cross-cultural challenges experienced by international students at CMU and learn about ICC language support. These sessions are crucial in helping future ITAs better prepare for TA jobs and helping master students understand the language challenges of job interviews. We offer orientations almost daily during the August orientation period and well into September.

Check-in (individual sign-ups)
Students unable to attend an Orientation session can connect with ICC by completing a brief “check-in” interview.

After attending either an orientation session or a check-in, students are entered into our database and receive weekly email notices about ICC services and sessions.

The number of students in 2017-18 attending a Language Support Orientation or Check-in

<table>
<thead>
<tr>
<th></th>
<th>CFA</th>
<th>CIT</th>
<th>CMU</th>
<th>Dietrich</th>
<th>Heinz</th>
<th>MCS</th>
<th>SCS</th>
<th>Tepper</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td></td>
<td></td>
<td></td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>76</td>
</tr>
<tr>
<td>Master</td>
<td>7</td>
<td>174</td>
<td>7</td>
<td>4</td>
<td>58</td>
<td>13</td>
<td>93</td>
<td>49</td>
<td>405</td>
</tr>
<tr>
<td>UG</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Other*</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>224</td>
<td>7</td>
<td>8</td>
<td>60</td>
<td>21</td>
<td>112</td>
<td>62</td>
<td>503</td>
</tr>
</tbody>
</table>

* Postdocs, visiting scholars
Getting the Message Out

Given the decentralized nature of Carnegie Mellon, it is not always easy to publicize our services to all nonnative English-speaking students and to their departments. As such, we use a variety of methods:

- Creation of an ICC Facebook page (see below).
- Participation in numerous events during the August orientation period (e.g., Graduate Student Orientation, Graduate Resource Fair, various department orientations).
- Frequent and regular announcements to departments asking them to tell their students about our services and the many opportunities for language support orientation sessions during August; support from the departments is a crucial factor in making sure that all students know about our center and services.
- An active web page that is linked to other key entities (e.g., OIE) as well as to the websites of many individual graduate departments.
- A number of posters for widespread distribution on campus.
- Frequent email updates and announcements to students about workshops and seminars.

Utilizing Facebook to Engage Students

The Facebook page keeps students updated on the latest ICC classes, self-paced materials, and related campus events. In addition, we highlight student success stories and share student-recommended resources.

To date, we have 129 unique posts, 340 page followers, and 4,111 users. Our Facebook page has a global audience, with the top 6 countries reached coming from USA, China, Japan, India, South Korea, and Taiwan. In creating this Facebook page, we carefully researched and worked with the CMU marketing staff. The ICC Facebook page is now listed in the CMU social media directory (https://www.facebook.com/CarnegieMellonICC).
International TA (ITA) Language Certification and Training

The ICC has offered over 8,900 ITA tests since testing began in 1986. As one of the earliest ITA programs in the country, the ICC is a nationally recognized leader in the field.

Managing the Challenges Posed by International TAs (ITAs)
CMU graduate students come from many different cultures and countries; this diversity is part of what makes the university so dynamic. At the same time, there are many challenges when the instructors and students do not share the same linguistic and cultural background. This is a major issue at CMU; many graduate programs that rely on TAs have a high percentage of international students. It is important that students working as TAs have the fluency and cultural understanding to communicate effectively so that the quality of education is maintained.

The ICC plays a crucial role in supporting education at CMU by providing both assessment of and training for potential ITAs. The ICC offers extensive resources (e.g., classes, workshops, seminars, and individual help) to prepare students for the test; as a result, graduate departments are able to fill more teaching positions and more international students get the ability to earn funding crucial for completing their education. We invest many of our staff resources into both training and testing ITAs.

The ICC is responsible for conducting ITA Language Certification, required by both CMU policy and Pennsylvania Law, for all students who are nonnative English speakers before they can work as teaching assistants (the nationally recognized term, “International TA,” includes all nonnative English speakers even if they have US citizenship). This procedure protects the quality of education at CMU by ensuring that only ITAs with sufficient fluency work with students.

Our Approach
Our approach is collaborative (working closely with the graduate departments as well as the ITAs), data-driven (keeping detailed records of ITA tests, TOEFL speaking scores, and department requirements), and research-informed (participating in on-going professional development and being informed by the latest research in ITA testing). This approach has enabled us to innovate and revise testing in response to the ever-changing issues related to ITAs.

Major Issues Impacting ITAs in Recent Years
- Increasing numbers of ITAs (767 in AY 2017-18, a 58% increase in 5 years): The growth in ITA testing is due to increases in 1) the international student population, 2) the overall demand for TAs, and 3) the number of master programs (thus requiring a corresponding increase in the number of TAs needed for those programs). In the last few years, the number of test requests at the start of the semester (258 F17; 143 S18) have created a challenge for our small staff. The numbers have increased so significantly that we must devote almost all of our staff resources to testing during these periods. As
a result, our classes started several weeks late, contributing to a decrease in instructional contact hours.

- **Expanded duties for ITAs:** The job responsibilities that ITAs are expected to handle has expanded dramatically in recent years. In addition to recitations or office hours, ITAs report that their duties now may include: serving as sole instructor for an entire class, running recitation or review sessions via online distance learning (a format that often magnifies issues with language), responding to online discussion groups or individual email questions.

- **Demographic changes:**
  - *Increased use of master students as ITAs* (51% of total tested)
    In the early days of ITA testing, most ITAs were PhDs, but that has shifted significantly in recent years. The increased use of master students presents a challenge in terms of both language readiness and ITA testing. Many master students report being hired solely because they “got an A” in the class (but may not have been interviewed by the professor), and a large number are sent for the test only days before the job begins (a big problem if they don’t get the necessary score). Also, due to the intense and sometimes isolated nature of many graduate programs, MS ITAs often demonstrate less understanding of the US classroom. In contrast, PhD students often TA for their advisor or another faculty who already knows them – and their language abilities – fairly well and have had time to prepare for the test and for being a TA.
  
  - *Increased use of undergraduate TAs* (15% of total tested)
    Undergraduate students come to CMU with strong TOEFL scores and have more opportunities to interact regularly in English than do graduate students. As such, they generally get high scores on the ITA test and also demonstrate a strong understanding of how concepts are taught at CMU. However, many have benefited from the feedback we provide after the test to help them fine-tune their language skills.

### ITA Testing numbers over the past 5 years

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>269</td>
<td>274</td>
<td>261</td>
<td>245</td>
<td>260</td>
</tr>
<tr>
<td>Master</td>
<td>175</td>
<td>230</td>
<td>364</td>
<td>318</td>
<td>391</td>
</tr>
<tr>
<td>UG</td>
<td>41</td>
<td>47</td>
<td>56</td>
<td>79</td>
<td>115</td>
</tr>
<tr>
<td>Other*</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>486</td>
<td>551</td>
<td>684</td>
<td>642</td>
<td>767</td>
</tr>
</tbody>
</table>

* Postdocs, Visiting Scholars

### Enhancing the ITA Language Certification Process

- **Expanding the Options for ITA Language Certification**
  We are particularly excited about a change that fully implemented this year. Beginning in August 2017, students have the option of using their TOEFL speaking scores in place of an ITA test to satisfy the language certification requirement for nonnative English speakers. This new system allows ICC to expedite ITA assessments, and will be especially useful for the many last-minute TA assignments or for
those students whose TA jobs are limited to office hours or one-on-one work. See ITA Language Certification Options (figure A, page 8).

As always, the most significant aspect of ITA language assessment is to make sure the ITA is placed into the job for which they have the fluency. In making these changes, we worked closely with our department contacts to better understand their needs and to make sure that the system would work for them.

- **Providing multiple modalities for demonstrating fluency in the ITA test**
  Our training with language assessment research and techniques informs our continued updating of the testing process. For example, using our training with the Oral Proficiency Interview, an internationally recognized method of language testing developed by the American Council on the Teaching of Foreign Languages (ACTFL), our test includes both an interview as well as a presentation, thus providing ITAs with multiple opportunities to demonstrate their command of academic fluency. This has been particularly helpful for the many master and undergraduate candidates who often seem less comfortable presenting a topic from their field.

- **Increasing students' understanding of the ITA test**
  We work hard to ensure that test takers understand and prepare for the test so that they can best demonstrate their language. As such we provide training in a number of ways:
  - The *ITA Test Overview* (a 90-minute seminar) reviews the test procedures and scoring so that test takers can prepare more appropriately and be more confident when taking the test.
  - A detailed website explaining the test and offering tips for test takers.
  - An online video, *Introduction to the ITA test: Understanding the test to help you show your language at its best*, that gives students a clear understanding of the test format, rubric, and scoring.

**Clarifying the Proficiency Levels Reflected in ITA Language Certification Scores**

The *ITA Test Proficiency Levels* chart (figure B, page 9) was designed to more clearly define and explain the proficiency level linked to each score. This chart is also a useful teaching tool, providing students with an understanding of their current functional competence as well as clearly articulated goals of what is needed to reach the next level of fluency.
Figure A – ITA Language Certification Options

ITA Language Certification at Carnegie Mellon

Language assessment is required for all non-native English speaking students who want to work as teaching assistants (TAs) at CMU. You have two ways to satisfy the assessment requirement:

**Taking the ITA Test**
Most appropriate if you:
- Feel your English has improved since taking TOEFL, or
- Do not have a TOEFL score

Fill out a Certification Application: ITA Test option.
The test will determine your certification rating (see below).

**Using your TOEFL speaking score**
(minimum 22 required)
Most appropriate if you:
- Have a TA job matching the certification rating linked to your TOEFL and will not need a higher score in the future, or
- Your English fluency has not changed since taking TOEFL

Fill out a Certification Application: TOEFL option.
Your certification rating will be assigned using the chart below.

- **TOEFL 28-30 = Pass**
  - PASS
  - Eligible for all TA duties and sole instructor assignments

- **TOEFL 26-27 = RI**
  - Restricted I
  - Eligible for all TA duties;
  - “Foundations of Fluency” seminar required

- **TOEFL 22-25 = RII**
  - Restricted II
  - One-on-one interactions only (office hours, tutoring, lab assistant);
  - “Foundations of Fluency” seminar required

- **Not Qualified**
  - Not permitted to work with students
Understanding the linguistic competency represented by ITA language certification scores

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All TA assignments, including serving as sole instructor</td>
<td>Uses language with ease; able to talk at length about a variety of academic / professional topics concretely and abstractly, support opinions, give evidence, hypothesize, go beyond the topic if needed, respond effectively to questions, interact in a variety of contexts. Linguistic errors may still be present but do not interfere with communication; integrates individual language skills while handling the cognitive load of communicating content. Can be understood without effort by a wide variety of audiences.</td>
<td>Despite language gaps, can generally give information in extended discourse; can talk about specific, but not all, topics in detail; linguistic errors may interfere, but still able to support opinions, respond to questions, and use appropriate compensation strategies; some gaps in ability to integrate individual language skills while handling the cognitive task of communicating content. Some listener effort, but can be generally understood by people not used to communicating with nonnative speakers.</td>
<td>Lacks ability to give information in extended discourse; can ask and answer simple questions on familiar topics; often relies on listener to “guess” meaning and reword to clarify. Linguistic errors frequently interfere with communication; often unable to integrate individual language skills while handling the cognitive task of communicating content. Much listener effort, especially for people not used to communicating with nonnative speakers.</td>
<td>Academic communication generally not effective, speaks with much effort, often using pre-set phrases. Linguistic gaps seriously hinder communication; can respond only to simple questions or questions related to practised content. Excessive listener effort difficult even for people used to communicating with nonnative speakers.</td>
</tr>
</tbody>
</table>

Intensive language work (35-40 hours for several semesters) strongly recommended to help speaker develop the fluency needed for academic work.

Foundations of Fluency for ITAs (a 3-hour seminar) required before beginning the TA job unless student has already completed at least 15 hours of ICC work; moving to a higher level typically requires many more hours of language work (e.g., 25-35 hours per semester for several semesters).
ITA Training: supporting ITAs both before and after their language assessment

ITA training at the ICC is highly individualized. When students first connect with ICC, they receive recommendations for the ICC work that would best prepare them for success on the ITA test or support their work as ITAs. Many students need to spend several semesters improving academic fluency before attempting the test while others can test when they first arrive. After taking the test, students who place into one of the restricted categories are required to attend a 3-hour seminar before beginning the TA job. However, many students still need to get to a higher category to satisfy either the department or their own professional aspirations. Typically students in these categories need 25-35 hours of ICC work, sometimes for several semesters, to develop the fluency needed to get to a higher score.

ITA Language Certification Scores: The chart below indicates how many ITAs were required to attend ICC work as a result of their ITA score in 2017-18

<table>
<thead>
<tr>
<th>ITA Certification Scores</th>
<th>ICC work required before starting the TA assignment</th>
<th># Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Pass</td>
<td>No further work</td>
<td>336</td>
</tr>
<tr>
<td>2: Restricted I</td>
<td>3-hour <em>Foundations of Fluency for ITAs</em></td>
<td>147</td>
</tr>
<tr>
<td>3: Restricted II</td>
<td>3-hour <em>Foundations of Fluency for ITAs</em></td>
<td>278</td>
</tr>
<tr>
<td>4: Not Ready</td>
<td>None, but strongly encouraged to do intensive work with ICC*</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>767</strong></td>
</tr>
</tbody>
</table>

* Students who place into Not Ready are invited to participate in our Language Coaching Program (page 14).

ITA Monitoring

The ITA Monitoring report verifies for departments and the Provost's office that all nonnative speaking TAs who interact with students have taken the ITA test and gotten the needed score. It also confirms that students in Restricted I and Restricted II attended the required seminar, *Foundations of Fluency for ITAs*. At the end of the semester, we send a final report to both the departments and the Vice Provost for Education. This year there was an average of **549 ITAs each semester (Fall & Spring)** and **44 in Summer**.
Credit Classes, Workshops, and Seminars

To continue addressing the changing needs of students, we revised and updated a number of existing workshops and seminars. We offered as many additional sections as staff time would allow.

New Initiatives

Grammar Check-up Appointments
Many nonnative English speakers – even highly fluency speakers – find that grammar problems can negatively impact their work as students, but often did not know where to seek help. In response, we launched a new service, Grammar Check-up appointments, to provide students with individualized feedback about grammar issues and resources to help them improve.

Proofing and Editing for Nonnative English Speakers
This 90-minute seminar introduces international students to techniques used by authors to catch grammar mistakes and to improve the readability of their work.

Revised and updated the ICC webpage
We are very pleased with our newly renovated website, launched in the spring as a result of a year-long staff project. The newly revised website offers:

- A streamlined design for easier navigation
- Improved functionality across desktop and mobile devices
- Clean look to deliver visuals and fundamental ICC content
- Revised workshop and seminar descriptors to more accurately convey subject matter
- Compliance with ADA requirements

Bringing ICC Seminars to Graduate Departments

Expanding the way we provide services to graduate students
Many nonnative English speakers at CMU want to improve their mastery of academic English to participate fully in their programs at CMU. However, the demanding course load of CMU programs sometimes makes it hard to find time to attend ICC classes.

After being approached by several graduate programs asking us to offer seminars in their departments, we realized that taking seminars to departments (especially to the many master programs) was an extremely effective way to target students (254 students attended ICC seminars in their departments).
Seminars available for departments

- Language Support Orientation
- Elevator Talk
- Job Interviewing Skills
- Paraphrasing Properly & Avoiding Plagiarism
- Professional Talk
- Participating in Classes
- Pronunciation for Effective Presentations
- Three Keys for Better Presentations

Departments that made use of this service

- Biological Sciences
- Chemical Engineering
- Drama
- Heinz
- Language Technologies Institute
- Mechanical Engineering
- Tepper School of Business

ICC Presentations During Department Orientations

A number of departments invited us to participate in their in-house department orientations including: Chemical Engineering, Civil & Environmental Engineering, Computational Biology, Heinz, Language Technologies Institute, Mechanical Engineering, and Tepper MBA and MSCF.

ICC Student Advisory Committee

We continued working with our student advisory group that was formed in 2013. The group is made up of roughly 10 graduate students from a variety of departments (group membership changes each year as some students graduate) and a variety of countries. All of the students have attended multiple ICC classes and many have served as TAs. The group’s input has been extremely useful, enabling us to better understand student needs as well as some common student misconceptions. Feedback from the students also helped us improve communication about both the ITA test and the goals of advanced academic English training.
## Attendance in Classes, Workshops, and Seminars 2017-2018
(Contact hours are the number of students multiplied by hours of instruction)

<table>
<thead>
<tr>
<th>Credit Mini Class</th>
<th>Semester(s) Offered</th>
<th># Students</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language &amp; Culture for Teaching 99-452</td>
<td>Fall, Spring, Summer</td>
<td>33</td>
<td>448</td>
</tr>
</tbody>
</table>

**Workshops (3-5 weeks, 3 hours weekly)**

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Semester(s) Offered</th>
<th># Students</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Fluency Challenges</td>
<td>Fall, Spring, Summer</td>
<td>124</td>
<td>954</td>
</tr>
<tr>
<td>Advanced Grammar Monitoring</td>
<td>Fall, Spring</td>
<td>26</td>
<td>165</td>
</tr>
<tr>
<td>Focus on Pronunciation</td>
<td>Fall, Spring, Summer</td>
<td>80</td>
<td>186</td>
</tr>
<tr>
<td>Fluency for Presentations</td>
<td>Fall, Spring, Summer</td>
<td>86</td>
<td>832</td>
</tr>
<tr>
<td>Public Speaking Practicum</td>
<td>Fall</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td>Fall</td>
<td>23</td>
<td>110</td>
</tr>
</tbody>
</table>

**Seminars (1.5-hour sessions)**

<table>
<thead>
<tr>
<th>Seminars</th>
<th>Semester(s) Offered</th>
<th># Students</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a Better Language Learner</td>
<td>Fall</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Communicating Data Effectively</td>
<td>Fall, Spring, Summer</td>
<td>45</td>
<td>69</td>
</tr>
<tr>
<td>Crafting a Professional Identity: Biostatements</td>
<td>Fall, Spring, Summer</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>Developing Non-verbal Communication</td>
<td>Fall, Spring, Summer</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>Elevator Talk</td>
<td>Fall, Spring, Summer</td>
<td>32</td>
<td>48</td>
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<tr>
<td>Email for Academic Purposes</td>
<td>Fall, Spring</td>
<td>54</td>
<td>81</td>
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<tr>
<td>Focused Listening</td>
<td>Fall, Spring</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Foundations of Fluency for ITAs (3 hours)</td>
<td>Fall, Spring, Summer</td>
<td>297</td>
<td>888</td>
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<tr>
<td>Improving Spoken Delivery</td>
<td>Fall, Spring, Summer</td>
<td>41</td>
<td>62</td>
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<tr>
<td>Improving Through Improvisation</td>
<td>Fall, Spring, Summer</td>
<td>23</td>
<td>35</td>
</tr>
<tr>
<td>ITA Test Overview</td>
<td>Fall, Spring</td>
<td>55</td>
<td>83</td>
</tr>
<tr>
<td>Job Interviewing Skills for International Students</td>
<td>Fall, Spring</td>
<td>26</td>
<td>39</td>
</tr>
<tr>
<td>Language Support Orientation (1 hour)</td>
<td>Fall, Spring, Summer</td>
<td>458</td>
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<tr>
<td>Paraphrasing Properly &amp; Avoiding Plagiarism</td>
<td>Fall, Spring, Summer</td>
<td>14</td>
<td>21</td>
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<tr>
<td>Participating in Classes</td>
<td>Fall</td>
<td>16</td>
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<tr>
<td>PhD Talk</td>
<td>Fall, Spring, Summer</td>
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<tr>
<td>Principles of Academic Writing</td>
<td>Fall, Spring, Summer</td>
<td>31</td>
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<tr>
<td>Professional Speaking (1 hour)</td>
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<tr>
<td>Professional Talk</td>
<td>Fall, Spring, Summer</td>
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<tr>
<td>Proofing and Editing for Nonnative English Speakers</td>
<td>Summer</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Requesting &amp; Refusing</td>
<td>Fall, Spring, Summer</td>
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<td>Revising for Clarity</td>
<td>Fall, Spring, Summer</td>
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<td>Small Talk</td>
<td>Fall, Spring, Summer</td>
<td>34</td>
<td>51</td>
</tr>
<tr>
<td>Three Keys for Better Presentations</td>
<td>Fall, Spring</td>
<td>76</td>
<td>114</td>
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<tr>
<td>Using Articles Accurately</td>
<td>Summer</td>
<td>16</td>
<td>24</td>
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<tr>
<td>Writing Academic Summaries</td>
<td>Fall, Spring, Summer</td>
<td>30</td>
<td>48</td>
</tr>
<tr>
<td>Writing Successful Critiques</td>
<td>Spring, Summer</td>
<td>14</td>
<td>23</td>
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</table>

For a complete list of our classes, see: [www.cmu.edu/icc/language-training/workshops.html](http://www.cmu.edu/icc/language-training/workshops.html)
Pre-Matriculation Course

Language Bootcamp 2018
A one-week (for fee) intensive summer program

This was the second year that we offered the Language Bootcamp, an intensive language and cultural training program for incoming international graduate students who are nonnative English speakers. This program was created in 2017 to deal with changes in immigration regulations that forced us to cancel our long-standing 5-week intensive summer program. However, pre-semester training is still requested by many students, so we responded creatively by developing a shorter program that would not conflict with the changes to I-20 visa regulations.

The Language Bootcamp was designed to help students be prepared for the demanding programs at Carnegie Mellon by helping them:

- Be more confident and better prepared to use English in the university environment
- Be better prepared to participate in classes and research groups by developing both language and cultural understanding
- Improve pronunciation to be perceived as more comprehensible and professional
- Strengthen listening comprehension to better interact in a highly international university environment
- Become familiar with essential elements of academic writing in the US academy
- Become aware of individual language gaps, and develop strategies both to compensate and to continue to improve language once the academic program begins.

The Bootcamp program was well received by students and we look forward to offering it again in Summer 2019.

2018 #Students

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Chemical Eng</td>
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</tr>
<tr>
<td>Comp Bio</td>
<td>1</td>
</tr>
<tr>
<td>Heinz</td>
<td>5</td>
</tr>
<tr>
<td>ISR</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
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</table>

Contact Hours 285

Language Bootcamp 2018 Closing Ceremony
**Individual Work**

**Speaking Clinic**
The Speaking Clinic provides individualized feedback and coaching for students who are:

1. Attending an ICC workshop and may need extra support and practice with skills covered in that class. Clinic appointments function like an "office hour" to supplement ICC classroom work. This format has been highly successful, leading to greatly increased outcomes and positive feedback from students (28 students in AY 2017-18).

2. Participating in the **Language Coaching program** after placing into “Not Ready” on the ITA test. Students are assigned an ICC instructor as a language coach to help them stay on track and to make sure that they are doing the ICC work most appropriate for their individual level. The coach meets individually with the student periodically throughout the semester and is available to the student for advice (24 students in AY 2017-18).

<table>
<thead>
<tr>
<th>Speaking Clinic (includes Language Coaching)</th>
<th>52</th>
</tr>
</thead>
</table>

**Self-paced Materials**
ICC has created a number of handouts and videos tailored for the needs of international students at CMU. Self-paced work is intended both to supplement ICC classes and to provide the many hours of individual practice that are needed for improvement in a second language. Students can work at their own pace with a variety of ICC produced handouts and videos. In addition, ICC provides study guides that can help them improve their command of academic English and US classroom culture. We have worked to make the materials available online so that CMU students on any campus or program can make use of these resources.

ICC-produced videos designed specifically for the needs of CMU students:

- An Introduction to Citations: A guide for nonnative English speakers at CMU
- The Importance of Using Citations: An Intro for NNES at CMU
- Understanding Plagiarism: An introduction for nonnative English speakers at CMU
- Participating in the US Classroom
- A View from Three ITAs
- Introduction to the ITA Test

ICC-produced Handouts (for full list, see page 16)
ICC Website

ICC Handouts

For Departments
Our website offers a link specifically for faculty and department administrators, Resources for CMU Administrators. The page contains a number of documents useful for CMU administrators, including:

Assessing Fluency of Applicants
- Guidelines for Interpreting the TOEFL/IELTS, and for Assessing Nonnative English Speaking Applicants to Graduate Programs, 2017
- Recommendations for Language Assessment Tests other than TOEFL
- Dealing with Language and Cultural Differences when Interviewing Nonnative English Speakers (NNES): Tips for interviewers not trained in language assessment
- Requiring TOEFL for Students with Degrees from US Institutions
- Singapore Applicants and the TOEFL Exam
- Determining if a Pre-admission Interview is Needed

ITA Testing, Training and Monitoring
- Guidelines to Help Departments Navigate the ITA Testing Process
- Setting Realistic Expectations for the ITA Test
- Prescreening Nonnative English Speakers for TA Assignments
- Determining if Nonnative English-speaking TAs are Ready to Serve as Sole Instructor for a Class
- What About Nonnative English Speakers who came to the US as Children?

For Students and General Audiences
Students can download handouts to support both language training and cultural understanding. The following handouts are now available on our website:

- Advice for Incoming Students who are Nonnative English Speakers
- Taking Time: Quick tips for dealing with “time” in US university life
- Understanding “Fossilized” Pronunciation: What to do when accent problems are hard to correct
- Understanding “Fossilized” Grammar: When fluency is stronger than grammar
- ICC Language Learning Tips: Create your own language development journal
- Recognizing and Addressing Cultural Variations in the Classroom: a guide for faculty
- Saying Your Name Clearly: first impressions count
- I Spoke English a lot in my US High School: Why am I still struggling with language?
- Communicating More Effectively with Nonnative English Speakers
- Citing Sources: Recommended resources for international students
- Resources for Self-paced Grammar Practice
- Take Time to Talk: Using Audio Journals to exercise spoken fluency
- Tips for Responding in Oral Qualifiers and Defenses
- Telephone Talk: Using the Phone Successfully in the US
- Getting Around Town: Riding Buses and Bicycles in Pittsburgh
Pageviews / Top Content

Most Viewed Sections of www.cmu.edu/icc, August 1, 2017 – July 31, 2018

<table>
<thead>
<tr>
<th>Pages</th>
<th>Pageviews</th>
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<tbody>
<tr>
<td>ICC Homepage</td>
<td>22,440</td>
</tr>
<tr>
<td>Overview of Language Certification</td>
<td>9,816</td>
</tr>
<tr>
<td>Language Training (ICC Workshop &amp; Seminar Descriptions)</td>
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<tr>
<td>ESL Resources in Pittsburgh</td>
<td>6,095</td>
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<tr>
<td>Language Certification Registration</td>
<td>5,328</td>
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Most Viewed Handouts, August 1, 2017 – July 31, 2018

<table>
<thead>
<tr>
<th>Document</th>
<th>Pageviews</th>
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</thead>
<tbody>
<tr>
<td>Resources for Self-paced Grammar Practice</td>
<td>4,513</td>
</tr>
<tr>
<td>Communicating More Effectively with NNES</td>
<td>2,422</td>
</tr>
<tr>
<td>Citing Sources</td>
<td>1,599</td>
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<tr>
<td>Audio Journal</td>
<td>1,351</td>
</tr>
<tr>
<td>Understanding “Fossilized” Grammar: When fluency is stronger than grammar</td>
<td>1,282</td>
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Online Videos, August 1, 2017 – July 31, 2018

<table>
<thead>
<tr>
<th>Video</th>
<th>Pageviews</th>
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<tbody>
<tr>
<td>Introduction to the ITA Test</td>
<td>2,561</td>
</tr>
<tr>
<td>Participating in the US Classroom</td>
<td>462</td>
</tr>
<tr>
<td>Understanding Plagiarism</td>
<td>212</td>
</tr>
<tr>
<td>A View from Three ITAs</td>
<td>99</td>
</tr>
<tr>
<td>Breaking the Accent Barrier – Lesson 1</td>
<td>99</td>
</tr>
</tbody>
</table>

Since the ICC began in 1985, we have supported over 14,800 students.
Support for the Wider Campus Community

Given our expertise with both language and cross-cultural issues, the ICC has been uniquely positioned to proactively recognize underlying challenges of a highly internationalized university and to work collaboratively with entities across campus (administrators, faculty, and staff).

Workshops on language assessment and cross-cultural training offered in the past several years for faculty and staff of academic departments, support programs and other CMU offices.

**Departments**
- Architecture
- Biomedical Engineering
- Chemical Engineering
- Computational Biology
- Computer Science
- Drama
- Engineering & Technology Innovation Management
- Electrical & Computer Engineering
- Engineering & Public Policy
- Energy Science, Technology and Policy
- Human-Computer Interaction Institute
- Heinz
- History
- Institute for Software Research
- Integrated Innovation Institute
- Language Technologies Institute
- Mechanical Engineering
- Machine Learning
- Materials Science & Engineering
- Modern Languages
- Music
- Psychology
- Robotics
- Silicon Valley
- Statistics
- Tepper School of Business

**Other CMU Programs**
- Academic Development
- Accelerate Leadership - Tepper
- Admissions Office
- Alumni Office
- Assistant Vice-Provost for Graduate Education
- Career Center
- Eberly Center
- Enrollment Services
- Focus U
- Health Services
- The HUB
- Office of International Education
- Public Communication for Researchers

**Support for Staff & Faculty in past three years**

| Number of Departments and Support Centers | 38 |
| Number of Faculty and Staff              | 294 |
| Contact Hours                            | 418 |
Workshops and Information Sessions offered in the past two years

An Inside Look at the ITA Test
This information session for department contacts and faculty, created in response to requests to better understand the ITA test process, covers a number of topics including: the test format, the skills rated, the evaluation rubric, and strategies that students can use to best demonstrate their fluency. In addition, participants have the opportunity to observe several samples from actual ITA tests and then get the chance to try out their skills as a “test rater”.

Communicating More Successfully in a Global Environment
This seminar raises awareness of factors that may hinder communication when speakers from different countries, cultures, and language groups interact. Participants explore strategies and techniques for communicating more effectively across languages and cultures. The material can be tailored for a variety of audiences (e.g., faculty, staff, students) allowing us to meet the needs of different groups. The seminar has gotten high praise from participants. CMU groups that requested the seminar include: Admissions, Associate Vice Provost for Graduate Education (for student professional training), Computer Science, EPP, Enrollment Services, Heinz College (staff), Health Services, the HUB, LARC, and Robotics.

Interviewing Nonnative English Speakers (NNES): Tips for interviewers not trained in language assessment
This seminar is offered each January, but also available to individual departments upon request. It was created in response to faculty and staff concerns that interviews with international applicants are often challenging due to language and cultural differences and can lead to an inaccurate impression of an applicant's command of spoken English. Participants become aware of the potential stumbling blocks and familiarize themselves with basic techniques and procedures commonly used at ICC to communicate with nonnative English speakers.

Listening in a Global Workplace
This seminar was offered for the first time this year as a collaboration between Peggy Heidish (ICC) and Sarah Emory (HR Professional Development). Over the years, many staff have asked for more guidance in knowing how to be a good listener when interacting in multicultural situations. This seminar examined questions such as: What makes a good listener? How to navigate different cultural expectations for listening and participating in conversations? Participants also explored and practiced strategies to effectively listen and speak in multi-national and multi-lingual groups.

Supporting International Faculty
ICC provides confidential consultations for international faculty who want to improve language or cultural understanding. Faculty are sometimes referred through the Eberly Center but also seek us out on their own.

Typical reasons why international faculty have requested consultations include:
- Looking for advice after receiving negative feedback, e.g., FTEs, about language or teaching style
- Wanting to proactively improve the clarity of their language
- Having specific concerns related to teaching and learning within the culture of the US/CMU classroom
Support for Departments

We support departments as they deal with an increasingly multicultural population (both on this campus and with the expanding number of transnational programs). On the Pittsburgh campus, we often consult with faculty and departments on issues specific to their respective programs, attend meetings of admission committees, and work individually with new department contacts to orient them to ICC support.

Helping Graduate Departments Effectively Assess Applicant Fluency

Provide TOEFL / IELTS guidelines

Since the introduction of the revised TOEFL iBT in 2005, the ICC has systematically collected and analyzed TOEFL data for matriculated CMU graduate students. In recent years, we have also tracked IELTS scores. By correlating this data to both ITA test results and individual interviews (and revising each January as more data become available), we are able to provide departments with guidelines to help them set appropriate cut-scores for their individual needs. This data collection is unique and we have often been asked to share results with both other ITA programs and the Educational Testing Service (ETS).

Updating and distributing a model description of academic fluency

Several departments asked for suggestions on language that they could use to help international applicants and incoming students better understand the expectations for English fluency in CMU graduate programs. Too often incoming students incorrectly assume they have sufficient fluency to handle all demands of graduate work including communicating as TAs, handling job interviews, or giving presentations. In addition, many were unaware of the ITA Language Certification requirement. In response we created a template that departments could adapt as needed. Many departments added this language to their websites and acceptance letters. Below is a quote from the text:

Students who are nonnative English speakers and who plan on working as teaching assistants (note: if this is mandatory in your department, it is recommended that you inform applicants) will be required to take the International Teaching Assistant (ITA) test. This is a rigorous test of spoken academic fluency, and students may find that they will need language classes at the ICC in order to develop the fluency needed for the test (see this link to better understand the test and the level of fluency needed: https://www.cmu.edu/icc/language-training/videos/ita-test-intro.html).

Helping Departments and Offices Deal with International Staff

Over the years, several departments have contacted us for advice on dealing with language and cultural issues related to international staff members. When appropriate we interview the staff members and give them self-paced materials to help them develop the needed skills. We have also been sought out by staff members seeking to improve on their own.
Supporting CMU Programs Outside Pittsburgh

ICC often serves as a resource for language support programs at a number of CMU programs outside of Pittsburgh. We frequently share class materials, and encourage programs to make use of our on-line materials (videos and handouts). We also provide ITA testing via Skype for ITAs in Silicon Valley and Australia (22 ITAs were tested remotely in AY 2017-18).

Internal Collaborative Projects

Committees and Collaborative Projects
ICC staff members serve on or participate in a number of university committees including:
- OIE Advisory Committee
- Study Abroad Committee
- Academic Advisors Breakfast
- Meeting of the Minds, The Dietrich Humanities Award and the Award for Artistic Excellence committee
- Fulbright Scholarship Advisory
- Graduate Students Concerns Committee
- Sons and Daughters to Work
- Staff Council
- University Disciplinary Committee
- Senior Leadership Recognition Committee

This year gave us many rich opportunities for collaborative projects with other campus entities.
- **Graduate Women’s Gatherings:** two ICC instructors attended regularly to connect more fully with the graduate community
- **Assistant Vice Provost for Graduate Education (AVPGE)**
  - Collaborated a number of times to solve problems and deal with issues related to international graduate students
  - Professional development series: gave presentations on cross-cultural issues
- **A Day in the Life Shadowing Program** (Student Affairs)
- **HCII Nonverbal Behavior Study:** examined relationship between teachers’ nonverbal behaviors and students’ perception of teacher credibility
Professional Development / External Visibility

Our national reputation as a model of both ITA training/testing and of a campus language support center means that we are frequently sought out by other programs for advice on language or cultural issues, requests to use materials, for general advice, or to request a presentation. Contacts this year included:

ITA Professionals Symposium: a one-day conference
The ICC staff once again was highly involved in the 4th annual International Teaching Assistant (ITA) Professionals Symposium held at the University of Pittsburgh on March 2, 2018. The ICC, widely recognized as a leader in supporting language and cultural training for International Teaching Assistants, originally launched the symposium in 2015. Since that time, the symposium has gained a national reputation; attending this year were 40 participants from 20 different institutions including Cornell, MIT, University of Texas Austin, and Georgia Tech. Symposium participants had the opportunity to hear from colleagues about programs and research that support ITAs.

Several ICC staff members gave presentations or talks. Rebecca Oreto, Associate Director of ICC, delivered the keynote presentation, Building Buy-in; Your website says it all. Roundtable discussion groups included Peggy Heidish, ICC Director, The Observation Tour Project: a window into classroom language and Tracy Coleman, Language Development Specialist, Faithfully Typed: transcription best practice.

All future symposia will run under the auspices of the ICC and we will host the 2019 symposium on the CMU campus. In addition, the official webpage for the symposium is now housed on the ICC website: https://www.cmu.edu/icc/symposium/index.html

ICC Observation Tour
We are always looking for ways to enhance our skills as ITA trainers and test raters. For the second year, we continued the ICC Observation Tour to help us better understand actual interaction in classes (e.g., language used, type of interactions, types of student questions, differences in departments). Working with our advisory committee and department contacts, ICC instructors visited classes throughout the university. So far, we have seen classes in ECE, Biology, BioMed, CEE, Chemistry, CS, HCI, Math, and Physics. These visits have proven to be very effective way to expand our networking with departments and to develop a collaborative approach to supporting the international students.

ICC Observation Tour: Biomedical Engineering Lab
Professional Development Workshop for ICC Staff

**Presentations, Articles & Participations by ICC Staff at Conferences and Workshops**

**Coleman**


**Heidish**
*The Observation Tour Project: a window into classroom language*, ITA Professionals Symposium, February 2018, University of Pittsburgh.

**Oreto**
*Empowering ITAs Through Research*, member of panel for discussion session run by the ITA-interest group, TESOL 2018, Chicago, Ill., March 2018.

*Building Buy-in; your website says it all*, ITA Professionals Symposium, February 2018, University of Pittsburgh.

**Walters**
*Consortium for Graduate Communication* Summer Institute (attendee), “Emerging Identities in Graduate Communication Support”, University of Michigan, Ann Arbor, MI, June 2018. Collaborated with other graduate student educators to share administrative, assessment and teaching techniques used at ICC.
 ICC Staff

Peggy Allen Heidish, Director
Rebecca Oreto, Associate Director
Tracy Coleman, Language Development Specialist
Elliott Walters, Language Development Specialist
Scott Jones, Database Manager/Instructional Staff
Kathleen Arroyo, Administrative Coordinator

 ICC Advisory Committee

Amy Burkert
Vice Provost for Education

David Eber
Director of Admissions & Financial Aid, Heinz

Diana Marculescu
Professor and Associate Department Head, ECE

Suzanne Laurich-McIntyre
Assistant Vice Provost for Graduate Education

Linda Gentile
Director, Office of International Education

Manfred Paulini
Professor, Physics

Allen Robinson
Professor and Department Head, Mechanical Engineering

Mel Siegel
Associate Research Professor, Robotics

Alan Scheller-Wolf
Senior Associate Dean, Faculty and Research Tepper School of Business

John Woolford
Professor, Biological Sciences

Conrad Zapanta
Professor, Biomedical Engineering

The Intercultural Communication Center’s mission is to:

(1) provide training and support to help nonnative English speakers (NNES) succeed in their academic programs;

(2) help international teaching assistants (ITAs) and faculty develop the skills needed to provide effective instruction at Carnegie Mellon; and

(3) help both the university and departments identify and respond to the changing needs of NNES and international students.

Carnegie Mellon University does not discriminate in admission, employment, or administration of its programs or activities on the basis of race, color, national origin, sex, handicap or disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Furthermore, Carnegie Mellon University does not discriminate and is required not to discriminate in violation of federal, state, or local laws or executive orders.

Inquiries concerning the application of and compliance with this statement should be directed to the vice president for campus affairs, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213, telephone 412-268-2056.
