Call to order: John Lund, Appointments and Elections Officer, called Senators to order at 4:03 pm, welcoming a total of 44 attendees (roster attached).

Minutes: Senators approved minutes of 8 January 2018 as written.

REPORTS AND ANNOUNCEMENTS

President Sabah Randhawa
- Informed Senators that the Legislature passed the 2017-19 Capital Budget and updated Faculty Senate on planning for the next biennium.

Brent Carbajal, Provost
- Tenure & Promotion letters are expected to go out by the end of January.

Rich Brown, UFWW President
- Thanked Steven Garfinkle, History, for serving as acting UFWW President during fall quarter.
- Requested that faculty notify Sandra Alfers, UFWW Chief Steward, if department chairs have not yet contacted UFWW about upcoming faculty searches.
- The bargaining reopener set to start the second week of spring quarter will include discussion on parking and compensation.

Roger Anderson, Faculty Legislative Representative
- A number of bills related to higher education affordability are currently being considered.
- The four regional comprehensive universities are requesting that the State fully fund compensation and health care benefits for university employees.
- The Senate is considering two bills related to maintaining net neutrality.

Hunter Eider, AS VP for Academic Affairs
- A committee has been established to create a job description and recruit candidates for a full-time position in the LGBT Center.
- Simrun Chhabra, AS President, is meeting with Bellingham Technical College’s multicultural coordinator.
- Western Lobby Day took place January 14-15 and Ana Ramirez, AS VP for Governmental Affairs, testified regarding House Bill 1488.
- Alex LaVallee, AS VP for Business and Operations, has finished appointing members to the AS Structural Review Committee.
- Annie Gordon, AS VP for Student Life, has helped Western apply to USDA for SNAP Benefits.

APPOINTMENTS AND ELECTIONS

Standing Committee Appointments: Standing Committee appointments: John Lund, Appointments and Elections Officer, asked Senators to contact him and Lizzy Ramhorst if they are interested in serving as At-Large representative on the Senate Executive Council as Jason Kanov, Management, is unable to continue serving at this time.

A motion to confirm all appointments to Senate standing committees (forwarded by Judy Pine and seconded) passed. The following appointments were confirmed:

To Faculty Senate:

Area H, Woodring: Cheiron McMahill, Elementary Education (winter quarter replacement for Marsha Riddle Buly)
Area E, CBE: Steve Smith, Accounting (winter quarter replacement for Jason Kanov)

To Senate Library Committee:

Area G, Huxley: Paul Stangl, Environmental Studies
REVIEW OF STANDING COMMITTEE MINUTES

Senators voted in favor of a motion (forwarded by Kristin Denham and seconded) to accept the Academic Technology Committee (ATC) minutes of 4 December 2017; the Academic Coordinating Commission (ACC) minutes of 5 December 2017 and 9 January 2018; the Senate Library Committee (SLC) minutes of 5 December 2017; the University Planning & Resources Council (UPRC) minutes of 6 December 2017; the Senate Extended Education Committee (SEEC) minutes of 7 December 2017; and the Social Justice & Equity Committee (SJECC) minutes of 7 December 2017.

ACTION ITEMS

Proposed Revision of Bylaw 7.6 – Academic Technology Committee Charge: Senators discussed the rationale for proposed revisions to the Academic Technology Committee (ATC) charge. A motion forwarded by the Senate Executive Council to amend the Faculty Constitution: BL7.6 – The Academic Technology Committee passed unanimously. The language of the amended Bylaw is as follows:

BL7.6 The Academic Technology Committee [January 2018]

In order to ensure that faculty are kept apprised of and have a forum through which to participate in the maintenance and enhancement of Western’s use of and investment in technology impacting teaching, learning, and research, the Academic Technology Committee of the Faculty Senate:

1. Seeks to maintain a holistic overview of the University’s technology facilities and resources;
2. Facilitates and evaluates Western’s investment in academic and information technology facilities and resources to help ensure that they effectively and efficiently serve the University’s strategic activities and the academic requirements of students and faculty;
3. Reviews, assesses, and communicates the technology needs of faculty and recommends priorities;
4. Provides advice, guidance, and support to the Information Technology Services organization of the University and to other units considering investment in or the adequacy of technology resources impacting teaching, learning, and research;
5. Participates in the dissemination of technology and cybersecurity policy and best practices to the Faculty; and
6. Assists the Faculty Senate by evaluating and advising on the impact of technological resources that are integral to items discussed and/or acted upon by the Senate and its standing committees.

To fulfill this mission, the Committee:

• reviews and assesses the planning, policies, resource requirements, budget requests, and practices of the Information Technology Services organization;
• recommends strategic priorities to the Student Technology Fee Committee to aid in their review of proposals;
• shall be afforded the opportunity to advise and provide guidance on the acquisition and introduction of new and advanced technologies to assure effective use of technology and improved access to information resources; and
• must be informed about technology purchasing initiatives with potential to have broad impact upon teaching, learning, research, academic advising, or faculty review prior to resource acquisition and contract negotiation.

BL7.6.1 Membership.

The membership of the Academic Technology Committee shall be as follows:

Voting members:

a) One faculty representative of and from each of the following colleges/areas, appointed by the respective college’s faculty governance committee: College of Humanities and Social Sciences—Social Sciences (Area B), College of Humanities and Social Sciences—Humanities (Area C), the College of Fine and Performing Arts (Area D), the College of Business and Economics (Area E), Fairhaven College of Interdisciplinary Studies (Area F), Huxley College of the Environment (Area G), Woodring College of Education (Area H), and the Libraries (Area I);
b) Two faculty representatives of and from the College of Science and Engineering (Area A), appointed by the college’s faculty governance committee;
c) A representative of Extended Education;
d) One Faculty Senate member or designated representative, appointed by the Senate for a one-year term;
e) Two student representatives, appointed by the Associated Students Board of Directors for one-year terms;

Advisory members:

f) The Vice Provost for Information Technology and Chief Information Officer;
g) The Director of Academic Technology and User Services;
h) The Assistant Director of Teaching, Learning, and Technology;
i) A member of the Information Technology Professionals’ Group;
j) An IT representative of Enrollment and Student Services (ESS) who is generally familiar with and informed about technology purchasing initiatives considered by ESS and the Registrar’s Office;
k) An IT representative of Business and Financial Affairs (BFA) who is generally familiar with and informed about technology purchasing initiatives considered by BFA.

ATC members are selected by the organizations they represent and appointments are ratified by the Faculty Senate. Unless otherwise specified, members serve renewable two-year terms, and appointments are staggered so that approximately half of the membership is appointed each year.

The committee shall have a Chairperson and a Vice Chairperson who are elected by the committee’s membership from its faculty membership at the first committee meeting of each Fall Quarter. In the absence of a continuing Chairperson, it is the responsibility of the Vice Chairperson from the previous year to call the first meeting of the Fall Quarter.

**BL7.6.2 Executive Committee**

The Executive Committee of the ATC shall be made up of the Chairperson, Vice Chairperson, and the Vice Provost for Information Technology and Chief Information Officer. The Executive Committee is responsible for setting the agenda for meetings, and is empowered to cancel meetings if there is not sufficient business.

**BL7.6.3 Meetings**

The ATC shall meet at least once per month during the academic year, and more often if the committee chair believes it to be necessary.

The minutes of all meetings shall be forwarded to the Faculty Senate for review as soon as possible following approval by the Academic Technology Committee.

**Referring Student Success Collaborative to Academic Technology Committee:** Senators discussed referring the review of the Student Success Collaborative to the Academic Technology Committee (ATC) in light of amendments to ATC’s charge.

A motion (forwarded by Jeff Young and seconded) to refer consideration of the Student Success Collaborative to the Academic Technology Committee. Specifically, the Senate seeks feedback regarding the technical strengths and vulnerabilities of the program, consideration of whether the program has redundancies with other technologies currently or soon to be employed by Western, including DegreeWorks and Banner 9, and recommendations regarding technical changes that might strengthen the Student Success Collaborative or help address faculty concerns about its use passed unanimously.

**DISCUSSION ITEM**

**Study Group and WWU Pathway Programs:** Emily Williams Knight, Managing Director of North America Study Group, joined Faculty Senate to present on and answer questions about Study Group and Western’s Global Pathway Program (GPP) (see Appendix A). The following questions and concerns were raised:

- Williams Knight asserted that Study Group does not make any admissions decisions and reaffirmed that all curriculum is owned by faculty, not by Study Group. Williams Knight stated that students enter pathway programs instead of applying for direct admission to universities either because they are not English proficient or they are not acculturated to higher education in North America. Williams Knight reported that Study Group pathway program participants have an average GPA of 3.2.
- Faculty inquired how Study Group decides on student placements. Williams Knight stated that sales associates prepare a market assessment for each university. Agents are presented with a portfolio of the universities and help students decide which institution might be the best fit.
- Williams Knight stated that Western’s geography and tuition costs are strengths and will be part of Western’s GPP marketing strategy.
- Williams Knight stated that opportunities for Western to recruit in China will likely be in tier 2 and 3 cities, adding that Western does not have a well-known brand in the international market.
- Faculty inquired about who decides when students matriculate from the GPP into the University. Williams Knight stated that Western makes all admissions decisions.
- Faculty inquired about the admissions process into the GPP. Williams Knight stated that agents accept applications, but Western decides whether to admit students to the GPP. Faculty noted that GPP participants only require a 2.5 GPA to matriculate into both undergraduate and graduate programs, but that the regular
admission standard for Western’s graduate programs is a 3.0 GPA. Faculty questioned how many GPP participants are expected to meet the 2.5 GPA standard, but fall below the regular 3.0 GPA standard for graduate programs. Williams Knight stated that Study Group does not have that data.

- Faculty inquired about the role of agents in the process of recruiting students including what their knowledge of higher education and academic programming is and what sort of training is provided to them. Williams Knight asserted that the education agents are experts in identifying the value proposition of a university and matching it to an international student and that they are provided training in university pathway programs, ethics, and how to help students choose an appropriate university. Williams Knight added that all agents have an annual contract with Study Group, which will be terminated if they are found to have engaged in any ethical violations.

- Williams Knight asserted that Western’s Admissions decides how to calculate GPAs for transcripts from countries that do not have GPAs and that agents can help potential GPP participants determine whether they will meet Western’s admissions standards. Williams Knight added that agents do not fill out admissions documents for students: they inform students about which documents they need to fill out, collect them, package them, and, if approved by Study Group, submit applications to Western.

- Faculty inquired whether Western could change the admission standard for GPP students articulated in Attachment E of the Study Group contract. Williams Knight asserted that pathway programs better prepare international students for academic success and stated that the pathway is created to prepare international students who do not meet entry criteria, therefore it is counterintuitive to require these students to meet regular entry standards.

- Williams Knight stated that at least ten universities in Study Group’s network have graduate programs and offered to provide faculty with data on the number of pre-master students.

- Faculty inquired about GPP participant expectations regarding entry into programs that are experiencing access issues due to high demand. Williams Knight suggested that departments promote their programs to GPP participants and stated that Study Group provides details about Western’s academic programs on its webpage.

- When asked what is meant by the term “acculturate”, Williams Knight provided examples of the type of information provided to GPP participants regarding acculturation including the value of discourse in US higher education and what is considered plagiarism. Williams Knight stated that Study Group provides wraparound student support to help GPP participants feel comfortable on campus.

- A faculty member expressed discomfort with the terms “agents” and “clients,” stating that the language appears to commodify students. Williams Knight stated that agents diversify the information they provide to students and that market data does not drive which universities agents recommend to students.

- Faculty expressed concern that the GPP participants are primarily interested in only a few of Western’s programs. Williams Knight stated that Study Group does not create new markets. Concern was raised that GPP participants will not be able to get into the programs that they want, particularly those that are already experiencing access issues due to high demand. Williams Knight emphasized that GPP participants are Western students, not Study Group students. Provost Brent Carbjal suggested that Faculty Senate invite Williams Knight back to a future meeting to provide an update on recruitment for the GPP.

- A faculty member expressed concern that the GPP allows students with a level 4 in Intensive English Program (IEP) to take credit bearing courses, stating that if it were possible for students to successfully take credit-bearing courses at level 4, than it would already be happening. Carbajal stated that Western has not had a dialogue on this possibility before now and that IEP was focused on a different target market. Carbajal added that Study Group is focused on recruiting students for the GPP.

Senators adjourned at 6:02 pm.
## FACULTY SENATE – ROSTER 2017-18

<table>
<thead>
<tr>
<th>Senators</th>
<th>Ex Officio attendees</th>
<th>Other regular required attendees</th>
<th>Guests</th>
<th>Senators present</th>
<th>Ex Officio</th>
<th>Other regular required attendees</th>
<th>Guests</th>
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<td>1 Allison Giffen, Senate President</td>
<td>At Lg – English</td>
<td>P 31 Sabah Randhawa, University President NV P</td>
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<td>P 32 Brent Carabajal, Provost NV P</td>
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<td>3 Jeff Young, Secretary</td>
<td>A ~ Biology</td>
<td>P 33 Roger Anderson, FLR 2017-19 (voting) P</td>
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<td>4 John Lund, A&amp;E Officer</td>
<td>D ~ Engineering &amp; Design</td>
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<td>6 Colin Amos</td>
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<td>7 Regina Barber DeGraaff</td>
<td>A ~ Physics &amp; Astronomy</td>
<td>P 37 Kylee Swift, Recorder NV P</td>
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<td>8 Brian Bowe</td>
<td>C ~ Journalism</td>
<td>P 38 Babafemi Akinrinade, Fairhaven P</td>
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<td>9 Patrick Buckley</td>
<td>G ~ Environmental Studies</td>
<td>P 39 Maggie Barklind, EE Sr. Dir Admin Stcs P</td>
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<td>10 Devyani Chandran</td>
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<td>P 40 Dean Hagin, Assistant Director of INTL programs/ Director of AUAP programs P</td>
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<td>11 Kristin Denham</td>
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<td>14 Holly Folk</td>
<td>C ~ Liberal Studies</td>
<td>P 44 Emily Williams Knight, Managing Dir of North America Study Group P</td>
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<td>15 Hugo Garcia</td>
<td>C ~ Modern &amp; Classical Lang</td>
<td>P 45 Maggie Burnett, Intensive English Program P</td>
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<td>P 46 Paul Mart, Intensive English Program P</td>
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<td>17 Stella Hua</td>
<td>E ~ Decision Science</td>
<td>P 47 Marc Geisler, Associate Dean of CHSS P</td>
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<td>19 Milica Jelaca Jovanovic</td>
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<td>21 John McLaughlin</td>
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<td>22 Cheiron McMihill</td>
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<td>P 49 Scott Linneman, Director of Honors Program P</td>
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<td>23 Amanda Murphy</td>
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<td>24 Jenny Oleen</td>
<td>I ~ Libraries</td>
<td>P 50 Alex LaVallee, AS VP for Business &amp; Ops P</td>
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<td>28 Hillary Schwandt</td>
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**TOTAL ATTENDEES**: 44
Study Group Overview

Emily Williams Knight, Ed.D.
Managing Director, Higher Education North America
AGENDA

Introduction and Overview of Study Group

SG Higher Education North America

SG-HENA Educational Approach and Student Outcomes

Western Washington University Pathway

Q&A with Managing Director
What Does Study Group Do?
Provide Best-in-Class Pathway Services to University Partners

- Promote university brands internationally and recruit international students providing a 5-star concierge-style experience
- Prepare universities for increased international student population and needs for campus services
- Provide newly arrived international students with additional services in English language, acculturation, and general support to acclimate them to the university campus
- Produce a well-prepared international student to matriculate and successfully complete their degree
What is a Pathway Program?
The International Study Center

International Study Center Pathway

- Campus-based sheltered environment to welcome International students and acclimate them to the university, strengthen their English and study skills, and prepare them for academic success.
- First two to three quarters are augmented to include these courses in addition to undergraduate or graduate coursework in order to immediately apply learnings in relevant classroom context. All courses are taught by university faculty.
Study Group’s Global Network of University Partners
The World’s Leader in Higher Education Pathway Programs

More than **50** worldwide University partners

Number **1** Largest UK & European and US & Canadian pathway provider

Top **2** provider in Australia & New Zealand

5
Our Growing Family of North American University Partners
Largest Pathway Portfolio of Universities in North America /// Providing “A Seat for Every Student”
Study Group Higher Education North America
2017 Growth and 2018 International Student Outlook

2017 Nationally a Challenging Year
Aggregate decline in undergraduate and graduate international enrollments of 3.75%*

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<th>All Fields</th>
<th>2016</th>
<th>2017</th>
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<td>Undergraduate</td>
<td>450,850</td>
<td>440,720</td>
<td>-2.2%</td>
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<tr>
<td>Graduate</td>
<td>389,310</td>
<td>367,920</td>
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<th>2016</th>
<th>2017</th>
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<td>Undergraduate</td>
<td>176,570</td>
<td>176,930</td>
<td>0.2%</td>
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<td>Graduate</td>
<td>244,040</td>
<td>229,310</td>
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<th>2016</th>
<th>2017</th>
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<td>Undergraduate</td>
<td>274,280</td>
<td>263,790</td>
<td>-3.8%</td>
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<tr>
<td>Graduate</td>
<td>145,270</td>
<td>138,610</td>
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2017 a Growth Year for Study Group Higher Ed North America
– SG Higher Education North America enrollments increased 4% (Global Study Group increase of 15%)
– 6 New University Partners in North America
– 90%+ completion and matriculation

2018 International Student Outlook
– International enrollments to the U.S. are expected to continue to decline with uncertainty and political narrative as key drivers. Differentiation in the markets and a clear value proposition will be critical to attracting students
– Students seek institutions with strong outcomes that prepare them for a successful global career

*Inside Higher Ed, International Student Numbers Decline, Elizabeth Redden, 22 January 2018
SG-HENA Educational Approach and Student Outcomes

Introduction and Overview of Study Group

SG Higher Education North America

SG and Western Washington IEP and Pathway

Q&A with Managing Director
Successful Outcomes
Preparation Yields Strong Excelling Students

99% Completion
95% Progression
96% Matriculation

Spring 2017 Aggregate Higher Education North America

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<th>University</th>
<th>Undergraduate Completion and Matriculation</th>
<th>Graduate Completion and Matriculation</th>
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<tbody>
<tr>
<td>University of Vermont</td>
<td>91.3% 96.9%</td>
<td>100% N/A Program started 2017</td>
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<tr>
<td>James Madison University</td>
<td>98.0% 98.7%</td>
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<tr>
<td>Royal Roads University</td>
<td>98.5% 100%</td>
<td>98.5% 100%</td>
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<tr>
<td>Roosevelt University</td>
<td>100% 87.5%</td>
<td>100% N/A Program started 2017</td>
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Case Study
University of Vermont

Improved international student enrollment and outcomes through flexible partnership model

Study Group and the University of Vermont (UVe) began working together in 2003 to support the international student cohort through the Global Gateway Program.

GOALS: This collaboration, wherein UVe retained ownership of all aspects of the academic experience.

RESULT: Study Group’s Global partnership model made it possible for UVe to manage the academic component of the international pathway while Study Group continues to provide enrollment and student support services. This combination of forces has proven successful to be successful, yielding strong partnership outcomes.

I cannot stress enough how much work the recruitment process is. Getting students from around the world excited about coming to UVe will be a focus of Study Group’s efforts, which has a strong reputation for academic rigor and a great reputation.”

—MURRAY MILES, DIRECTOR OF GLOBAL ENROLLMENT MANAGEMENT

Study Group has an outstanding reputation of partnering with higher education institutions here and abroad to help universities recruit international students based on quality and integrity.”

—KIRK SHEPARD, PRESIDENT THE UNIVERSITY OF VERMONT

In Fall 2016, 99% of Global Gateway Program graduates continued their studies at their chosen degree at UVe.

23 Graduates
In 2017, the first cohort of Global Gateway students graduated from the University. 5 of them a year early!

200+ clubs and organizations, with many that focus on internationalization and diversity.

6.2% Total international student population

+53% Total international student enrollment increased by between 2015 and 2016

98% matriculation

6.2% students of whom graduated early* +53% average GPA: higher average GPA than direct entry international students and domestic students of same cohort

Achieving an average cumulative GPA of 3.0

The retention rate after successfully completing GGP is 94-95% (Compared to the university average retention rate of 86%).

2017 GRADUATES
Our first graduating cohort:

23 students*
5 graduated early* + 53% between 2015 and 2016

9 majors across 4 colleges

3.19 Average GPA:

2017 STUDENT STATISTICS
There are 372 undergraduate international students studying at UVe who started in the Global Gateway Program.

Between them, they are:

50 majors in all 7 colleges

Achieving an average cumulative GPA of

94-95%
Case Study
James Madison University

Welcoming international students to the all-American university experience

Study Group and James Madison University (JMU) began their partnership in 2009 to increase international student enrollment. That Fall, the International Study Center (ISC) opened as English-only training for a few students, and a year later expanded into the ISC that exists today.

GOAL: To increase the diversity on the JMU campus and fully prepare the university to welcome international students.

RESULT: Through the 5-year relationship, Study Group and JMU have strengthened their relationship, resulting in one of the most established and successful ISC’s in the US, both academically and culturally. Through the preparation of all departments to meet the needs of international students, the ISC collaborates with JMU, providing a smooth transition into their JMU academic experience.

“Three years ago, I did not think I would be able to work in the USA. Today, I feel comfortable working and living here knowing that Study Group is here to help me if I need it. I am really happy to be here. If Study Group was not here, it would be harder for students like me.”

Rojin Mohamed, Global Studies major

“Study Group is very helpful. I was so excited to come to this university and to study in the United States. I am so glad to have this opportunity.”

Ali Al-Raddadi, Engineering major

“Study Group has been very helpful in this process. They have made me feel welcome and have helped me with all the paperwork.”

Samantha Patel, Chemistry major

“The support from Study Group has been amazing. They have helped me with everything, from finding a place to stay to understanding the American culture.”

Nabil Elhamed, Psychology major

Of the approximately 600 international students now on campus, 4.3% are enrolled in the program, 76% have progressed into the university undergraduate program, and 90% were admitted directly to the university.

TOP 10% for international student value (U.S. News & World Report, 2017)

“Study Group has helped me improve my English skills and get familiar with American culture. I am grateful for everything they have done for me.”

Samantha Patel, Chemistry major

“Study Group has been very helpful in this process. They have made me feel welcome and have helped me with all the paperwork.”

Nabil Elhamed, Psychology major

“The support from Study Group has been amazing. They have helped me with everything, from finding a place to stay to understanding the American culture.”

Samantha Patel, Chemistry major

“The International Study Center courses are designed especially for international students, such as a class in research skills and ethics on American culture. These have actually helped me in my country to further my research projects and presentations.”

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Rojin Mohamed, Global Studies major

438 students have gone through the ISC at JMU since 2009, 66 have already graduated from JMU as of 2017.
discover tomorrow together

Join a collaborative community and prepare to change the future.
Pathway Program /// International Year and Pre-Master’s Program
Students study English, Acculturation, and Degree Courses
with intent to pursue a degree

IEP Level 1  IEP Level 2  IEP Level 3  IEP Level 4  IEP Level 5  IEP Level 6

3 Term Pathway  2 Term Pathway  1 Term Pathway

Transition Point /// Students may move from IEP to Pathway
upon successful completion of Level 4

Intensive English Program /// Students study English only – no plans to seek degree

- Study Group and Western Washington Staff collaboration to ensure student success
- Western Washington Faculty teaching courses and own all curriculum
- Enhanced Professional and Curriculum Development Resources available to Western Washington Faculty and Staff
Questions?