For international teachers the experience of 'crossing over' and moving from one higher education context to another for employment can be confronting. Not only does this transition often involve a physical location change but as part of a growing borderless workforce many international academic staff still need to cross borders in terms of having to align their past experience of pedagogical practice, beliefs and teaching contexts with new institutional expectations and strategic directions. For international, cross-cultural educators who also face pedagogical culture shock, issues related to the differences in teaching and learning styles, curriculum, and assessment must also be addressed. Many of such teachers are coming to teach in critical shortage areas such as mathematics, science, and foreign languages. The purpose of this book is to facilitate the transitions of international teachers from their native countries into American classrooms, using original research. This is done by discussing some of the important issues and theories to consider before and after such transitions, as viewed by international teachers themselves.