

International Students' Perceptions of Mentors' Roles in Thesis/Dissertation Writing

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### **Abstract**

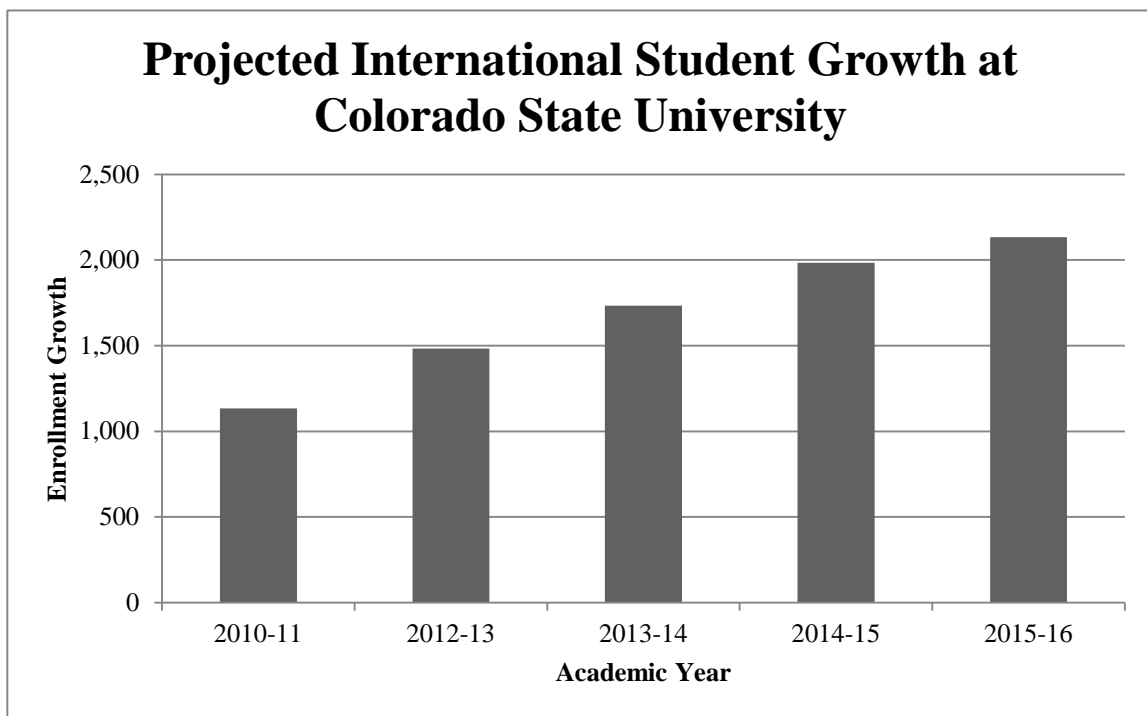
Proposed here is a research project intended to address the influx of international students at Colorado State University (CSU) and to gain a more accurate portrait of cross-cultural differences in advisor/advisee perceptions in mentoring relationships found in higher education. A primary goal of this project is to help faculty understand and anticipate the unique potential needs and expectations of international students as they complete culminating writing projects such as the thesis or dissertation. By anticipating these needs and expectations, advisors can gain an understanding of cross-cultural differences in students' expectations in mentoring relationships. A secondary goal of this project is to help align faculty-student expectations in mentoring relationships in order that these international students may reach their full potential in the writing of their thesis or dissertation project. Through questionnaires and structured interviews given to both faculty and student participants, the following questions will be examined: (1) What perceptions of difficulties do international students encounter when writing their theses/dissertations? (2) What perceptions of difficulties do advisors encounter when advising international students on their theses/dissertations? (3) Do differences exist between advisors and their advisees in their perception of the given and received help in writing a thesis? Unlike other current studies on the needs of mentoring international students, our study focuses on the local, specific needs of CSU based on its current situation.

*Keywords:* Mentoring relationships, advisor/advisee, EAP, ESL/EFL, cross-cultural differences, thesis/dissertation writing, intercultural rhetoric

## International Students' Perceptions of Mentors' Roles in Thesis/Dissertation Writing

**Introduction**

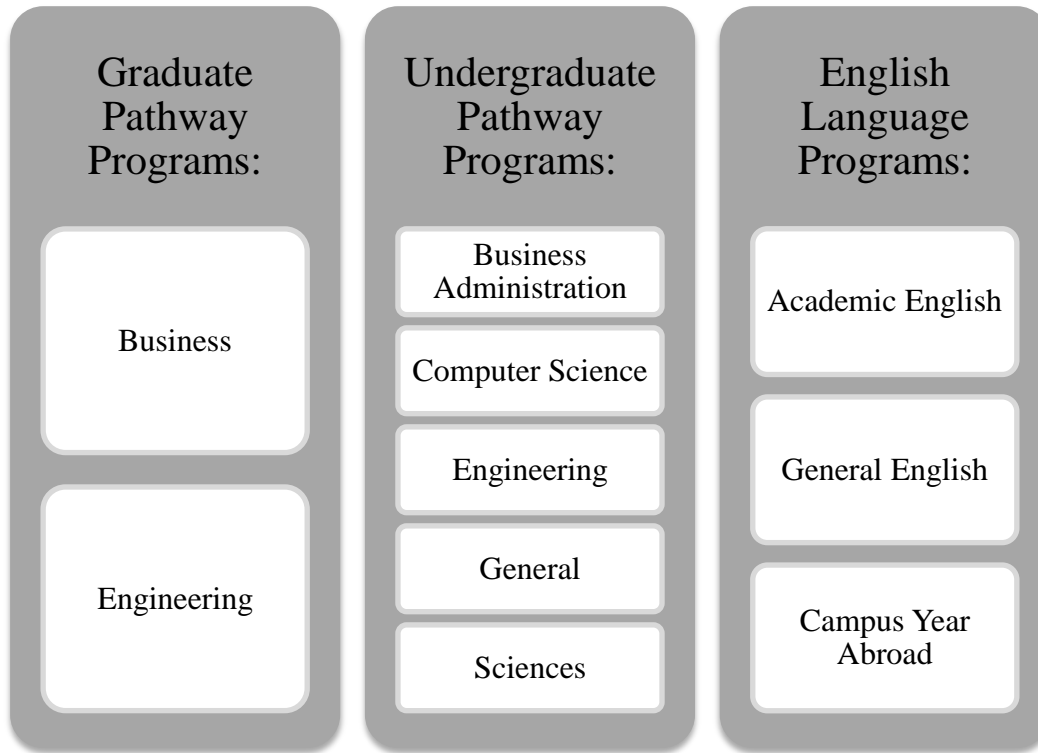
The purpose of this research project is to address the influx of international students expected at Colorado State University (CSU), and to gain a more accurate portrait of cross-cultural differences in advisor/advisee perceptions in mentoring relationships found in higher education. It is expected that within the next five years, the number of international students attending Colorado State University will double as shown in figure 1.



*Figure 1.* Projected international student growth at Colorado State University. This figure illustrates the projected enrollment growth at CSU as a result from the INTO University Partnership Program (Henley, 2012).

This increase will be a result of the INTO University Partnership with CSU. Many of these students may pursue programs that will require them to write a final research thesis or dissertation project. Though the partnership program will only offer two graduate level degrees,

many of the undergraduate programs may also require a final written project as demonstrated in figure 2.



*Figure 2.* INTO University Partnership with Colorado State University's Programs offered (INTO Colorado State University, 2012).

A possible challenge for current CSU faculty may be to effectively meet the academic writing needs and expectations of a culturally diverse student population, as "not all supervisors have the knowledge and skills needed to identify exactly what it is that needs to be done in order to improve the comprehensibility of a given piece of writing" (Allison, Cooley, Lewkowicz & Nunan, 1998).

One of the main goals of this project will be to help faculty understand and anticipate the unique potential needs of international students in the area of academic writing. By anticipating these needs, advisors will gain an understanding of cross-cultural differences in students' expectations in mentoring relationships. An advantage of gaining this understanding will be to

help advisors develop or re-evaluate pedagogical practices for advising English language learners in writing.

The second goal of this project is to help align faculty-student expectations in mentoring relationships in order that these international students may reach their full potential in the writing of their thesis or dissertation project. As there are many definitions of mentoring, we subscribe to the definition proposed by O'Neil: "The complex process where personal, role, and situational factors interact between an older (more experienced) professional person and a younger (less experienced) professional person that includes the parameters of mutuality, comprehensiveness, and congruence" (as cited in Busch, 1985, p. 258). By having a clearer concept of what the perceived mentoring relationship should be, it is believed that both students and faculty can develop an increased awareness of academic writing expectations.

These two project goals hold advantages not only for the students and faculty members at CSU, but for Teaching English as a Second/Foreign Language (TESL/TEFL) professionals as well. A study such as this, conducted at the university level, may serve as a means of promoting awareness of TESL/TEFL pedagogical practices throughout academia. The research findings could also help inform English for Academic Purposes (EAP) practices within English Language Programs. Through questionnaires and structured interviews given to both faculty and student participants, the following questions will be examined:

1. What perceptions of difficulties do international students encounter when writing their theses/dissertations?
2. What perceptions of difficulties do advisors encounter when advising international students on their theses/dissertations?
3. Are there any differences between advisors and their advisees in their perception of

the given and received help in writing a thesis?

### **Literature Review**

Writing the culminating thesis or dissertation project is an intimidating task for native and non-native English speaking graduate students alike (Dong, 1998; Allison, Cooley, Lewkowicz & Nunan, 1998; Krase, 2007). Aside from the difficulties that ESL students may experience due to a lack of language proficiency, for many writers at this stage in their academic development, both the length and expected quality of degree-culminating projects are aspects of academic writing that they have likely yet to encounter in their academic careers (Dong, 1998; Allison, Cooley, Lewkowicz & Nunan, 1998; Krase, 2007).

There exists a substantial body of research on ESL academic writing at the graduate level, with much of it focused on writing tasks and their products (Braine, 2002; Krase, 2007). Less research has explored the ability of international students to adapt to and thrive within their academic discourse communities. As Krase (2007) points out, non-native speaking graduate students must make both linguistic and social adaptations in order to flourish “within the social, political, and cultural contexts that shape their graduate school experiences” (p. 56). Because as many as half of the total graduate degrees in some academic disciplines (e.g. science and engineering) are awarded to non-native graduate students (Dong, 1998; Braine, 2001), it is important for academic systems to encourage international students’ success in their wide range of academic endeavors.

One factor that has been shown to be important in the successful completion of international students’ theses/dissertations is the nature of the relationship shared with their mentor or advisor (Busch, 1985; Krase, 2007; Mortenson, 2007; Belcher, 1994). Both mentor and mentee may enter an advising relationship with different perceptions of how much assistance

should be provided in that relationship, what form that assistance should take, and even the level of professionalism expected in interactions between mentor and mentee (Allison, Cooley, Lewkowicz & Nunan, 1998). Various definitions of what the mentoring relationship should entail are cited in the literature, and some of these definitions are naturally more inclusive than others. Healy defined mentoring as “a dynamic reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both” (1997, p. 10). Busch provided a more comprehensive interpretation, in which he described the mentoring relationship as one in which a more experienced individual provides novice individuals with moral support, guidance, friendship, and constructive examples so that they can succeed in their academic and professional career (1991).

Some researchers, such as Kram (1983), have articulated inherent functions of the mentor-mentee relationship, stating two primary functions of mentoring for the mentee: career-related and psychological. Career-related functions include those such as sponsorship, coaching and visibility, while psychological functions include role modeling, counseling, and friendship. He also suggested that career-related functions are developed in the initial stages of mentoring, whereas psychological functions emerge in later stages of the relationship.

In a 2004 study by Buell, four primary classifications of mentoring were identified—*The Cloning Model*, *Nurturing Model*, *Friendship Model*, and the *Apprentice Model* (Buell, 2004). The most common model Buell identified was the *Cloning Model* (2004). In this model, the mentee is not encouraged to contribute or develop his or her own ideas or values during the relationship. Rather, the mentor’s primary goals are to produce a duplicate copy of him or herself and to control the mentee through all phases of their academic career (Buell, 2004, p. 64). Buell found that unfortunately, within this model, faculty mentors frequently assert their power

through behaviors such as embarrassing students through humor and “being overtly demanding of students” (Buell, 2004, p. 64).

The second model, the *Nurturing Model*, is a style of mentoring where the mentor behaves similarly to a parental figure, encouraging mentees to act independently and creatively (Buell, 2004). In contrast to the *Cloning Model*, the faculty mentor is viewed as accessible, nurturing, and supportive of the mentee. This model, however, has the possibility for “over-dependence” and “parent-like control” (Buell, 2004, p. 65).

The *Friendship Model* is more collaborative and interpersonal than the previous two models (Buell, 2004). Reciprocity in learning and the development of ideas is the main characteristic of this model. Mentors following this model provide students with not only academic assistance, but socio-emotional and personal support as well. Unlike the *Nurturing* and *Cloning Models*, the mentor and mentee are viewed as peers. The final model, the *Apprenticeship Model*, is a “hands-off” model where the mentee learns the skills needed for the field from the mentor but the relationship does not move into personal aspects found in the *Nurturing* or *Friendship Models* (Buell, 2004, p. 70).

Regardless of how the mentoring relationship is defined in the research literature, the way in which it is practiced in actuality varies across time and contexts. Previous L2 research on mentoring has explored a variety of factors, ranging from the training and supervision of mentors, mentors' self-efficacy, the level of mentors' assistance, mentor control, sex differences in mentoring, and mentee support seeking. The following sections focus on the ethical considerations and power structures inherent to the mentor/mentee relationship; attitudes and emotions experienced by mentees during the thesis/dissertation project; and differences between



mentors' and mentees' perceptions concerning the necessary or expected nature of the mentor/mentee relationship.

### **Power Structures & Ethics**

Chang and Strauss (2010) commented upon certain institutionalized power structures inherent in the Western mentor/mentee relationship. They observed the irony of an academic tradition that so readily exhorts the virtues of critical thinking, while failing to scrutinize the ways in which its academic discourses fail to challenge existing power structures. They called for graduate students and postgraduates to act with agency and intention within the mentor/mentee relationship, but also acknowledged that a mentor's preconceived, reductionist ideas about the nature of a mentee's prior education (e.g., the idea that the education in some Asian countries is characterized by rote learning and a lack of critical thinking) can affect that mentor's ability to give the mentee the intellectual credit—and therefore agency in academic pursuits—that the mentee deserves.

Ethical issues in mentoring relationships have been relatively unexamined in previous research on these relationships. These ethical dilemmas in higher education can easily be overlooked when considering culture in mentoring. A research project by Schlosser & Foley (2008) addressed such issues within graduate training programs in the area of applied psychology. They identified several issues that may arise in mentor-mentee relationships including power imbalance, boundary problems, and mentor competence (Schlosser & Foley, 2008, p. 64). Mentors should provide a safe and healthy learning environment for their students, and they are ethically obligated to avoid unfair discrimination, be aware of their own boundaries of competence, and generally avoid harm (Schlosser & Foley, 2008). Unfair discrimination can lead to stereotype threat of students, or “the process that occurs when a person underperforms to

be consistent with negative stereotypes attached to that person's social identity" (Schlosser & Foley, 2008, p. 68). Unfair discrimination or stereotype threat may result in denying students opportunities to become successful at the university. Finally, mentors should be aware of their own competence levels for mentoring, and "only provide services within the boundaries of their competence" (Schlosser & Foley, 2008, p. 69).

### **Students' Attitudes and Emotions**

Chang and Strauss (2010) acknowledged the tendency for international students' emotions, attitudes, and personal traits to be ignored by those advising them. They remind us that these students are often quite far from home without their usual support structures, such as family and close friends, and that in some cases, their advisors or mentors are the individuals with whom they have the most contact. What's more, when these students engage in the process of writing high-stakes projects like a thesis or dissertation, they are subjected to potentially negative feedback about their writing, and as a result, these students may suffer psychologically from feelings of language incompetence (Chang & Strauss, 2010).

In 2007, Mortenson investigated the varieties of emotions experienced by Chinese and American college students in response to perceptions of academic failure. In a previous study, he reported that North Americans connected academic failure to goal-based emotions such as frustration and disappointment, while many students from East Asian cultures situated their distressed emotional state in the context of their social group (2001). Their perceived failures, Mortenson wrote, were believed to affect the groups to which they considered themselves a member, and therefore were often related to a loss of face and dishonor. Based on these previous findings, his 2007 hypothesis was that students who conceive of academic failure as shameful and embarrassing will hide themselves from their social groups, while students who relate

academic failure to feelings of frustration and disappointment will seek more social support. This social support, especially coming from an advisor, might help students cope with that perceived failure through its reconceptualization. His results showed that Chinese students did not actively seek emotional support, and he suggested that it is important for instructors to be aware of Chinese students' inclinations to not seek social support from their advisors in the face of their perceived failures.

### **Mentor and Mentee Perceptions**

According to Dong (1998) the role of the thesis/dissertation advisor in ushering the advisee into the target academic discourse community is critical, and to reiterate, Busch (1991) referred to this relationship as one in which the mentor offers moral support, guidance, friendship, and constructive examples to the mentee. However, research has shown that perceptions of the necessary or expected nature of the advisor/advisee relationship sometimes differ between the advisor and advisee, and that this can be a source of conflict potentially detrimental to the quality of students' work (Belcher, 1994; Dong, 1998; Krase, 2007; Chang & Strauss, 2010). In a 1987 study reported on by Friedman (as cited in Dong, 1998), findings from interviews with graduate advisors and their advisees indicated that one of the primary sources of non-native graduate students' negative experiences were discrepancies between theirs and the advisors' expectations. Culture often plays a role in these perceptions, as international students often hesitate to seek support from their advisors because of their cultural expectations for what that relationship should entail, which may further impact their difficulties with academic writing in English (Mortenson, 2007)

Barrick, Clark, and Blascheck (2006) surveyed students and faculty in one university's College of Agricultural, Consumer and Environmental Sciences about their perceptions of the

ideal versus actual roles of faculty mentors within that department. Interestingly, their results showed that there were no major differences between students' and the faculty members' beliefs about what the ideal mentor should be. There were, however, significant differences between students' and faculty members' beliefs about whether the mentors' *actual* role aligned with the ideal role. For example, graduate students indicated that (1) their mentors were not as available as was desired; (2) that their ideas were treated with slightly less respect than they expected; (3) that mentors did not provide regular or constructive feedback on drafts; and (4) that they had not been adequately instructed in the details of good research practice. Faculty members, by contrast, reported that their actual roles were more aligned with the ideal roles reported.

In his case study of doctoral students, Dong (1996) investigated how advisors helped their nonnative English-speaking advisees write the introductory chapter of their dissertations. Dong focused on how these advisors and their advisees used citations and related writing strategies while making new knowledge claims in their dissertation writing. His findings revealed that advisors played a crucial role in guiding their advisees through the process of properly designing and writing their dissertations, as well as in how to make new knowledge claims. However, as Allison, Cooley, Lewkowicz and Nunan (1998) point out, "not all supervisors have the knowledge and skills needed to identify exactly what it is that needs to be done to improve the comprehensibility of a given piece" (p. 199-200). While working with ESL graduate students in an engineering department, Hemphill (1996) found that one reason students were struggling while working on long pieces of writing was that neither the professors nor their ESL graduate students had knowledge of how cultural and linguistic differences affected their textual production. Similarly, Jenkins, Jordan, and Weiland (1993) found that advisors in an engineering department were also unsure of how to guide their advisees through the process of

properly writing their master's theses, and that those advisors thus ended up writing for their students.

## **Methodology**

### **Purpose**

As stated in the introduction, the goals of the proposed research project are to address the influx of international students into Colorado State University and to gain a more accurate portrait of the cross-cultural differences in advisor/advisee perceptions in mentoring relationships found in higher education. In order to gather data for this research, the researchers will adapt the questionnaires and interview questions used by Dong (1996). These instruments will be adapted in such a way that they can elicit information from advisors and advisees not only on the perceptions they have about writing a thesis or dissertation, but also on the challenges they encounter in completing these culminating writing projects.

### **Study Design**

This proposed research project is exploratory research in which both quantitative and qualitative measures will be used to collect data. The quantitative instruments used in this study are questionnaires that are intended to elicit information about the differences between advisors and their advisees in their perceptions of the assistance advisors provide to their advisees while writing a thesis or dissertation. Open-ended questions are included in the questionnaires and structured interviews in order to collect data about the challenges and difficulties that advisors and their advisees encounter while writing a thesis. A content-based analysis will be conducted with this qualitative data.

**Population and Sample**

Since this study seeks to collect information from advisors and their advisees about the challenges and perceptions advisors and advisees have while writing theses, 18 matched pairs of advisors and their current nonnative graduate students in the Business Department who are in their final semester at CSU and in the process of writing their theses will be recruited to participate in this research.

**Investigative Techniques**

The researchers will use two thesis-writing questionnaires and a structured interview to collect data for this study. One of the questionnaires is to be administered to the participating advisors, and it is comprised of closed-ended questions only because it is supplemented with interviews with these advisors, whereas the other questionnaire, meant for advisees, consists of both open-ended and closed-ended questions. The researcher added the open-ended questions to the Dong (1996) questionnaire because it was mainly focused on eliciting information from the participants on their perception of the assistance they get from their advisors, and did not give participants an opportunity to express the challenges and difficulties they encounter while writing their theses.

In addition to the distributing the questionnaires, the researchers will conduct structured interviews with the participating advisors. Because the researchers are seeking information about the perceptions and difficulties advisors and advisees experience during the thesis-writing process, structured interviews, with pre-determined questions that inquire into these challenges and perceptions, are deemed the best instrument to collect such information.

### **Data-gathering Instruments**

As stated earlier, the proposed research project seeks to explore the difficulties that nonnative English speaking students encounter while writing their theses, as well as the difficulties advisors have while working with nonnative students on their theses. Therefore, the data for this study will be collected through two thesis-writing questionnaires and structured interviews.

The purpose of the thesis-writing questionnaires is to gather information about advisors' and advisee's perceptions of the given and received help in writing a thesis. One 15- item questionnaire will be administered to participating students. The first ten questions are Likert-scale questions with four forced choices that inquire into the level of assistance students perceive to have received from their advisors while writing their theses. For example, one question asks: *How useful did you find the guidance your mentor provided while you were picking a topic for your thesis?* The forced choices are: 1. Useless, 2. Slightly useful, 3. Useful, and 4. Very useful. The remaining 5 items are open-ended questions that ask about the challenges and difficulties students encounter while writing their theses (See Appendix C).

Another questionnaire will be administered to the participating advisors. This questionnaire includes ten questions with four forced choices that inquire into the level of assistance advisors perceive to have provided to their advisees. For example, one question asks: *How would you characterize the assistance you gave to your advisee while outlining his or her thesis chapters?* The forced choices are: 1. Useless, 2. Slightly useful, 3. Useful, 4. Very useful. (See appendix D).

A structured interview will be conducted with participating advisors to elicit information about the advisors' attitudes towards L2 writing, what they do to deal with L2-related writing

issues, and how they help nonnative students write their theses properly. For example, one question asks: *How do you provide feedback to your L2 advisees?* (See appendix E).

### **Data Collection**

The data will be individually collected from each of the participants. The mentee questionnaire will be administered to participating students in their final semester while they are still in the process of writing their theses. The mentor questionnaire and structured interviews will be administered to participating advisors at the time that the students are administered the questionnaires.

### **Data Analysis**

Data gathered through the aforementioned instruments will be analyzed both quantitatively and qualitatively. Questionnaires responses will be analyzed quantitatively using a t-test. The researchers will report the descriptive results of the t-test, namely the means and standard deviations, in order to discern the existence of any significant differences between advisors and their advisees in their perceptions of the given and received help in writing the thesis.

Qualitative responses to the mentor questionnaire will be analyzed for content in order to reveal the challenges and difficulties that students face while writing their theses. This analysis is aimed at revealing the most frequently reported challenges and difficulties students have while writing their theses.

Finally, data collected through structured interviews conducted with participating advisors will be analyzed for content in order to reveal information about how advisors provide assistance to their advisees while writing their theses, advisor perceptions of the assistance they



provide to their advisees, and what they believe to be most challenging for their advisees in writing a thesis.

### **Human Subject Protection**

The researchers will obtain approval from the Institutional Review Board before they embark on collecting data. This approval guarantees the confidentiality of the personal information of the participants.

### **Assumptions**

Obtaining valid answers to the proposed research questions will depend largely upon the honesty and accuracy of responses that participants provide to the questionnaire items and the interview questions.

### **Limitations**

The main limitation of this study is the generalizability of the results. As stated previously, the researchers seek to explore the differences between advisors and advisees in their perceptions of the given and received help in writing a thesis. However, the findings of this study should not be generalized for two reasons. First, the sample to be recruited for this study is small and collected from a single institution, Colorado State University. Second, the participants are housed only in the Business Department. Therefore, the findings should not be generalized to advising relationships in other institutions and contexts, nor to other academic disciplines.

### **Conclusion**

The number of international students enrolling in academic programs in the United States and specifically at Colorado State University is rapidly growing. The academic success of these students is a goal and responsibility that should be shared by institutions and individuals alike. However, a potential impediment to the realization of international students' academic goals is

the sometimes conflicting expectations for the relationship between the advisor and advisee. An advisor is not only the person who serves as a mentor and gives academic advice to international students, but is also often the person who has the most contact with international students geographically and emotionally separated from family and friends. In this regard, it is important for advisors to understand the difficulties and the needs of international students to help them reach their full academic potential.

Unlike other current studies on mentoring international students, this study focuses on the local, specific needs of CSU and is based on the anticipated influx of international students resulting from the INTO/CSU partnership. It is reasonable to predict that CSU faculty will face challenges in advising international students whose various cultural backgrounds predicate differing perceptions and expectations of the mentor/mentee relationship. Current research reveals the incongruences between faculty and student expectations for mentoring relationships, and the researchers believe that advisors at CSU can better assist international students with culminating writing projects like the thesis or dissertation after gaining insight into these students' potential expectations.

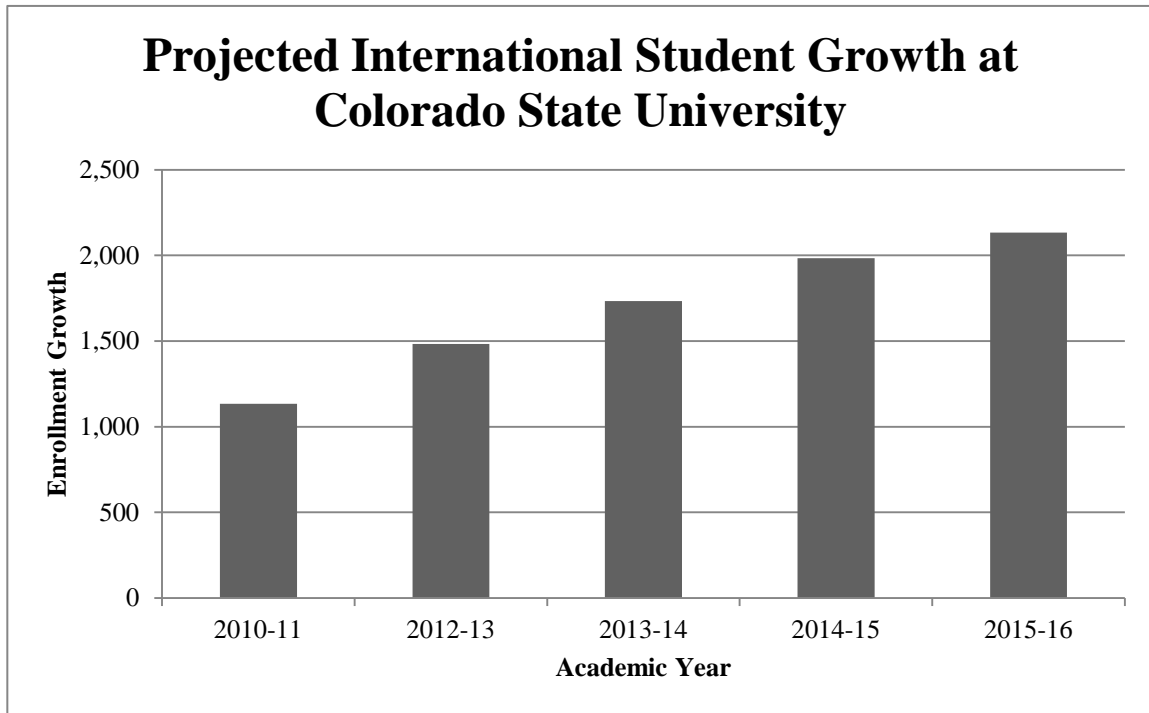
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Appendix A



*Figure 1.* Projected international student growth at Colorado State University. This figure illustrates the projected enrollment growth at CSU as a result from the INTO University Partnership Program. (Henley, 2012)

Appendix B

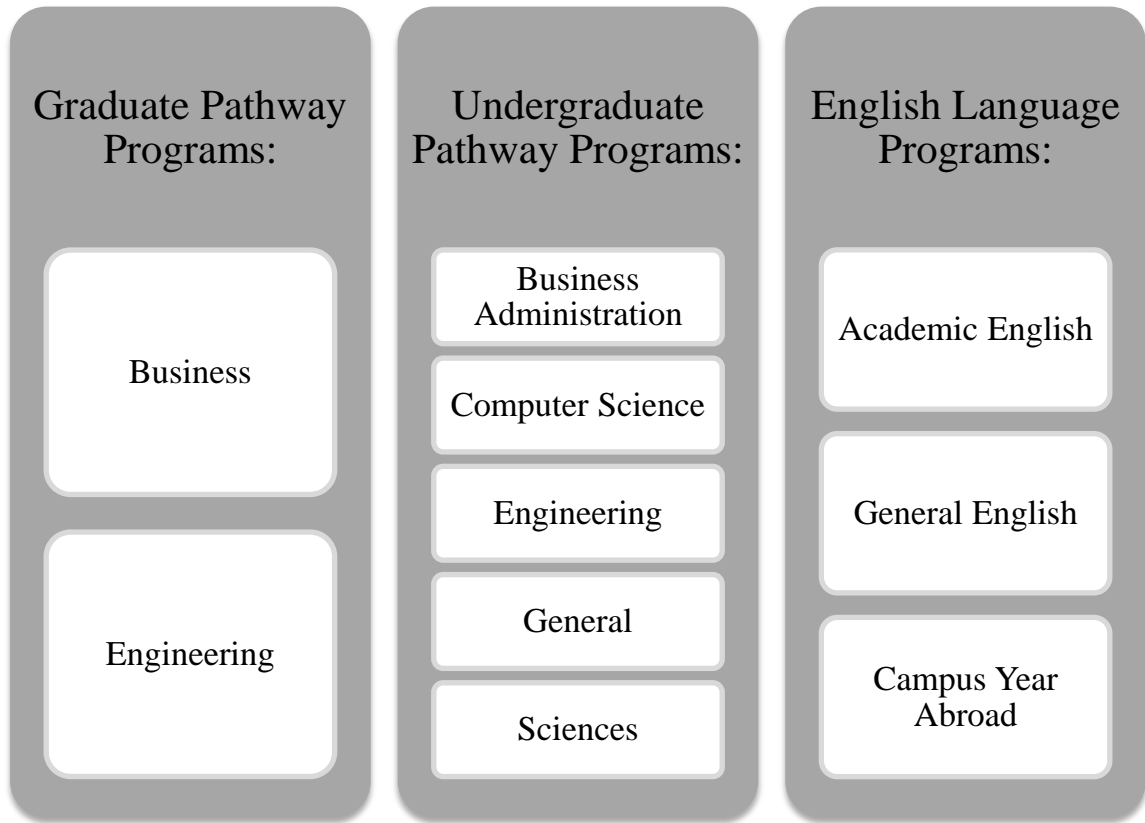


Figure 2. INTO University Partnership with Colorado State University’s Programs offered. (INTO Colorado State University, 2012)

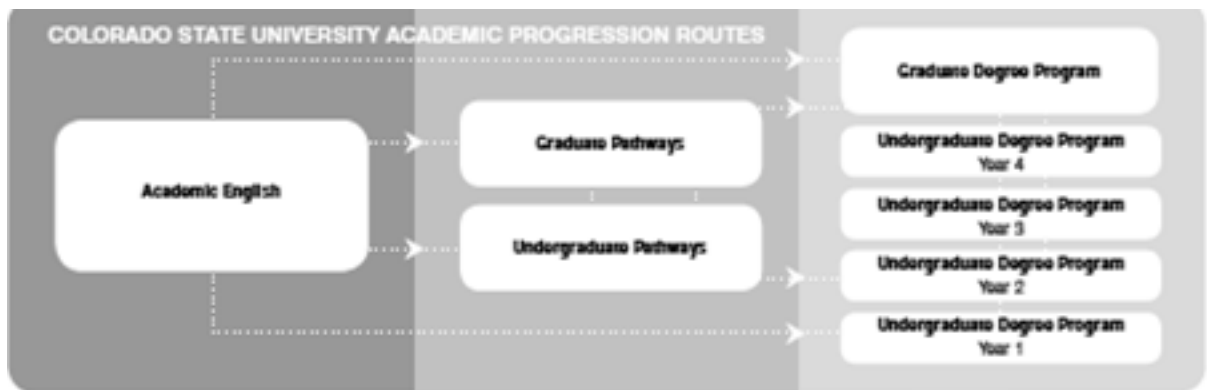


Figure 3. INTO University Partnership with Colorado State University’s Program routes. (INTO Colorado State University, 2012)

Appendix C

**Questionnaire (Advisees)**

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1. How would you evaluate the writing experiences in your graduate classes?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful
2. How useful do/did you find the guidance your advisor provided while you were picking a topic for your thesis?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful
3. How useful do/did you find the guidance your advisor provided while you were reading for the Literature Review?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful
4. How useful do/did you find the information your advisor provided on how to cite sources?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful
5. How useful do/did you find the help your advisor provided on grammar and mechanics?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful
6. How useful do/did you find the help your advisor provided on organization?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful
7. How useful do/did you find the guidance your advisor provided on word usage?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful
8. How useful do/did you find the guidance your advisor provided on outlining your thesis?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful
9. How useful do/did you find the feedback your advisor provided on your thesis drafts?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful
10. How useful overall have you found your advisor during the writing of your thesis?  
 1. Useless    2.Slightly useful    3.Useful    4.Very useful

**Open-ended Questions:**

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1. Do you think in your native language while writing your thesis? Why or why not?  
 .....
2. How often do you meet with your thesis advisor while writing your thesis? Is this too often, satisfactory, or not often enough?  
 .....
3. What difficulties have you had in writing your thesis?  
 .....
4. Can you describe the most challenging aspect of working with your advisor while writing your thesis?  
 .....
5. Other than your advisor, who else provides you with help in writing your thesis?  
 .....



## Appendix D

**Questionnaire (Advisors)**

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1. How would you evaluate the writing experience graduate students get from their graduate classes?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

2. How would describe the guidance you provided while your advisee was picking a topic for their thesis?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

3. How would you evaluate the guidance you provide to your advisee while s/he was reading for the Literature Review?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

4. How would evaluate the information you provide to your advisee on how to cite sources?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

5. How would you evaluate the help you provide to your advisee on grammar and mechanics?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

6. How would you evaluate the help you provide to your advisee on organization?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

7. How would you evaluate the information you give to your advisee on word usage?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

8. What would you consider the assistance you give to your advisee while outlining their thesis chapters?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

9. How would you evaluate the feedback you provide to your advisee on his/her thesis drafts?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

10. How would you evaluate your guidance to your advisee on their thesis writing overall?

1. Useless    2.Slightly useful    3.Useful    4.Very useful

## Appendix E

**Structured Interview**

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1. On average, how many of your advisees each year are non-native English speaking writers?
2. What do you see as most challenging in advising a non-native English speaking writer?
3. How do you provide feedback to your non-native English speaking advisees? What process do you follow?
4. Describe a typical meeting with your non-native English speaking advisees. How often do you meet?
5. What kind of guidance beyond writing do you provide to your non-native English speaking advisees?
6. How would you characterize your written feedback to your non-native English speaking advisees?
7. What do you recommend in terms of improving the writing of your non-native English speaking advisees?