|  | Strongly Agree | | | Agree | | Neither Agree or Disagree | | Disagree | | Strongly Disagree | | | I’m not sure | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | |  |  |  |  |  |  |  |  |  |
| **Knowledge**   1. I am familiar with the different theoretical approaches to my discipline within different systems and traditions. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I understand the international context of my professional area and how it has developed in other countries. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I am familiar with international literature in my field. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I regularly consult with international colleagues. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| **Course Content**   1. I include international scholarship in my courses. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I use texts that include international perspective on subject matter. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I include international sources (film, television, radio broadcasts, websites, newspapers, datasets) | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I include international case studies as examples | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| **Activities & Assignments**   1. I encourage my students to attend campus international events | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I regularly invite international guest speakers to my class (including virtually) | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I ask my students to interview international students or professionals who have worked internationally. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I include self-reflective writing assignments on global topics and cultural issues | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I manage group projects/collaborations or assignments involving teams comprised of both domestic and international students. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I use simulations, role-plays, and debates as a way to include multiple perspectives on global issues. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I engage student’s analysis and interpretation of discipline appropriate sources from other countries. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I use dot points and lists to break down complex and interrelated ideas. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I routinely ask other people to critique and comment on my drafts. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| **Assessment Practices**   1. I provide frequent formative feedback to students early in the study program. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I provide students with choices and options in relation to types of assessment task. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |
| 1. I analyze patterns of student assessment completions and results for signs of any difficulties for particular groups of students. | 🞎5 | | 🞎4 | | | 🞎3 | | 🞎2 | | 🞎1 | | | 🞎8 | |

\*\*Adapted from Farkas-Teekens, H (1997) 'A profile of the 'ideal lecturer' for the international classroom' in Teaching in the International Classroom Nuffic papers 8, edited by Farkas-Teekens, H and van der Wende M Amsterdam: Nuffic