KEY FINDINGS REPORT ON INTERNATIONALIZATION
AT WESTERN WASHINGTON UNIVERSITY

Compiled by
The ACE Internationalization Council

Presented to the University Provost in December 2014

1 The Internationalization Council was created as part of Western’s participation in the American Council on
Education’s Internationalization Laboratory from September 2013 - June 2015.
### KEY FINDINGS REPORT ON INTERNATIONALIZATION AT WWU

#### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>5</td>
</tr>
<tr>
<td>Key to Western Washington University Acronyms</td>
<td>7</td>
</tr>
<tr>
<td>Introduction</td>
<td>9</td>
</tr>
<tr>
<td>White Paper on Internationalization 2010</td>
<td>9</td>
</tr>
<tr>
<td>Current Initiatives</td>
<td>9</td>
</tr>
<tr>
<td>Key Findings History</td>
<td>11</td>
</tr>
<tr>
<td>1. International Structure and Support</td>
<td>12</td>
</tr>
<tr>
<td>Mission, Goals, Vision</td>
<td>12</td>
</tr>
<tr>
<td>Strategy</td>
<td>12</td>
</tr>
<tr>
<td>Structures, Policies and Practices</td>
<td>13</td>
</tr>
<tr>
<td>2. Internationalization at Home</td>
<td>23</td>
</tr>
<tr>
<td>Students</td>
<td>23</td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td>29</td>
</tr>
<tr>
<td>Curriculum</td>
<td>31</td>
</tr>
<tr>
<td>Co-Curriculum</td>
<td>33</td>
</tr>
<tr>
<td>Local, State and Broader Environments</td>
<td>37</td>
</tr>
<tr>
<td>3. Internationalization Abroad</td>
<td>42</td>
</tr>
<tr>
<td>Engagement Abroad</td>
<td>42</td>
</tr>
<tr>
<td>Education Abroad</td>
<td>45</td>
</tr>
<tr>
<td>4. Key Findings Conclusions</td>
<td>48</td>
</tr>
<tr>
<td>5. Participating Faculty, Staff and Students</td>
<td>49</td>
</tr>
<tr>
<td>Figures and Table</td>
<td></td>
</tr>
<tr>
<td>Figure 1: University Organization</td>
<td>14</td>
</tr>
<tr>
<td>Figure 2: Extended Education Organizational Chart</td>
<td>17</td>
</tr>
<tr>
<td>Table 1: WA State Community Colleges’ International Populations</td>
<td>25</td>
</tr>
<tr>
<td>Figure 3: Number of International Transfer Students at Western</td>
<td>26</td>
</tr>
<tr>
<td>Figure 4: Source Institutions of International Transfer Students</td>
<td>26</td>
</tr>
<tr>
<td>Figure 5: Number of International Students at WWU since 2001</td>
<td>27</td>
</tr>
<tr>
<td>Figure 6: Average Share of Types of International Students</td>
<td>27</td>
</tr>
<tr>
<td>Figure 7: Summary of Origins of International Students</td>
<td>28</td>
</tr>
<tr>
<td>Figure 8: Fields of Study Selected by International Students</td>
<td>28</td>
</tr>
<tr>
<td>Figure 9: Number of Western Faculty on HB-1 and J-1 Visas</td>
<td>29</td>
</tr>
</tbody>
</table>
How International is Western?

1. Faculty and Students Quick Facts
2. Education Abroad Quick Facts
3. Institutional Partnerships Quick Facts
4. Campus and Community Quick Facts
5. Curriculum and Co-Curriculum Quick Facts
6. Quick Facts Synopsis

Appendices

1. Recommendations from the White Paper on Internationalization 2010
2. Buchanan Towers I-Board Events
3. Residence Life International Programming
4. Good Will Template for International Partnerships
5. Exchange Template for International Partnerships
6. Advancement Template for International Partnerships
7. Strategic Template for International Partnerships
8. Model Flow Chart for International Partnership Approvals
9. Process Analysis for International Partnerships
10. Model Request for Partnership Agreement
11. Study Abroad Data
12. IPE Program Costs
EXECUTIVE SUMMARY

Universities must globally engage if they are to remain relevant. Since a White Paper on Internationalization was written in 2010, Western has indeed made some progress toward concretizing several of the recommendations made in that report. However, Western still has much progress to make if it hopes to fulfill its mission of graduating international leaders. In 2013, a university task force, the Internationalization Council, was formed in conjunction with the American Council on Education to review Western’s internationalization efforts and to create an Action Plan.

The task force’s research shows that current internationalization efforts at Western are fragmented. Although there are numerous internationally-focused initiatives on campus, they are uncoordinated and therefore difficult to recognize, to assess and to reward. There is no coherent funding structure for internationalization and no sizable investments are being made to encourage academic departments to be more active in internationalization efforts.

The Internationalization Council’s Key Findings report finds that:

1. International initiatives on campus would benefit from a coordinated approach to all internationalization efforts, including the appointment of a central office to oversee related policies, procedures, and partnerships.
2. Western would benefit from the creation of assessment measures that effectively reward academic units’ engagement in internationalization efforts, including, but not limited to: the GUR program, major and minor programs, hiring policies, tenure and promotion, international partnerships, and intercultural development.
3. A coordinated approach to internationalizing the curriculum, in conjunction with recommendations made by the One World team, could be the cornerstone of our commitment to graduating globally-astute citizens.
4. Western attracts far fewer international students and scholars than other higher education institutions in Washington State, limiting our capacity to “[b]ring the world to Washington and Washington to the world.” Increasing that population would benefit all aspects of the university and provide opportunities for intercultural development at all levels.
5. A number of organizations, institutions, populations and associations in our community and region have global mandates. Western would benefit by partnering with them to build meaningful international connections.
6. Finally, all-university initiatives such as the President’s Taskforce on Equity, Inclusion and Diversity, Internationalization, and Western’s Sustainability initiatives, would also profit from working together toward the goal of graduating 21st century citizens.
Key to Western Washington University Acronyms

AS = Associated Students (student government)
ACC = Academic Coordinating Commission
ACGM = Comparative Gender and Multicultural Studies Gen Ed category
AUAP = Asia University in America Program
BPRI = Border Policy Research Institute
Can-Am = Canadian-American Studies
CHSS = College of Humanities and Social Sciences
CIB = Center for International Business
CIS = the Center for International Studies
CUP = Council on University Programs (curricular body for all-university programs)
EE = Extended Education
ESC = Ethnic Student Center
FTE = Full-Time Employee (faculty)
GUR = General University Requirement (Gen Ed)
IEP = Intensive English Program in Extended Education
INTL = International Studies course rubric
IPAC = International Programs Advisory Committee
IPE = International Programs and Exchanges (Education Abroad)
ISCC = International Studies Curriculum Committee
ISSS = International Student and Scholar Services
LCP = Language and Culture Programs in Extended Education
NTT = Non-Tenure-Track faculty
RASC = Recruitment Admissions Support Committee
WP = Writing Proficiency requirement for graduation
WPI = the White Paper on Internationalization 2010
INTRODUCTION

White Paper on Internationalization 2010

In 2009 the University Provost initiated a white paper process that was directed by the Center for International Studies (CIS) and that included faculty, staff and students from across the campus. The team spent nearly an academic year analyzing the status of internationalization at Western and writing the White Paper. Part of that process included university-wide forums where the team garnered comments from more than 200 faculty, students, staff and deans. The resulting White Paper was presented to the University in April 2010 and is still available on the Provost’s website.

The White Paper makes a case for the growing need for internationalization in U.S. higher education and traces the history of international efforts at Western from the creation of a Foreign Study Office in the 1970s to the establishment of CIS in 1994 and finally to the application for a Title VI grant in 2009. The White Paper acknowledges both the accomplishments and the challenges that Western faces with regard to internationalization, formulating 27 recommendations (Appendix 1).

Current Initiatives

The White Paper’s (WPI) recommendations remain far-reaching and wide-ranging, potentially impacting the university at all levels. They recognize that international education is not an ‘add on’ but an integrated part of a university’s mission and values. In today’s jargon, ‘comprehensive internationalization’ is increasingly the goal of universities that must globally engage if they are to remain relevant, as President Bruce Shepard acknowledged in the Six Questions conversations that took place in 2013 and which he reaffirmed in his Convocation remarks in fall 2014. Since 2010, Western has indeed made some progress toward concretizing several of the WPI’s recommendations, but, as the present report confirms, it still has much progress to make if it hopes to fulfill its mission of graduating international leaders.

The work currently underway is being accomplished by carrying forward the White Paper’s recommendation for closer collaboration between CIS and faculty, staff and students across the university. It is also being accomplished by the One World Curriculum team, a faculty task force formed in fall 2012 by the Provost with a three-year mandate. One World’s goal is to propose a model for coordinating Western’s internationally-focused curricula and to help implement that model. One World made its recommendations to the Provost in spring 2014 and will reiterate those recommendations to the Faculty Senate in fall 2014 in anticipation of campus-wide discussions. In addition, Western was invited to join the American Council on Education’s Internationalization Laboratory in fall 2013. As a
result, an Internationalization Council was appointed to review Western’s international components and to create an Action Plan for internationalization that builds on the WPI by contextualizing Western within national trends and that incorporates One World’s recommendations for the curriculum. The collaboration between One World and the Internationalization Council paves the way for the permanent ‘International Initiatives Council’ that the WPI recommended in 2010. Here are other steps that have already been taken or are currently underway at Western in support of coordinating the university’s internationalization efforts:

1. A working group on International Partnerships made recommendations regarding Western’s international partnerships to the Internationalization Council in spring 2014. Their recommendations are included in this report.

2. CIS, Business and Financial Affairs, and the Contracts Office have agreed on a set of Memoranda of Understanding templates for the management of future partnerships with institutions abroad (Appendices 4-7). A streamlined protocol for routing such MOUs has also been created. The MOU templates reside in CIS.

3. An external review of International Programs and Exchanges (IPE) was undertaken in fall 2012. After that review, the office was divided into 2 separate but related services: IPE now administers the education abroad office while a new office, International Student and Scholar Services (ISSS), and a full-time international student advisor, expand Western’s capacity to support international students on campus.

4. Western’s Intensive English Program and the Asia University American Program (AUAP) have moved to Extended Education (EE). After an external review was conducted of those programs, their administration, curriculum and staffing have been updated. Their goals are to gain national accreditation and to attract more qualified students who might graduate from the program then transfer to Western as degree-seeking students.

5. The Admissions Office, ISSS and EE are coordinating outreach to the regional community colleges to attract more international transfer students. Students with a B average in composition courses no longer need to resubmit an English proficiency score. New outreach media have been created and a dozen articulation agreements are now in place.

6. International applicants to Western can now apply for any academic quarter rather than only fall quarter, which was the case until 2013. Undergraduate and graduate applicants can now demonstrate English proficiency using both the TOEFL and the IELT tests.

7. CIS, ISSS and Enrollment and Student Services are working on a recruitment plan for increasing the number of international students at Western in a deliberate and careful manner.

8. Residence Life has made international programming a core feature of its services.

9. CIS, Human Resources, and Risk Management have created a policy and procedure to assist academic units who host international faculty, artists and researchers with
the J-1 process. This policy also streamlines the internal process for hosting international visitors.

10. The transcripts of students who study abroad now include the names of the study-abroad program and country where the student studied.

11. Funding from the Enrollment fee, University Residences, and Associated Students is supporting the ISSS office.

12. The Provost’s Office has provided funding for: (1) the international student advisor’s salary through AY17, (2) space refurbishment in Miller Hall to accommodate ISSS, (3) faculty workshops on internationalizing the curriculum in AY14/15, (4) a 50% faculty buyout to hire a Global Learning programs director, (5) increased program support in CIS, (6) travel to international partner institutions, (7) the licensing fee and maintenance of TerraDotta software for study-abroad application processing and a Travel Registry for faculty, (8) and one additional section of INTL 201 annually.

Key Findings History

As already noted, the Internationalization Council was created in fall 2013 after Western was invited to join a cohort of 11 U.S. universities participating in the American Council on Education’s (ACE) Internationalization Laboratory. Western’s Internationalization Council includes 13 faculty, staff and academic leaders from across campus. The goal of the 15-month laboratory is to provide “institutions with customized guidance and insight as they review their internationalization goals and develop strategic plans.” In AY 2013-2014, the Council conducted a comprehensive review of Western’s international components, services, and policies. They interviewed numerous individuals, collected data from many diverse sources, and compared what they learned about Western with national data from ACE’s Mapping Internationalization on U.S. Campuses: 2012 Edition and with the Open Doors Report on International Educational Exchange 2013. In spring quarter 2014, based on the data they had compiled, the Council created a series of How International is Western? Quick Facts sheets that were disseminated via Western Today and are available on the CIS website. The current report serves to contextualize those facts and to narrate the results of their investigation. It also updates the WPI with more current and more comparative data. In AY 2014-2015, the Internationalization Council will use its findings, One World's curricular recommendations, and the commentary provided by the university community to create an Action Plan for Internationalization at Western.

This report is divided into 3 broad sections, each of which is subdivided into the subject areas that formed the review:

1. Internationalization Structure and Support,
2. Internationalization at Home, and
3. Internationalization Abroad.
1. INTERNATIONALIZATION STRUCTURE AND SUPPORT

MISSION, GOALS, VISION

While Western’s mission statement and strategic goals indicate that Western should be an international leader in “active learning, critical thinking and societal problem solving” that responds to an “ever-changing world” by “[b]ringing the world to Washington and Washington to the world,” there is no university-wide goal or plan at Western that defines or supports global engagement. Instead, many independent programs, services, students and faculty across campus are globally engaged. This is not unusual, since, according to ACE, only 50% of higher education institutions included some aspect of internationalization in their mission statement and/or strategic goals in 2012.¹ At Western, this means that numerous worthy activities and accomplishments are taking place on campus but they are not directly related to specific university goals or assessed as such. One result is that they receive little support and their participants feel unrewarded for that commitment.

STRATEGY

As part of Western’s seven year accreditation cycle for NWCCU, the regional accreditor, “Core Themes” and “Indicators of Achievement” are established and tracked for each objective for the core themes. Core themes are drawn from the Strategic Plan. They are as follows:

Core Theme 1: Serve the State of Washington by Expanding Student Access
Core Theme 2: Foster Student Success
Core Theme 3: Strengthen Communities Beyond the Campus

For Core Theme 3, Objective 3a concerns internationalization:

- Students develop respect for and integrate diverse perspectives of others.

Indicators that might be used to measure this objective:

- Number of Western students participating in study abroad programs.
- Number of international students and non-resident students attending Western.
- NSSE indicators for “Understanding people of other racial and ethnic backgrounds,” and “Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds.”

The Mapping Internationalization on U. S. Campuses report for 2012, while recognizing the importance of recruiting more international students to U.S. colleges and universities and

engaging more U.S. students in education abroad experiences, nonetheless contends that these activities should be “seen as a means to achieving the broader learning-focused goals of internationalization, rather than as ends in themselves.”

**STRUCTURES, POLICIES AND PRACTICES**

**Organizational Structure**

It is important to begin by stating that the internationalization of a campus, if done well, requires a multi-faceted approach that considers (1) the experiential offerings available to students, (2) how international outcomes are integrated into the curriculum, (3) the strategic interests the institution has in forming partnerships that expand global knowledge, (4) how recruitment and admissions strategies can be improved to attract more international students and to attract them to majors where we can fill gaps, and (5) the business practices and offerings of any self-sustaining operations. All five of these components are critical in such a comprehensive approach. They don’t necessarily involve all of the same people or are of the same interest to the same people but without some central oversight they result in limited progress.

Since the release of the 2010 WPI, a new Executive Director for the Center for International Studies has been hired and the Intensive English Program (IEP) has moved to Extended Education to break internationalization support into more manageable pieces and to position IEP for re-constitution, drawing on the experience and expertise of the Vice Provost for Extended Education to rebuild the program and seek accreditation for the program in the future. Along with this move, East Asian Studies’ reporting also moved to the Dean of CHSS with no reporting line to CIS. While more manageable, these changes have created a structure in which two areas (CIS and EE) are leading processes that often overlap and it is even more de-centralized than before.

Currently at Western, there is no one person or office that has primary responsibility for internationalization as it is described above, though there have been other periods in Western’s history when a more centralized model was in place. As illustrated in the organizational diagram below, the current structure is quite decentralized with various areas (Center for International Studies, Extended Education Language and Culture Programs, Center for Canadian American Studies, and the Border Policy Research Institute, among others) having responsibility for certain components of internationalization efforts. In addition, the College of Humanities and Social Sciences has a program of East Asian Studies and offers language majors in Modern and Classical Languages. This scenario does not account for recruitment efforts and other support services that are provided outside of the division of Academic Affairs.

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2 Mapping Internationalization on U.S. Campuses, p. 20.
Center for International Studies
As stated in their mission statement, “the Center for International Studies serves Washington State by providing internationally-focused educational experiences that prepare students to be global citizens and by supporting faculty and staff who are engaged inter-culturally.

To that end:
- CIS works with academic programs to integrate global perspectives into the curriculum via cross-listings, new offerings, the GUR requirements, and the International Studies minor;
- CIS collaborates with international partners to diversify the campus community and to connect with institutions and individuals in other parts of the world;
• CIS recruits and advises international students who contribute new insights, talents, and experiences to the larger Western community;
• CIS endorses faculty efforts to conduct research and to teach in other cultures so that they might integrate those experiences into their professional life at Western;
• CIS advises students who participate in education abroad through faculty-led programs, service-learning or internship opportunities, approved study programs, and exchanges.
• CIS works with campus partners to coordinate and to streamline the mechanisms that make international experiences part of a Western degree.”

**International Programs and Exchanges (IPE)**’s primary functions are to assist students with study abroad requests; prepare students through orientation and other support programs for travel abroad; work with faculty to develop Global Learning programs and partner with EE around the marketing components of such programs; prepare faculty for issues of risk/liability when going abroad; and provide faculty with information on Western’s international exchange partnerships and faculty development opportunities abroad.

**International Student and Scholar Services (ISSS)**’ primary functions are to support international students and scholars who come to study or work at Western. Staff provide assistance with immigration issues and documents; conduct orientation and support services for matriculated international students (undergraduate and graduate); assist students and scholars with practical matters (e.g. health, safety, housing, transportation, family, learning about the local area), as well as cultural and social adjustments to life that come with being in another country. ISSS staff host events and activities to build connections on campus and collaborate with IPE staff to offer the International Buddy Program, a student-initiated, student-run program designed to help international students transition to Western.

**Center for Canadian-American Studies & Border Policy Research Institute**
Canadian-American (Can-Am) Studies is an academic program like East Asian Studies and offers both a major and a minor. In addition, the Center for Can-Am Studies organizes seminars and symposia on cross-border issues of interest to both nations, promotes research on Canadian topics in the social sciences and humanities, and offers extensive outreach to K-12 educators to assist in developing curriculum across the country, as well as to business and the local community on issues of importance to the region. For ten years, the Center has also had a partnership with Quebec and brings visiting scholars to Western for one quarter to engage in classroom teaching and conduct guest lectures and colloquium type events both on and off campus.

As stated in its mission, the Border Policy Research Institute was created as “a multi-disciplinary institute that undertakes research that informs policy-makers on matters related to the Canada – U.S. border. Priority focus areas are trade and transportation,

15
economics, environment, immigration, and border security. The University established the BPRI to further a mission of promoting research, academic programs, and public programming on critical policy issues affecting the Pacific Northwest. The BPRI works closely with cognate programs at the University and collaborates with many public and private entities within the Pacific Northwest.” BPRI is the only institute of this nature on the U.S.-Canadian border. Its students are heavily engaged in research as their participation is required as part of grants the BPRI receives.

**Extended Education**

Through its Language and Culture Programs, EE offers a variety of programs in support of internationalization efforts. Individuals can participate in Global Discovery community *travel trips*; students can complete a certificate program Teaching English to Speakers of Other Languages (TESOL) or participate in a Faculty-led Global Learning program; and Western employees can take language program classes, which are underwritten by the institution and facilitated by upper division students in the Department of Modern and Classical Languages.

The Asia University America Program is an English language and cultural orientation program for students from Asia University of Tokyo, Japan. Since the late 1970's, these two institutions have partnered around student and faculty exchanges, international educational programming, summer English language institutes, and large-scale study abroad experiences for Asia University students. In 1988, the Asia University America Program (AUAP) Consortium was formed to expand a successful pilot English language and cultural orientation program. Since that time, more than 10,000 Japanese students have come to the Pacific Northwest as part of the AUAP, with 40% of those students coming specifically to Western.

The Intensive English Program provides opportunities for international students to learn English as a second language. Placement in the curriculum is based on their ability level as assessed at the beginning of each quarter. All students register for at least 25 hours of instruction per week and take a combination of core classes and English support classes. Core classes focus on reading, writing, grammar and listening/speaking.

*Figure 2* Extended Education Organizational Chart
Organizational Structure and Reporting Lines

The current structure is described as being operationally inefficient and fragile in nature, yet successful not due to organizational design but due to the relationships and shared commitment to internationalization that staff in the various areas possess. As an example, Global Learning (faculty-led study abroad) programs involve management and coordination between two programs, IPE and EE, and requires that faculty work with both offices to address the various components of their study or service-learning program. IPE works with faculty to develop the initial proposal for a Global Learning experience. If approved, EE then markets the program and then turns the program back over to IPE to address issues with contracts, vendors, pre-departure, faculty preparation for risk/liability, etc. This process involves extensive communication between the two offices and requires faculty to work with different offices to accomplish the pre-planning for these experiences. Staff have been collaborating to create clearer policies and procedures (e.g. visiting scholars), to streamline processes, and to be more transparent to departments about what possibilities as well as restrictions exist. Staff are also working more with Human Resources in regards to simplifying and codifying access issues (e.g. library use, keys) for visiting scholars. In addition, it was noted that Western has no advisory board pertaining to internationalization efforts.

Experience shows that schools with a strong international profile have a strong and centralized process for international efforts (e.g. Portland State University’s international organizational chart). If Western is truly committed to gaining traction and growing internationalization efforts, a review of the current structure would suggest that these efforts need to once again be centralized and that a Vice Provost for International Efforts (or some other executive level appointment) be established.
**Center for International Studies:** The Executive Director reports to the Associate Vice President for Academic Affairs, a change made in AY2013/14 when a newly appointed Provost/Vice President for Academic Affairs re-structured his office and added a new position.

IPE: The Director reports to the Executive Director of CIS. Additional staff includes three program coordinators, and IPE Peer advisors. At current staffing levels consisting of one director, a program coordinator and two advisors, it is difficult to effectively manage the current number of direct student contacts despite the assistance provided by peer advisors; with growth this impact will place an even greater strain on the office. IPE staff are also working closely with the Global Learning Programs staff in Extended Education. In addition, it should be noted that while the number of students going abroad has not changed significantly, their programming choices have changed. Western’s current international opportunities include Global Learning faculty-led programs, direct/reciprocal exchanges, international internships, and study abroad programs (either with a recognized program/institution or arranged independently by the student).

ISSS: The Director reports to the Executive Director of CIS. The Director is supported by one full-time International Student Advisor and some student assistance. Increased programming and support will become necessary as the number of international students increases.

Extended Education’s Language and Culture programs includes both the Intensive English Program and the Asia University America Program. The Director of Language and Culture Programs/Intensive English Program reports to the Vice Provost for Extended Education. He is supported by an assistant director for Contracted International Partnerships/Director of Asia University America Program and a support staff member. Other AUAP staff include a curriculum coordinator, a student services coordinator/bilingual assistant, a student services assistant, an office assistant, instructors, and six international peer advisors. In addition, Western’s Global Learning Programs are supported by three staff in Extended Education’s Summer Programs office. Extended Education staff also provide support for TESOL offerings through the Woodring College of Education, assist with Global Discovery trips, and manage registration for Western’s Employee Language program.

Canadian-American Studies staff includes a director, who reports to the Associate Vice President for Academic Affairs in the Provost’s office, a program manager and an education/curriculum specialist.

The Border Policy Research Institute, also overseen by the Director of Canadian-American Studies, is supported by an Associate Director and a host of visiting fellows. The Institute currently reports to the Provost’s office but for a period of time reported to the Dean of the Graduate School. The change to the current reporting structure is seen as a positive one, especially given the AVP’s focus on and support for inter-disciplinary programs.
In general, respondents indicated that the current reporting structures work because those in the various roles are making it work but, as stated earlier, if Western is to grow its internationalization efforts, more coordination and a centralized leadership structure and reporting lines will be needed.

**Governance Structures**

There are three main governance structures that support internationalization issues: The International Programs Advisory Committee (IPAC), the International Studies Curriculum Committee (ISCC), and the Recruitment Admissions Support Committee (RASC). The charge of each committee, as outlined on the [Faculty Senate website](https://www.facultysenate.western.edu), is contained below.

**IPAC**

Charge: IPAC shall have responsibility for non-curriculum dimensions of study abroad and faculty led courses and programs offered outside of the United States. Departments and college curriculum committees are responsible for the academic oversight of these courses.

IPAC is specifically focused on the logistics, promotion and recruitment for these courses or programs.

1. To recommend to ACC guidelines for proposing and evaluating study abroad and faculty led courses and programs to be offered outside the United States. Guidelines should also address the question of inter-institutional standards.
2. To recommend and evaluate proposals from all Colleges of Western for study abroad and faculty led courses and programs outside the United States, with the exception of those courses with field trips which go incidentally to British Columbia, Canada.
3. To evaluate the quality of existing study abroad and faculty led courses and programs offered by Colleges of Western held outside the United States, and to recommend changes in the programs where appropriate. To consider the frequency, rotation and distribution of study abroad and faculty led courses and evaluate the competition of these courses making recommendations to alternate the offerings.
4. To advise the Director of International Programs and Exchanges on all matters relating to study abroad and international exchange.

**ISCC**

Charge: ISCC shall have responsibility for the curricular aspects of the International Studies minor and for the curricular components of faculty-led international programs.

The specific duties of the ISCC are:

1. To review proposals for and make recommendations to CUP and to ACC regarding the cross-listing of departmental and college offerings with the Center for International Studies’ offerings.
2. To review proposals for and make recommendations to CUP and to ACC regarding the review, creation, or deletion of INTL courses.
3. To make recommendations to the Executive Director of the Center for International Studies about initiatives to internationalize Western’s curriculum.
4. To review faculty applications for the Course Development grants which are offered annually by CIS.

**RASC**

**Charge:** RASC shall work with and advise Admissions at Western, and will make recommendations to the University about recruitment, admissions, and support of students, with an expected outcome of increases in the proportion of highly talented students from across the cultural spectrum enrolled at Western.

**Recruitment:**
RASC evaluates and promotes strategies to involve faculty in increasing the yield of admitted students as part of the institutional enrollment plan:
(1) Advises on means whereby prospective students from under-served and under-represented populations become informed and aware of the requirements at Western to successfully prepare to meet the eligibility requirements.
(2) Advises on strategies for the recruitment of Honors students and other highly talented students, students from diverse backgrounds, and International students.

**Admissions:**
(1) RASC advises Admissions on the implementation of the admissions policies of Western.
(2) Advises and consults with Western Admissions on a holistic approach to admitting students.
(3) Ensures that Admissions policies and practices are easy to access and understand by potential Western students, the public, and the staff and faculty at Western.
(4) Recommends policy for admission and enrollment with credit or advanced standing.
(5) Reviews and develops articulation agreements with community colleges and high schools to enhance academic preparation for entry into majors programs.
(6) Advises Admissions on handling admissions complaints and appeals.
(7) Helps eliminate problems that transfer students have in learning about academic options, and helps coordinate and simplify procedures for entry into major programs, all-university programs, and the Multidisciplinary Studies major.
(8) In collaboration with Admissions, provides faculty with comparison information on recruitment, admissions, and support practices at other universities. Annually informs the ACC about 1) admissions decision statistics for undergraduate and graduate programs and 2) major RASC initiatives.
(9) Helps decide which students to readmit to Western and when exceptions to the existing admissions and readmissions policies are warranted. (See Charge for Scholastic Standing Sub-Committee of Admissions).
Support:
RASC participates in devising an array of strategies and tactics to enable recruited students to be sufficiently supported financially, administratively and academically, thereby:
(1) Increasing the likelihood that student expectations of exemplary experiences at Western are fulfilled,
(2) Thus encouraging prospective students to attend the university—not only honors and other highly-talented students—but also students from diverse backgrounds, international students, veterans, and students with disabilities.

General feedback from staff that work with these committees contends that it is working reasonably well given the lack of infrastructure and university guidance. One example might be the international minor. There are no university guidelines outlining what the international minor should be or how the minor relates to other programs. Currently the minor has .6 NTT FTE dedicated to it and CIS buys out two faculty a year to teach International Studies courses. If the minor is to grow, more resources and dual appointments should be explored. Concerns were also cited that some committees may now be reviewing and making decisions outside of their stated charge and that the role of each committee should be reviewed.

Financial Support for Internationalization

There is no coherent funding structure for internationalization and no sizable investments are being made to generate more movement or to encourage academic departments to be more active in internationalization efforts.

Resources for internationalization come from a variety of sources. The majority of money generated to support internationalization efforts comes from student fees and self-sustaining programs. There is some state-funded support for staffing and some money generated through grants. There is no money dedicated to international student recruitment, limited resources in the form of tuition waivers, and few scholarships to support study abroad experiences and attract international students to Western. As an example, Western has only $4500 available in the form of study abroad scholarships for which a student must apply. Contracted (third-party) programs do provide some scholarships (about $28k in AY2012/13) for which students apply through IPE.

CIS: The Provost’s office provides funding to support the Executive Director’s salary, 40% of an Administrative Assistant’s salary, and some funding to buy out faculty members. The remainder of the AA’s salary and other operating funds are generated from student fees collected by from fees paid by Intensive English Program/EE students.

IPE: The Director’s position is state funded. Funds for 3 classified staff and operating expenses are generated instead from student fees. The Director receives some tuition
waiver funds (approximately $183,000 annually) for student exchanges and international student scholarships.

ISSS: Receives some state support; the remainder comes from student fees (SEVIS fee) and support provided in a shared partnership involving funding from the Associated Students, University Residences, and the Enrollment fee.

Extended Education: EE is a self-sustaining operation. EE does provide some financial support to CIS and could provide more if a different fee structure was in place. Any efforts related to travel, marketing, recruitment and relationship-building abroad are currently being supported by money EE has generated through its programs.

Center for Canadian-American Studies: Can-Am has a very limited budget. There is some institutional support to cover a portion of the Director’s salary, a Program Manager (1 FTE) and $1,000 in operational funds. Remaining funds are generated from grants. Can-Am has had a Title VI grant since 1988 that has been refunded with each grant cycle. Smaller grants have funded specific projects and initiatives, but those grants have been downsized or eliminated in more recent years.

Border Policy Research Institute: BPRI was created with a large federal grant in 2005 and then state funding was passed in a 2007 decision package. State funding covers the salaries of the Director (.5FTE) and an Associate Director (1 FTE) as well as some small research projects. The remainder of funds is generated from grants, which tend to be for specific programs.

In 2009, a position once dedicated in the Foundation to work directly on international efforts was eliminated. There is no evidence that Western has a current fund-raising strategy for internationalization. A review of materials being developed for the Comprehensive Campaign would suggest that this is not a fund-raising priority in the near future. Furthermore, Western has never had a strong history of external funding. What has been secured has been either through grant opportunities, many of which are being downsized or eliminated, or from external clients, such as those associated with AUAP. The Center for Canadian-American Studies particularly noted that many of the grants for smaller initiatives were mostly steady until about two years ago when the Canadian economy was facing its own budget challenges. The Director noted they have considerably less money than 3-4 years ago, even for things such as funding student and/or faculty travel to conferences.

Respondents did note that this is one of the few times in Western’s history when there was potential movement towards internationalization and that the financial support for the ACE project showed some commitment to a better understanding of the challenges and what it will take for Western to grow in this area. However, while the institution has stated a commitment to internationalization, the resources dedicated to such an effort do not
position Western to make any sizable gains. There doesn’t appear to be any institutional consensus on the importance of internationalization or the desire to develop an international focus.

If there is true commitment to making Western a more internationalized institution, important targets for future investment must include: (1) support for a more centralized structure and a defined leader, and (2) resources that grow the presence of and provide support for international students on campus, both at the graduate and undergraduate level. In addition, work will need to be done to create a culture that welcomes and embraces the diversity and richness that comes from having students and colleagues here from around the world and to examine the systems and policies that create barriers to access and acclimation.

2. INTERNATIONALIZATION AT HOME

STUDENTS

According to the Office of Institutional Research's Student Profile Report (Fall 2013):

a. 22.3% of all Western students were students of color. Western increased the enrollment of students of color raising the percentage to 22.3% compared to 21.3% in fall 2012.

b. Western enrolled 1,431 non-resident students, or nearly ten percent of all students. This has increased from 9.1% in fall 2012.

c. The proportion of non-resident students from Western Undergraduate Exchange (WUE) states increased again; now at 1,013, 71% of non-resident students are from WUE states. Just over 30% of all Western students are from King County, 14% are from Snohomish County, and 11% are from Whatcom County.

d. Within this context, 0.9% of the student population was international.

International Students

In fall 2013, 139 undergraduate and 13 graduate students were enrolled for a total of 159 students representing 38 countries. Of the 139 undergraduate students, 47 were exchange students who study at Western for one quarter to an academic year in duration. An additional 150 international students were studying in the Intensive English as non-matriculating students in EE. Thus, in fall 2013 the Western undergraduate population was approximately 14,200, which means that less than 1% of the student population was comprised of international students.

In both national and regional comparisons, Western has a significantly lower percentage of international students. In the United States, for the 2012/13 academic year, the percentage
of international students enrolled in higher education was 3.9%. Western’s peer institutions in Washington State also had higher percentages of international students in 2013/14: 3% at Central, 3% at Eastern, 4% at WSU and 10% at UW.

A Participation Action Research (PAR) study conducted by graduate students from the Anthropology department in 2013-2014 examined the newly created ISSS office as well as the new Bridge Program for international freshman and transfer students by interviewing relevant personnel, interviewing students and faculty, course observations, surveying international students, and creating a Virtual Graffiti Board. The report concludes that the international students engaged in the study were generally happy with their experience at Western. They found the academic programs innovative and interesting; they found the community inviting. However, the following recommendations were made as a result of the data collected:

- International students should have more opportunities for involvement on campus, such as an international center, weekly conversation groups, clubs, etc.
- ISSS should do more for international students than process paperwork.
- The Bridge program needs to be revised so that students can take the two courses separately. The courses also need to be more academically rigorous and participatory.
- Communication between ISSS and academic programs must be more robust, with discussions about how faculty might work with international students and with English courses for some exchange students.
- Western needs an international recruitment officer to work with community colleges and institutions/organizations abroad.
- Western should create scholarships or waivers in order to attract more international students.
- Western needs to communicate its commitment to international students more effectively.

**Recruitment Potential**

Located 20 miles south of the Canadian Border, and next to the Pacific Ocean, Western possesses a unique unexploited advantage for attracting international students. This is relevant because the recruitment of international students in their home countries can be

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3 The source for the national statistics of international students are from the Open Doors reports published by the Institute of International Education.

4 UW- Office of admissions ([https://admit.washington.edu/Admission/International](https://admit.washington.edu/Admission/International))
Central Washington- Common Data Set 2012-13
Eastern Washington-Student Facts at a Glance (Fact Sheet)
WSU- Washington State University Fall 2013 International Undergraduate Student Statistics (Fact Sheet)

costly. Traveling and taking advantage of foreign institutional partnerships, however, are not the only ways to recruit international students. A large body of international students can also be reached within a 100 miles radius from Bellingham.

According to the latest issue of the Open Doors Report from the Institute of international Education, Washington State ranks 11th in the nation for attracting international students. There were 22,877 international students in Washington state in the 2012/13 academic year. In addition, the state has six of the nation’s top 40 community colleges that host the greatest number of international students (see Table 1). In the 2012/13 academic year, these six community colleges hosted 7,914 international students. During this period Western received 25 international transfer students from American institutions. Only 9 of them came from these 6 community colleges. This is significant because while universities nation-wide recruit international students from Washington state, Western is not taking advantage of opportunities close to home.

Table 1: Washington State Community Colleges in the Top 40 list in terms of international student population - 2012-2013

<table>
<thead>
<tr>
<th>National Ranking for Enrolling International Students</th>
<th>College Name</th>
<th># of International Students</th>
<th># of Transfers to Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Seattle Central College</td>
<td>1718</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Green River Community College</td>
<td>1559</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Edmonds Community College</td>
<td>1266</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>Bellevue College</td>
<td>1050</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>North Seattle College</td>
<td>817</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>Shoreline Community College</td>
<td>752</td>
<td>0</td>
</tr>
<tr>
<td>35</td>
<td>Highline Community College</td>
<td>752</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 3 Number of International Students who have Transferred to Western since 2003

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Figure 4 Source Institutions of International Students Transferring to Western 2003 – 2013

International students who pursue a degree at Western pay out-of-state tuition ($34,288 for tuition, fees, and housing in 2013/14). Some of the revenue generated pays for support services for the international student population. International students have not been numerous enough to constitute a revenue stream at Western, while many institutions in the U.S. have grown that population for that reason. Unlike other institutions in Washington state, Western does not have a policy by which qualified international students are granted a discount if they choose Western. Instead, highly qualified international students are included in the pool of domestic out-of-state students who compete for discounted tuition in the form of waivers. Recent policy has also provided case-by-case waivers for international students from underrepresented parts of the world who come to Western via U.S. government sponsorship. There are currently no discounts or waivers available for international transfer students.
Profile of International Students at Western

Figure 5 Number of International Students at Western Since 2001

While the number of undergraduate students has been increasing back to the pre-2001 levels, the changes are not large enough to have a meaningful impact on the international student population.

Figure 6 Average Share of Types of International Students since 2001

While matriculated undergraduate students are the majority, there is also a significant share of exchange students.

Figure 7 National Origins of International Students
Possibly due to the location of Western, the majority of the students come from East Asian countries with a small percentage of Canadian students (15%).

**Figure 8 Fields of Study for International Students**

66% of international students choose the College of Business and Economics (Business Administration 56%, Accounting 10%). While this is somewhat consistent with national trends, Western is behind in attracting students to fields like mathematics, computer science and social sciences, fields that are in high demand in other US institutions.
FACULTY AND STAFF

Faculty

As of spring 2014, there were 708 faculty at Western. 481 were tenure-line and 227 were non-tenure-line. In 2013/14, 28 Western faculty were on non-resident work visas: 13 held H-1B visas while 16 faculty and scholars were on J-1 visas. Thus, fewer than 4% of Western faculty were foreign nationals. This was up from only 20 non-resident visas in 2012-13. The J-1 visa is a short-term visa provided to international exchange faculty and scholars to engage in educational activities in the U.S. The H-1B visa is available to highly educated foreign professionals who hold at least a bachelor’s degree and have an offer to work in a specialty occupation. The H-1B visa is generally provided to international faculty members who have been hired for full-time instructor and tenure-track positions. As can be seen in Figure 7 the number of faculty on H-1B visas has declined significantly since 2006-07. The number of faculty and scholars on J-1 visas has also declined significantly since 2007-08.

Figure 9 Western Faculty with H01B and J-1 Visas

As of 2013/14 Western had 83 tenure-line faculty members who had at least one degree from an international institution (Figure 10). Mathematics and Modern and Classical Languages are the two departments with the highest number of faculty with foreign degrees (Figure 11).
In addition, Western hosted just 14 of the 2,222 international scholars in Washington State in 2012/2013. Those scholars included Fulbright graduate students, exchange faculty and graduate students from Western’s international partners.

**Figure 10 Western Faculty with International Degrees**

**Figure 11 Western Faculty with International Degrees by Department**

**Staff**

Based on a survey conducted by the One World Curriculum team in June-July 2014, more than 50% of those classified and professional staff who responded stated that their job

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included an international component, such as consulting or collaborating with international colleagues, supporting international students, scholars and partners, and drawing on information generated outside of the United States. However, only 5% of respondents reported that they spent all or most of their workday on tasks that had an international component, reflecting the small number of staff positions that focus exclusively on such services. 89% of the respondents noted that they had an active passport or enhanced driver’s license. 59% of those responding had promoted or attended internationally-focused events. 42% had recommended study abroad or international internships to students.

CURRICULUM

In fall 2012, the One World Curriculum team was appointed by the Provost, with support from the Faculty Senate. With representation from faculty, staff, and students across campus, One World was given the charge of assessing Western’s current strengths, needs, and opportunities in international education and stewarding a process that articulates and implements the faculty’s vision for more systematic international education. The President of the University supports this process: one of the six questions he posed in his 2013 convocation speech concerned Western’s level of global engagement. The Committee’s study of best practices at Western’s peer institutions indicates that the most effective curricular internationalization occurs when it is integrated into both the general education program and across the majors.

Internationalizing the Curriculum at Western

Western already demonstrates a relatively high level of commitment to curricular internationalization, with approximately 20% of its curriculum focusing on international issues or perspectives. This accomplishment reflects a high degree of faculty commitment to global perspectives and global engagement. Yet another strength on which Western can build is a Center for International Studies which is providing campus leadership across a range of curricular and co-curricular programs and activities. Western’s invitation to join the ACE Internationalization Laboratory is in recognition of these strengths. This highly selective honor offers an opportunity to collaborate with and learn from national leaders in curricular internationalization. Moreover, of peer institutions that the One World Committee examined, only 15% have made significant progress toward internationalizing

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8 Of the 385 respondents, nearly 50% worked in Academic Affairs. Enrollment and Student Services and Business and Financial Affairs had the second and third largest representation in the survey.

9 Results of a faculty survey undertaken by One World in fall 2013. 40% of the 245 respondents, of whom 51% were from CHSS, reported that 100% of their courses had international content. 76% of respondents reported that the conducted research/artistic activity with an international component. For the survey, ‘international’ courses were: those that included at least one unit of study about a region or nation beyond U.S. borders, those that focused at least one unit of study on a global theme, issue, or perspective, as well as those that were pervasively multicultural or cross-border.
their curriculum. Given our relative strengths, Western is thus well positioned to become a national leader in its own right.

Since Fall Quarter 2012, the One World Committee has administered surveys to faculty, students, and staff to further assess the current state of internationalization at Western and gain insight into attitudes about and expectations of international education. Of the roughly 1/3 of Western instructors, representing all colleges, who responded to the faculty survey, 78.7% agree or strongly agree that Western should make courses with a global perspective a core component of the GURs. Furthermore, 70% of the respondents agree or strongly agree that Western should incorporate international components into major programs (including core, elective, and capstone courses). One World presented these and additional results at two forums held in November 2013 at which the committee received additional feedback from faculty, staff, and students.

One World’s Recommendations for the Internationalization of the Curriculum

As research and experience across the U.S. and the world demonstrate, there is no one way to internationalize curricula. Western’s approach must reflect its culture, its strategic plan, and its goals for graduates. The following recommendations are intended to guide rather than to define that approach.

a. University-Wide Global Learning Outcome
   A university-wide Global Learning Outcome could provide the foundation for colleges and departments to work toward defining their international commitment in ways that are appropriate to their disciplines, and at the same time provide the basis for assessing Western’s success in achieving that outcome. One World recommends the following outcome: Graduates of Western can apply knowledge ethically in a global context.

b. Recognizing and Incentivizing International Content in the GURs
   Results from International Education Week forums and data from student surveys indicate that students could profit from a greater concentration of internationally-focused coursework in the CGM category of the General Education Program. This entails not only international content, but examining that content from multiple perspectives and acquiring the tools necessary for interpreting experiences and issues in multiple ways.

c. Global Scholar Certificate
   Students who take an agreed-upon number of courses with global content and who achieve an agreed-upon GPA in those courses could be issued a Global Scholar certificate and could receive the same designation on their transcript.

d. International Proficiency Points
   Faculty also expressed interest in exploring an International Proficiency (IP) option, similar to the system for calculating Writing Proficiency (WP) on campus, with points on a scale of 1-5 being generated in a number of ways, such as: the
percentage of international content in a course/program and the teaching/learning approach (team teaching with colleagues in other programs at Western, linked courses with partners in other countries, faculty exchanges with partner institutions, or Global Learning programs). An IP option could recognize international content and approaches that already exist in the curriculum in both the GURs and the majors.

e. International Studies Major
An International Studies major could be the star of Western’s curricular internationalization, perhaps built in the same way as are East Asian Studies and Linguistics, with split appointments and/or faculty buy-outs. The current International Studies minor is a cross-disciplinary program that includes core courses, education abroad, and second-language study. It currently attracts students from 20 different majors.

In 2014-2015, One World will continue to work with faculty leadership, including CUE, to foster conversations about how Western will internationalize its curricula. Faculty workshops are planned through all three quarters as part of this effort.

CO-CURRICULUM

There are numerous groups and programs on campus which sponsor co-curricular events (e.g. dinners, cultural activities, films, speakers and conferences) which have an international/global theme or content. Highlighted below are some of the groups and programs that regularly sponsor such events.

Associated Students Clubs
The Associated Students offers more than 230 clubs at Western, providing students with opportunities to find peers who share their interests in a variety of topical areas (e.g. academic and departmental clubs; arts, music & dance, the environment, political matters, religion or social issues).

Seven clubs are identified as cultural/ethnic in nature and offer programming and/or conversational opportunities for club members. These clubs include the Capoeira Club, the Chinese Conversation Club, the Cross-Cultural Student Association, La Mesa Del Español, La Table Française, the Russian Club, and the Western Hmong Student Association.

In addition, the Ethnic Student Center supports sixteen clubs and student associations that are aimed at learning and celebrating diversity of all kinds. ESC clubs with an international focus include the African Caribbean Club, the Chinese Student Association, the Filipino
American Student Association, the Japanese Student Association, the Khmer Student Association, the Korean Student Association, the Latino Students Union, MEChA (Movimiento Estudiantil Chican@ de Aztlan), the Native American Student Union, the South Asian Student Association, the Thai Student Association, and the Vietnamese Student Association.

Residence Life

Residence Life integrates international content/context into its programming in all of the dorms. Some of these activities are organized for the AUAP students and their US buddies; others target the larger international population and US roommates. A primary focus of these activities is integration of the international population and inter-cultural understanding. Buchanan Towers has been identified as the primary residence hall for international students who live on campus (Appendix 2), but international students are located throughout the system. In addition, Res Life staff have been working closely with EE, the Center for Service Learning, and ISSS to address the concerns and interests of international students and their US roommates (Appendix 3). They also promote study abroad programs as part of their commitment to internationalization at Western.

Canadian American Studies

In addition to its multidisciplinary undergraduate program; Can-Am “organize[s] seminars and symposia on cross-border issues of interest to both nations; promote[s] research on Canadian topics in the social sciences and humanities; and conduct[s] extensive outreach to K-12 and post-secondary educators as well as to the business and local community, media and cultural organizations.” (Can-Am website)

Can/Am & BPRI Town-Gown Seminars: Each year, Can/Am & BPRI jointly offer “Town-Gown” seminars on various topics important to both US and Canadian audiences. Attendees come from Western, the Whatcom County area as well as the Lower Mainland of BC.

Club Canada Events: Annual Canadian Thanksgiving event at Canada House and the Canadian-American Archival Conference, sponsored by Club Canada and the Department of History.

Can/Am Partnered Events in 2013/14: “Le Pique-Nique,” A satirical, one-act play about identity and its ties to geography, with Department of Modern and Classical Languages and “Children of Air India” a book of poems about the Air India crash in 1985, authored by Renee Saklikar, with the Department of English.

K-12 Teacher Seminars: Held each summer, the STUDY CANADA Summer Institute enrolls 20 K-12 classroom teachers from across the US in a week long class held in Ottawa and Montreal, Canada. The class focuses on teaching about Canada in the K-12 system.

Border Policy Research Institute
“The Border Policy Research Institute (BPRI) "works closely with cognate programs at the University and collaborates with many public and private entities within the Pacific Northwest." (BPRI website)

**BPRI Border Colloquium Series:** Each quarter during the academic year, the series features 3 lectures that deal with the US/Canada border.

**BPRI Border Briefs** are published quarterly and examine a variety of border access issues.

**Center for East Asian Studies**

Professors from a broad spectrum of academic departments work together in the Center for East Asian Studies to provide a nexus for teaching and research focused on China, Japan, Korea, and Mongolia. As a complement to the academic offerings and as a service to the campus and local community, the Center sponsors lectures, presentations and other activities related to East Asia, such as Japan Week Events, as well as some events by the Ethnic Student Center or Scholar’s Week. See: [Link](https://wwu.instructure.com/files/26046966/download?verifier=dGi7Gg6LCgb1Pfb1ss5PG9VnAusZfxMGgBDrrtj1)

In addition, CEAS will sponsor two conferences at Western in 2014/15: the Asian Studies on the Pacific Coast (ASPAC) in June 2014 and the Association for Japanese Literary Studies (AJLS) in October 2014.

**Center for International Business**

“The Center for International Business (CIB) is dedicated to the creation and dissemination of research and teaching materials to assist students, faculty, and private and public sector decision-makers to better understand the contemporary international business environment and the best international business practices.” (CIB website)

CIB sponsors lectures by experts from business or academia, such Mary-Yoko Brannen and Terry Mughan of the University of Victoria who presented on Strategic Ethnography and Reinvigorating Tesco Pic: Leveraging Inside/Out Bicultural Bridging in Multicultural Teams in February 2014.

**Center for International Studies**

CIS encompasses study abroad, international students at Western and the interdisciplinary International Studies curriculum. CIS sponsors and co-sponsors international events. The main event sponsored by the Center is International Education Week in mid-November. The purpose is to raise awareness of international programs on US campuses and to attract international students to study in the United States. In winter 2014, CIS sponsored a Global Gourmets dinner that featured a six-course tasting menu created by international students and University Catering. The Center also initiated a film series entitled Reel World in fall 2014. CIS will co-sponsor faculty or club-selected films that have a global focus or theme.
International Student and Scholar Services

ISSS offers activities aimed at integrating exchange and degree-seeking international students into the university. The Fall Barbecue takes place at Lakewood. The Buddy Program connects international students with Western students who have studied abroad. International Cooking Classes are held monthly in partnership with LCP and are open to all students on campus. The Cross-Cultural Student Association, a new AS club, was created in 2013-14. It is open to all students interested in intercultural issues and ideas.

International Programs and Exchanges

IPE offers information sessions about study abroad opportunities, in addition to the annual International Information Fair that attracts 600-800 students. It also organizes a Scholars’ Week session for students who have studied abroad.

Language and Culture Programs

LCP (Intensive English Program and Asia University America Program) employs staff who speak 10 different languages so that they may answer questions from abroad about studying English at Western. They also offer a variety of on-campus activities to help integrate and showcase these students. Among those activities: Japan Night and the July 4th potluck celebration.

World Issues Forum

The World Issues Forums occur weekly at Fairhaven College as part of course offerings, but are open to the public. During winter 2014, for example, the WIF focus was on global climate change, including the effects of development in China on climate and the impacts of climate change on Alaska’s native population.

- World Issues Forum Winter 2014
- World Issues Forum Fall 2013

Women Studies Program

The Women Studies Program’s speaker series include themes or approaches that connect gender, diversity and international issues.

Minority Employee Council

MEC “is an advisory board that makes recommendations to the President via the Special Assistant to the President on Diversity on all matters pertaining to diversity, or issues that affect faculty/staff of color.” (MEC website) This includes faculty and staff who are foreign nationals.

Employee Language Program
The Employee Language program was initiated by President Shepard in 2012. Free, non-credit courses in basic Spanish and Chinese are offered to all Western employees on a quarterly basis. Advanced language students facilitate these courses. In spring 2014, 100 staff and faculty were taking advantage of these classes.

**Co-Curriculum Commentary**

Asked to comment on the international focus of the co-curriculum on campus, leaders from the above activities/organizations made these remarks:

1. **How would you characterize internationally-focused events on campus?**
   - The administration seems to support internationalization.
   - There are many events but no coordination and little visibility.
   - If not built into a course, students do not attend.
   - The block schedule limits audience and available time slots.
   - Many events are attended by the same small group of individuals.
   - Media on campus don’t focus on international issues so it is difficult to get the word out.
   - There’s no university-level mandate to bring important topics, workshops, or speakers to campus.

2. **What should we change?**
   - Build co-curricular events into the curriculum.
   - Give credits or points to students who participate or act as ambassadors.
   - Establish a university-level scheduling format for events.
   - Talk to the Front’s faculty advisor about including an international events column.
   - Use Viking Village to attract students to events.
   - Rename ‘international,’ ‘global,’ etc. to highlight an ethical imperative (quarterly or annually).
   - Focus on ‘intermestic’ (synergy of international and local) as a ‘brand’ for Western.
   - Create a Front insert or separate mailer for wide dissemination that is ethically and practically balanced (links to relevant global skills for today’s workforce; testimonials; articles by faculty; ‘did you know?’ facts about internationalization at Western).

**LOCAL, STATE AND BROADER ENVIRONMENTS**

International/Regional Demographics
Western has the advantage of its unique location between two major city centers of Seattle WA and Vancouver, BC. Just north of the border is the Surrey, BC population of approx. 346,560. This population is identified as 60% South Asian; 11% as Chinese, 9% as Filipino and 5% as Southeast Asian. These statistics were based on a 2011 international and regional demographics survey. This unique circumstance propels one to ask if Western is interested in opening its doors to a diverse population that is less than thirty-five minutes north.

Bellingham hosts a variety of arts and films organizations. It offers a variety of film festivals: The Bellingham Human Rights Film Festival which is coordinated by Western faculty, Japanese Film Series/Masters of Japanese Cinema at the Pickford Film Center, and the Pickford Cinema itself which showcases international films. Bellingham has the Whatcom Museum of Art which encompasses the Historical Museum and the Lightcatcher.

Selected International Educational Statistics

Higher education in BC is delivered by 25 publicly funded institutions that are composed of eleven universities, eleven colleges, and three institutes. This is in addition to three private universities, five private colleges, and six theological colleges. There are also an extensive number of private career institutes and colleges. Listed is a selection of Universities and Colleges.

University of British Columbia: As one of the world’s top research universities, for more than a century the University of British Columbia is centered on two major campuses — the Vancouver campus and the Okanagan campus — with more than 58,000 student population from Canada and 140 countries.

Simon Fraser University: SFU has three distinctive campuses, 30,000 students, 6,500 faculty and staff, and 120,000 alumni. Ranked among Canada’s top comprehensive universities and named to the Times Higher Education list of 100 world universities under 50. SFU is also the first Canadian member of the National Collegiate Athletic Association, the world’s largest college sports association.

Kwantlen Polytechnic University: Established by the government of British Columbia in 1981 Kwantlen has four campuses located in the Metro Vancouver region of British Columbia. Kwantlen offers bachelor degrees, associate degrees, diplomas, certificates and citations in more than 200 programs. More than 17,500 students annually attend Kwantlen campuses in Surrey, Richmond, Langley and Cloverdale.

Langara College: Located in Vancouver, BC, Canada, Langara is one of BC's leading undergraduate institutions providing University Studies, Career Studies, and Continuing Studies programs and courses to more than 21,000 students annually.

State-Wide Demographics
Washington state has a population of 6,971,406 as of a 2013 census. Since April 1, 2010 the population has increased 3.7%, which exceeds the national growth percentage of 2.4%. In a recent NPR radio broadcast Seattle was named as the fastest growing city in the nation according to new data from the U.S. Census Bureau. Persons under five years of age comprise 6.4% of the population and persons under eighteen comprise 23.0%. Between 2008-2012 90% of 25 year olds and older are high school graduates or higher. 31.6% of this 25+ population have sought bachelor's degrees or higher.

A 2012 demographics profile states that 81.6% of the population of Washington state identified as Caucasian; 3.9% as Black or African American; 7.7% as Asian; 1.8% as American Indian, Alaskan Native, or Native American; and 11.7% as Hispanic and/or Latino.

Local Demographics – Bellingham

In a 2012 census by the U.S. Bureau the Bellingham population is 82,234, which marks an increase of 1.7% from 2010 to July 1, 2012. Persons under eighteen years of age comprise 15.6%. This increase in population indicates a prospective increase in student population in upcoming years. A 2010 census claims 84.9% of the population identified as Caucasian; 1.3% as African American; 1.3% as Native American; 5.1% as Asian; and 7% d as Hispanic/Latino.

Local Demographics – Whatcom County

In Whatcom County U.S. Census Bureau statistics from 2013 estimated 206,353 people. This is an increase of 2.6% since April 1, 2010 to July 1, 2013. Persons under eighteen years of age in Whatcom County as a whole in 2012 are 20.3% of the population. In the population of 25+ year olds, 31.9% were seeking a bachelor's degree or higher between 2008 and 2012. In the same census 12.1% of those responding spoke a language other than English at home.

Local Demographics – First Nations/Native American

In Whatcom County, WA State, the Lummi Nation had a population of 3,229 (2010) and the Nooksack with a population of 1,391 (2012). Based on Western’s Diversity report 0.8% of the local Native American population attends Western as students, totaling 117 students identifying as American Indian or Alaskan Native.

Today the Lummi Nation is a nationally recognized leader in tribal self-governance and education. The tribe is interested in upholding traditions of the past as well as making progress towards strengthening ties with the outside community. They manage nearly 13,000 acres of tidelands on the Lummi Reservation.

The Nooksack Tribe is located in Deming, Washington, just 15 miles east of Bellingham, 12 miles south of the Canadian Border, nestled amongst majestic mountains, lush forest, and
the meandering and dynamic Nooksack River. The Nooksack Tribe has approximately 2,000 members.

The **Squamish District** municipality in BC, Canada records a population of 17,158 (2011). The Squamish Nation have occupied and governed their territory since beyond recorded history. The Squamish Nation Traditional Territory is scattered from North Vancouver, Gibson’s Landing to the area north of Howe Sound. The Squamish Tribe in Port Madison, WA’s mission is to collect, protect, educate, and preserve the history and culture of the Puget Sound Salish Tribes with an emphasis on the Suquamish Tribe. The new Squamish Museum provides exhibits that allow visitors to understand the culture and history from the view of the First Peoples of the Puget Sound and the Suquamish Tribe, through the use of oral history, photography, artifacts, replication and audio/visual productions.

The following maps (Figure 10) locate the First Nations in the lower mainland and Vancouver Island of British Columbia, Canada. The maps are designed to illustrate the rich diversity of the First Nations Peoples of British Columbia.

**Figure 12 First Nations Populations in Lower Mainland and British Colombia**

Bellingham Sister Cities

Bellingham is fortunate to have seven sister cities with a great opportunity for cross-culture exchange programs with those cities that have colleges and universities. This offers
an opportunity for recruitment purposes to get students to study at Western and can link civic organizations to Western.

**Cheongju** is the capital city of Chungcheongbuk-do, South Korea. The city is divided into two wards, Heungdeok-gu and Sangdang-gu. It has a population of 679,302 as of 2013. There are nine universities/colleges located in this city. Our agreement with Cheongju has been in existence since 2005.

**Nakhodka** is a port city in Primorsky Krai, Russia, situated on the Trudny Peninsula jutting into the Nakhodka Bay of the Sea of Japan, about 85 kilometers east of Vladivostok. 159,719 people inhabit this city as of a 2010 census. Based on the sister city website, linked in the title above, “Over the past twenty years, many business, cultural and summer-camp exchanges have taken place. Bellingham Rotarians sponsored the creation of the first Rotary club in Nakhodka, and since then have participated in several joint-venture Rotary projects with the Nakhodka club. A summer camp exchange has thrived over the past 10 years. Museum, library and art gallery exchanges have also occurred. Bellingham’s ties with Nakhodka date back to the mid-1970’s when Bellingham Cold Storage established the first ever Soviet/American joint venture company, the offices of which were in Bellingham and Nakhodka.” An Affiliate of Vladivostok State University, which is currently one of Western’s partner institutions, and the Institute of Business and Technology are located in the city.

**Port Stephens**, Australia is called the “blue water paradise” because of the beauty of its marine surroundings. It is located in New South Wales about two and a half hours north of Sydney, on the East Coast of Australia, and has a population of about 50,000. With over 19 miles of clean, white, sandy beaches, Port Stephens boasts vibrant tourism and fishing industries. The website explains our relationship with this port city, “The Port Stephens-Bellingham Sister City relationship dates back to 1978 as a result of business ties between the Intalco Aluminum refinery and an aluminum company in Port Stephens. The agreement did not result in much activity until the late 1980’s. Since then, the Port Stephens area has provided many enthusiastic participants in exchanges with Bellingham.”

**Punta Arenas**, Chile is a commune and the capital city of the country’s southernmost region, Magallanes and Antartica Chilena. The city was officially renamed Magallanes in 1927, but in 1938 it was changed back to Punta Arenas. It boasted a population of 122,850 in 2012. The University of Magallanes (UMAG) is located here. The University of Magallanes has campuses in Punta Arenas and Puerto Natales as well as a university center in Puerto Williams.

**Tateyama**, Japan is a city located in Chiba Prefecture. As of April 2012, the city has an estimated population of 48,775. Its major industries include fishing, strawberry and flower farming and high-tech industries such as a semi-conductor plant. “Over the 50 years of the Tateyama and Bellingham cities relationship, exchange events have included an annual city hall staff exchange, cultural events, sports events like running and yachting, and various high school exchanges.” It hosts four junior high schools: Daisan, Bonan, Daini, and Daiichi.
**Vaasa**, Finland is a city on the west coast of Finland. Today, Vaasa has a population of 66,405, and is the regional capital of Ostrobothnia. Seventy percent of the population speaks Finnish, while the other thirty percent retain Swedish as their mother tongue. Currently Western hosts Vaasa students on its campus based on the sister city site. In 2012, the University of Vassa had 5,071 degree students of whom 346 were international.

**Tsetserleg**, Mongolia is the capital of Arkhangai Aimag. It lies on the northeastern slopes of the Khangai Mountains, 360 miles southwest of Ulaanbaatar. It has a population of approximately 16,553. It has an agricultural college. Tsetserleg is the newest of Bellingham’s seven sister cities. The Bellingham delegation was also joined by representatives from Blue Sky Education Project and Sound Essence Project, two Bellingham-based non-profit organizations with the focus on providing education scholarships assistance to Mongolian students, as well as spreading knowledge about cultural sustainability. Two Tsetserleg college students were awarded scholarships, as were many other elementary students to provide funds for school supplies.

### 3. INTERNATIONALIZATION ABROAD

#### ENGAGEMENT ABROAD

Western currently has formal partnerships with 30 universities in 17 different countries. Some of those agreements were initiated in the 1980s but many others have been created in the past 5 years. That said, about 20% of Western’s partnerships are inactive, with no reported activity in at least 2 years. Japan and South Korea are the two countries with which Western has the most agreements: 8 university partners in each of those countries. The College of Business and Economics, the Woodring College of Education and Huxley College of the Environment are the most internationally active of Western’s 7 colleges, providing opportunities for student internships, faculty exchanges, and joint research projects. This focus somewhat mirrors trends nation-wide, according to the American Council on Education, and is indicative of the U.S.’s increased participation in institutional partnerships since 2010.10

An ad-hoc **International Partnerships Working Group**, appointed by the CIS Executive Director, met in 2013/2014 to review Western’s current institutional partnerships and to make recommendations to the Internationalization Council. First, they discussed the Memoranda of Understanding that U.S. universities typically sign with international partners, using the materials provided by CIS. They defined these types of MOU: 1) **Good Will** agreements are general contracts in which the two institutions formalize their hope to develop projects that are mutually beneficial. 2) **Advancement** agreements specify one or more types of project, such as student exchanges or a research collaboration. 3) **Contract or Affiliate** agreements are short-term projects for a specific service that benefits only one

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of the partners. 4) **Strategic** agreements are not focused on one or two activities or projects, but on comprehensive agreements between institutions. (Appendices 4-7) Strategic agreements have significant funding and planning implications as well as dual-degree or shared curricula, joint publications, etc. A mutual cooperation/general agreement may evolve toward an instrumental agreement that defines student exchanges, faculty exchanges, or research projects. Over time, advancement agreements can evolve into strategic partnerships.

Next, the Working Group reviewed the entire list of MOUs that Western has signed with its partner institutions, assigning to each a specific MOU type and discussing each in terms of its activity or inactivity. Having reviewed all of Western’s MOU types, they acknowledged that most, perhaps 90%, of Western’s international partnerships are student exchange agreements (single-activity, advancement agreements). Few agreements actually involve faculty exchanges or research/artistic projects. In fact, some of Western’s agreements are actually short-term contracts (affiliate agreements) for Global Learning programs led by Western faculty or agreements for special English-language programs in Extended Education. In other words, Western’s international partnerships tend to be one-way and limited to student mobility. The national trend is, instead, toward the development of a few, strategic agreements that benefit both institutions at all levels (shared curriculum, faculty and student mobility, shared research/artistic projects and publications). 11

The Working Group then studied best practices across the country at peer institutions, on ACE’s Center for Global Engagement website, and in international education publications. As a result of their work, they made the following set of recommendations:

**Western should establish criteria for considering an international partnership, such as:**

1. **Academic criteria**
   a. The potential partner could offer students educational content relevant to and recognized by a program at Western.
   b. There is the potential for students from the potential partner to study at Western in that Western has a program which provides content relevant and recognized by the potential partner.
   c. There are faculty at the potential partner institution who could teach at Western, and Western faculty who could teach there with a clearly defined role for those faculty in the proposal.
   d. There are opportunities for research incorporated into the partnership, including possible collaborative research and/or publication.

2. **Strategic criteria**
   a. There is a clearly stated rationale for the proposed partnership.

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b. The proposed partnership advances Western's goals for internationalization in specific, clearly stated ways.

c. Stakeholders who would benefit from the partnership have been identified at both Western and at the potential partner institution.

d. The proposed partnership advances goals held by the proposed partner.

3. Pragmatic criteria
   a. Funding for the activities proposed as part of the partnership has been clearly identified.
   b. Interest in the activities proposed as part of the partnership has been indicated in some concrete fashion.
   c. Interest in the activities proposed as part of the partnership exists at both Western and at the proposed partner institution.
   d. The activities which would be central to the partnership have been presented in detail, with careful thought to pragmatic considerations.

Western should define policies that articulate the role of international partnerships. These policies should include:

1. Define terms used in the policies.
2. Define the types of preferred partnerships.
   a. Consider a combination of projects/programs but with clear focus and parameters.
   b. Consider developing a statewide (or regional) consortium for strategic university to university exchange partners, similar to the Cal system.
   c. Limit Western's focus on regions in the world.
   d. Prioritize university-level versus college-level partnerships.
   e. Define and limit Global Learning (faculty-led) programs using clear criteria.
3. Define types of agreements and term length of agreements.
4. Establish a Review Committee responsible for the approval and review of proposed international partnership agreements, as well as a process for both functions, making funds available for site visits and partnership evaluation.
5. Centralize the location of all international partnership agreements in CIS/Contracts Office.
6. Assess agreements at regular intervals to see if they continue to fit Western and partner needs. Criteria should be established for such assessment. Before cancelling a partnership, consideration should be given to ways in which alternative projects/programs might benefit from that partnership.

Western should establish procedural practices for developing, maintaining, and assessing international partnerships, such as:

1. Development
a. CIS prepares and maintains a standardized application process.
b. CIS prepares and maintains a standardized application form.
c. CIS provides logistic support as needed, in order to prevent structural and financial inequities between colleges, departments, and programs on campus from driving the creation of agreements.
d. Mandatory site visit prior to approval of agreement.
e. Database of current exchanges (CIS), policies, and forms.
f. A standing Review Committee (operated through CIS) must approve proposal.
g. A standing Review Committee has budget authority over funds to use in support of developing partnership agreements.
h. CIS oversees creation and processing of final partnership agreement.

2. Maintenance
   a. Minimum one site visit or equivalent every ten years – review on record.
   b. Originating department must include plan on how they will maintain partnership when submitting application.
   c. CIS Standing Review Committee reviews agreements every three years or prior to renewal of contract, whichever comes first.

3. Assessment
   a. Originating department must include assessment criteria when submitting application.
   b. A standing Review Committee evaluates agreements every three years or prior to renewal of contract, whichever comes first.

See Appendices 8-10 for Model Flow Chart, Process Analysis, and Request for Agreement forms.

**EDUCATION ABROAD**

Mirroring national trends, 4% of students participate in an Education Abroad experience while they are at Western. Sociology, Spanish and Fairhaven are the programs that send the most students abroad. Given that over 50% of entering freshmen identify education abroad as one of their university goals,\(^{12}\) the disparity is partly explained by time-to-degree and major constraints, by financial constraints, and by navigating the Education Abroad process. According to IPE data for 2013, 45% of students who study abroad rely on financial aid. Top destinations for students mirror trends nation-wide: Italy, Spain and Mexico. However, Latin America and Japan are the destinations experiencing the most growth.\(^ {13}\)

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\(^{12}\) *Soundings*, vol. 33 no. 1 (Summer 2014), p. 1.

There are many types of Education Abroad programs available to Western students and faculty: Global Learning (faculty-led) programs, international internships, direct/reciprocal and ISEP exchanges, third-party (affiliate) programs, and independent study abroad.

The stakeholders in these programs, and the students they serve, see some confusion and inefficiency in aspects of the Education Abroad application, approval, implementation and review processes. Other challenges are a result of understaffing and underfunding, of decentralization and fragmented communication, or simply because of a “this is the way things have been done” approach. Others still are endemic to the high cost of education and to the definition of faculty teaching loads. The following areas require examination or improvement:

Student/User Experience

Students interviewed stated that they were confused about what types of Education Abroad programs exist and where to go to find them. Specifically, some believe that the IPE/TerraDotta website needs improvement. For example, to find a Global Learning program a student has to click multiple times to find the page for Education Abroad programs then scroll through dozens of programs. The application for Education Abroad is 17 pages long. Some programs also have their own so this process can be burdensome and confusing. There have also been challenges paying for programs through the IPE web page, especially for students without a credit card. This can be a deterrent for enrollment and furthers the reputation that Education Abroad is elitist.

Mirroring national trends, Education Abroad programs at Western serve mostly white and female students (Appendix 11). It is important to learn why more students of color and male students are not finding (or seeking) Education Abroad experiences.

Access and affordability are barriers to most programs. The cost for Education Abroad programs can vary from about $5,000 to as much as $35,000 and there are only $4,500 in scholarships available for the 500 students who study abroad annually. The average price of a Global Learning program, led by Western faculty, was $6,395 in 2013/14. Since the latter are short-term intensive programs which are moderately priced, it is no surprise that 44% of students who study abroad while at Western are choosing these programs over for-profit models.

CIS, EE and IPE should work more closely with the Western Foundation to develop annual gifts for Education Abroad scholarships. Consideration might be given to using a percentage of student fees for scholarships or to adding a new student fee to make Education Abroad more feasible for students. IPE should work with the Financial Aid Office to be proactive in advising students about Education Abroad programs and to consider

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14 The price range is based on destination, length of stay, housing options, tuition model, level of local support, etc. For price range, see Appendix 12.
them in their financial aid applications so that the money will be there if they choose a summer program.

Pre-program preparation and post-trip reentry for students is a required component for Global Learning programs, but can be an afterthought, or avoided completely by students who enroll in more traditional Education Abroad programs, despite the fact that IPE regularly offers INTL 301 (Global Principles), an elective course for Education Abroad students. Strengthening these aspects of all programs will provide a better experience for both students and host countries, and can actually lower risk.

**Faculty Experience**

The number of Global Learning programs created and implemented by Western faculty has more than doubled in the past decade, from around 8-10 programs annually to 17-20 annually. This is partly a result of younger faculty with international experience/interests who want their students to engage in learning in a different environment or who want to apply classroom learning to real world experiences. However, these programs are especially challenging for faculty who must develop and implement them. There are stated procedures, but if a faculty member is considering a new course, it is unclear where to start. IPE lists at least 20 steps in the approval and implementation process for a Global Learning program (Appendix 13). It is a labor intensive process and often includes working with IPE, Department Chairs and Deans, Extended Education, IPAC, the Travel Desk, Risk Management, Contracts Office, travel agents, in-country contacts, etc. Individual meetings should be scheduled by IPE and EE and Risk Management with Global Learning faculty to walk them through the process and remove some of the workload. Several faculty stated they feel like they are doing the work for IPE and EE. In addition, funding should be available for faculty to develop new Education Abroad courses and international partnerships, including release time, and stipends for travel and research.

Global Learning program development increases the faculty member’s workload beyond what is reasonable, especially since many of the programs are currently implemented during summer quarter without any course release from normal academic-year duties. Western should consider ways in which Global Learning programs can occur year round. As stated by several faculty, the programs compete with each other. This may be both an issue of marketing and of affordability. Summer programs provide summer employment for faculty, but increases the cost of the program. Also, summer programs cut into the time when students need to work to pay for their education.

**Administration**

Hiring a new Global Learning Director is a positive step toward streamlining those programs, especially the challenges students have accessing these programs and those that faculty face in developing and executing these programs. This will lead to a "one stop shop"
for that type of Education Abroad experience. In addition, EE currently builds Global Learning program budgets, and provides marketing and publicity for them. Faculty and students would like to see greater transparency in the travel budgets, especially with regard to surpluses and deficits. EE should provide a line item budget for how program fees are applied (i.e. direct and indirect costs). According to one high level staff person in EE, “We shouldn’t be doing Global Learning Programs. They should be regular courses found in Classfinder.” This comment raises important questions about the current administrative model and its efficiency. Every effort should be taken to reduce the cost to students and reduce program budgets.

It would be helpful to develop more of a partnership with the Travel Desk to explain the variations in different types of Education Abroad programs. It is important to provide the flexibility while still following the SAAM rules. One solution might be to hire a travel agent internally to reduce travel costs. The current Oanda system for converting foreign currency disadvantages the traveler who might incur personal debt if unfamiliar with the system.

4. **KEY FINDINGS CONCLUSION**

According to the One World Curriculum team’s research compiled over the past two academic years, “current internationalization efforts at Western are fragmented and ‘siloed;’ students encounter international subject matter and events at the course or program level but not as part of a coordinated mandate.” The same may be said for other aspects of Western’s commitment to internationalization; there are already numerous internationally-focused initiatives on campus, but they are uncoordinated and therefore difficult to recognize, to reward, and to assess. Similarly, Western’s mission and vision statements seem to diffuse any university-level commitment to internationalization rather than focusing it. If internationalization were embraced more explicitly in the university’s strategic goals, that focus would provide a mechanism for continuity and support of faculty and staff efforts as well as a measure for assuring the success of the various efforts whether already underway or still undeveloped, thereby helping to ensure that Western graduates will be better prepared for the world in which they will live.

The current report, while based on a more refined set of data than the 2010 WPI and on comparative data from national organizations, actually mirrors many of the recommendations contained in that document, finding that:

1. International initiatives on campus would benefit from university-level planning and organization. This includes a coordinated approach to international partnerships, to the GURs and major and minor academic programs, to policies and procedures governing international student enrollment, to faculty evaluation plans, and to co-curricular activities, among others.
2. The Core Themes indicators, though useful as a very narrow measure of internationalization, will not distinguish Western since the resulting numbers are below the national average for such activities. Other indicators, measures and assessment processes should be developed for the GUR program, major and minor
programs, hiring policies, tenure and promotion, international partnerships, intercultural development, etc.

3. A coordinated approach to internationalizing the curriculum, based on recommendations made by the One World team, could be the cornerstone of our commitment to graduating globally-astute citizens.

4. Global Learning programs could distinguish Western’s approach to Education Abroad for students, but the administrative model is unwieldy and burdensome to the faculty who make this commitment to enhance the curriculum by engaging students abroad.

5. Western attracts far fewer international students and scholars than any other higher education institution in Washington State, limiting our capacity to “[b]ring the world to Washington and Washington to the world.” Increasing that population will benefit all aspects of the university and provide opportunities for intercultural development at all levels.

6. Western should work locally to build international connections by partnering with those organizations, institutions, populations and associations in our community and region which have global mandates.

7. Finally, all-university initiatives such as the President’s Taskforce on Equity, Inclusion and Diversity and Western’s Sustainability initiatives will also profit from an increased focus on internationalization at the university level. These initiatives will enhance their impact by working together.

E. PARTICIPANTS

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How International is Western?

Faculty and Students Quick Facts

In a recent survey by One World, 76% of faculty respondents reported that their research includes an international component.

- Less than 1% of WWU’s undergraduate student population are international students, compared to 3% at Central, 3% at Eastern, 4% at WSU and 10% at UW.¹
- There were 22,877 international students in WA state in 2012/13.
- In 2013 international students spent $643,000,000 in Washington state.²
- Washington state ranks 11th in the nation for attracting international students.²
- 6 of the 40 top U.S. community colleges in attracting international students are in Washington state. Universities nation-wide recruit international students from WA state.
- In 2012/13 those 6 community colleges hosted 7,914 international students.³ Only 9 of those students transferred to WWU.⁴
- According to the Open Doors report for 2013, there were 2,222 international scholars in Washington state in 2012/13. Only 14 were hosted by WWU.
- 17% of WWU tenure-line faculty earned at least one university degree from an institution in another country.
- Only 18% of faculty responding to a fall 2013 survey reported that none of their courses had international content.⁵
- According to Student Profile Report (2013) the percentage of out-of-state students at WWU has increased from 7.4% to nearly 10% since 2007.
- Western ranks first in the nation among medium-sized universities sending graduates to the Peace Corps.

Washington State Community Colleges in the Top 40 list in terms of international student population:

<table>
<thead>
<tr>
<th>Rank in the Nation</th>
<th>Number of College</th>
<th>Int. Students</th>
<th>Transfers to WWU</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Seattle Central Community College</td>
<td>1718</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Green River Community College</td>
<td>1559</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Edmonds Community College</td>
<td>1266</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>Bellevue College</td>
<td>1050</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>North Seattle Community College</td>
<td>817</td>
<td>1</td>
</tr>
</tbody>
</table>

¹Excluding 47 exchange students.
²Educational Exchange Data from Open Doors 2013, Institute of International Education.
³Open Doors Data for the period 2012-2013, Institute of International Education.
⁴Total number of international students transferred from other colleges to WWU is 24.
⁵One World faculty survey, fall 2013.

Center for International Studies
Western Washington University
international.wwu.edu

Compiled by One World, the Internationalization Council and the Center for International Studies — April 2014
How International is Western?

Education Abroad Quick Facts

551 WWU students studied abroad in 2012-13. This parallels the national average of 3-4%.

- 45% of students who study abroad while at WWU rely on financial aid.¹
- 61% of students who study abroad are female.
- 85% of WWU students who study abroad are Caucasian (as self-reported).
- Top destinations for WWU students in 2014 is:
  - Italy
  - Spain
  - Mexico
- Summer study abroad participation has essentially doubled since 2009, rising from 143 participants to last summer’s 272.
- These data mirror national averages, according to Open Doors 2013.²

- According to Open Doors 2013, Latin America and Japan are increasing their study-abroad numbers more quickly than is Europe.²
- Nationally, the Social Sciences, Business and the Humanities are the top fields for study abroad.
- The 3 WWU programs that send the most students abroad:
  - Sociology
  - Spanish
  - Fairhaven
- According to Open Doors 2013, less than 10% of the 6,237 Washington state students who studied abroad in 2011/12 were WWU students.²
- According to Open Doors 2013, 283,332 U.S. students studied abroad for academic credit in 2011/12, an increase of 3% over the previous year and up 76% in ten years. Mid- or short-length programs are increasingly popular.²

- WWU faculty teach 17 Global-Learning programs in 14 countries on an annual or bi-annual basis.
- Global Learning programs enroll 44% of students who study abroad while at WWU.
- 35% of WWU’s Global Learning programs include a service learning experience.
- The average cost of a Global Learning program is $6,395 including airfare, food, etc.
- Faculty who teach abroad come from 19 departments in 7 colleges.
- International Programs and Exchanges (IPE) lists more than 47 third-party providers among study abroad options for students.

¹ WWU data from IPE, 2013.
How International is Western?

Institutional Partnerships Quick Facts

One of WWU’s strategic goals is to “foster and promote life-long learning and success in an ever-changing world.”

- WWU has institutional partnerships in 17 countries: Austria, Australia, Chile, China, Finland, France, Germany, Japan, India, Korea, Mexico, Mongolia, The Netherlands, Russia, Sweden, Taiwan, and the United Kingdom.

- WWU partners with 8 universities in Korea and 8 universities in Japan.

- Some of WWU’s institutional partnerships date back to the 1980s.

- 90% of WWU’s institutional partnerships focus solely on student exchanges; few agreements focus on faculty exchange, research or artistic activity.

- The Woodring College of Education is currently developing WWU’s first dual degree with an international partner institution.

- 30 WWU students attend partner institutions as exchange students annually (5% of all study-abroad students).

- Only 2 of 17 Global Learning programs are led by faculty to our institutional partners.

- According to the American Council on Education, partnerships between US universities and partners abroad occur most often in Business and STEM disciplines. CBE, Huxley and WCE are WWU’s most active colleges internationally.

- According to ACE’s Mapping Internationalization on U.S. campuses (2012), 58% of master’s granting institutions have increased participation in institutional partnerships since 2010.

- Center for International Studies — CIS assists academic units in developing institutional partnerships by:
  - Developing a partnership strategy
  - Providing templates for written agreements with institutional partners
  - Maintaining records and copies of all agreements with institutional partners abroad.

- Bellingham has 7 sister cities around the world:
  - Cheongju, Korea
  - Nakhodka, Russia
  - Port Stephens, Australia
  - Punta Arenas, Chile
  - Tateyama, Japan
  - Tsetserleg, Mongolia
  - Vaasa, Finland

- International Student and Scholar Services — ISSS assists academic departments, programs and colleges with the visa-related requirements for hosting an international scholar or artist.
How International is Western?
Campus and Community Quick Facts

Western was selected for the national 2013 President’s Honor Roll with Distinction award.

- WWU is the 2nd largest employer in Whatcom County.¹
- WWU students contribute 1 million volunteer hours locally, regionally, and internationally every year.
- During winter quarter 2014, 920 students in 48 courses participated in service-learning through the Center for Service Learning.
- In 2012, 87.9% of Whatcom county residents identified as white; 8.4% as Hispanic/Latino; 4.3% as Asian, Hawaiian or Islander; 1.2% as African American.²
- In 2012/13, 75% of WWU students identified as white; 7% as 2 races or more; 6.7% as Hispanic/Latino; 6.2% Asian; 1.5% African American; 0.4% American Indian; 0.1% Hawaiian or Islander.
- In 2011, 22,000 Squamish, Lummi and Nooksack peoples lived in the region.
- Woodring College of Education currently includes 27 international related projects, partnerships, and publications, such as faculty led programs, student exchanges, editorships, board memberships, and student teaching abroad.
- The College of Humanities and Social Sciences' disciplines and interdisciplinary programs “promote a holistic approach to learning, including an awareness of the complex nature of our global society.”
- The College of Science and Technology’s academic programs and Centers provide a program of outreach to the community, communicating current topics and highlighting issues of ethics and environmental concern.
- Centers in the College of Business and Economics foster partnerships between business and the university.
- The College of Fine and Performing Arts offers nearly 300 performances, special presentations and gallery events each year.

- Western faculty and staff support Compass 2 Campus, the Bellingham Human Rights film festival, the Bellingham Sister Cities Association, as well as cultural, art and music events in the community.
- Fairhaven College of Interdisciplinary Studies embraces justice, social and environmental responsibility, and cultural diversity, through experiential learning that considers “our choices, roles, and purposes in the world.”
- The Western Libraries supports informational access, exhibits, lecture series, and presentations that “expand partnerships and strengthen collaborative efforts throughout the campus, the community and beyond.”
- Huxley College collaborates with outside institutions and community organizations through institutes that offer students access to real-world research projects.

²Student Profile Report, 2013, WWU.
How International is Western?

Curriculum and Co-Curriculum Quick Facts

According to data collected by One World, 20% of WWU’s curriculum is globally-focused.

- 40% of respondents reported to a fall 2013 survey that 100% of their courses have international content.¹
- 76% of respondents conducted research that has an international component.
- 79% of respondents believed that global perspectives should be a core component of the GURs.
- 70% of respondents believed that global perspectives should be integrated into the majors.
- The Employee Language program enrolled 100 staff and faculty in basic Chinese and Spanish in spring quarter 2014.

However, in the winter 2014 exit survey:

- 22.5% of WWU graduates said their major field of study had no international content.
- 20.5% of WWU graduates reported that the international content in their major had impacted their education.
- 62% of WWU graduates said that their GURs had international content.

Through its various clubs and programs, Associated Students offers students the opportunity to engage with social issues, world languages, cultural and ethnic identities, and environmental issues.

Residence Life offers programming that helps students articulate their own identities and to recognize and respect the social identities of others in the campus community and beyond.

The BPRI Border Colloquium Series features 3 lectures each quarter that deal with the US/Canada/Mexico borders.

The World Issues Forum features 8-12 presentations quarterly in support of an informed and engaged global citizenry.

Canadian-American Studies hosts an exchange scholar from Canada annually.

The Center for International Business sponsors lectures by experts from business or academia.

The Small Business Development Center combined resources with community organizations to sponsor Global Entrepreneurship Week in November 2013.

CIS sponsors events annually for International Education Week, a global awareness event created by the US Departments of State and Education.

¹One World curricular team data (fall 2013). 51% of 245 respondents were from CHSS.
Less than 1% of WWU’s undergraduate population are international students, compared to 3% at Central and Eastern, 4% at WSU, and 10% at UW.  

17% of WWU tenure-line faculty earned at least one university degree from an institution in another country.  

6 regional community colleges hosted 7,914 international students in 2012/13. Only 9 of those students transferred to WWU.  

55% of entering freshmen report they want to study abroad.  

Bellingham has sister cities in 7 countries.  

WWU ranks 1st in the nation among medium-sized universities sending graduates to the Peace Corps.  

According to data collected by One World, 20% of WWU’s curriculum is globally-focused.  

The World Issues Forum features 8-12 presentations quarterly in support of an informed and engaged citizenry.  

Through its various clubs and programs Associated Students offers students the opportunity to engage with social issues, world languages, cultural and ethnic identities, and environmental issues.  

76% of faculty responding to a recent survey conduct research that has an international component.  

62% of WWU graduates responding to the winter 2014 exit survey said that their GURs had international content.  

WWU has institutional partnerships in 17 countries, with 8 partnerships each in Japan and Korea.  

Huxley, CBE and Woodring are the colleges which are the most engaged with our institutional partners abroad.  

551 WWU students studied abroad in 2012/13. This parallels the national average of 3-4%.  

Global Learning programs enroll 44% of students who study abroad while at WWU.  

45% of students who study abroad while at WWU rely on financial aid.  


2 Internationalization Council and Center for International Studies data, spring 2014.  

3 One World faculty survey, fall 2013.  

Appendix 1

2010 Recommendations from the White Paper on Internationalization (WPI)

Initial Thoughts

1. An International Initiatives Council should be appointed from across the campus community to propose, provide oversight and counsel, and evaluate Western’s international curricula, international study and research opportunities, international partnerships and exchanges and other international activities.

International Curriculum Development

2. Create a campus plan to focus and coordinate Western’s international curriculum.

3. Support efforts within Colleges and Departments to develop curricula with international and global perspectives.

4. Partner with the community in providing international education opportunities.

5. Grow the International Studies Minor and provide additional advising and course support.

The Development of International Partnerships and Linkages

6. Develop principles governing international partnerships and/or guidelines to establish international partnerships.

7. Assess current international partnerships and linkages in accordance with the principles and guidelines in establishing international partnerships.

8. Increase the number and diversity of direct exchange opportunities as a proportion of total study abroad offerings at WWU.

9. Work to increase the number of faculty and staff exchanges with Western’s international partners and provide necessary support for these.

The Study Abroad Experience

10. Evaluate the mix of current study abroad options for their relevancy to Western’s curricular mission and its programmatic needs.

11. Make credit transfer more transparent within each academic department by developing a Study Abroad Course (337).

12. Offer a diverse range of affordable study abroad options including faculty-led, independent study and direct exchange options.

13. Reduce the organizational and administrative workload involved for faculty involved in setting up and implementing study abroad courses and provide appropriate support and assistance in IPE and Extended Education.

14. Undertake an internal review of the Office of International Programs and Exchanges and adjust funding and staff support where needed.
Faculty Teaching and Research Opportunities Abroad

15. Establish and maintain a database on Western faculty involved in international collaboration.

16. Change the campus culture by rewarding and promoting outstanding faculty who maintain successful international collaborations.

17. Strengthen research and pedagogical ties across Western’s campus and use this cross-disciplinary approach to develop ties with international organizations, institutions and individuals.

18. Recruit and support visiting faculty from abroad by enabling them to participate in the teaching, research and service missions of the University.

19. Provide an on-going opportunity for the faculty to participate and assist in the planning, implementation, and promotion of faculty-led study-abroad programs and collaborative international curriculum efforts.

International Student Support, Admissions and Recruitment

20. Establish an internal working group that examines and assesses the international student experience at WWU and develops a strategic vision and plan for recruitment, admissions and support of international students that is part of the core mission of the University.

21. Develop an international student recruitment task force to improve outreach efforts while strengthening cross-campus communication and collaboration and enhancing Western publications and web presence.

22. Increase the number of international transfer students by finalizing “Guaranteed Admission” agreements for international transfers from selected Washington State Community Colleges.

23. Identify new funding streams and/or reallocate the use of current resources to accommodate the expansion of international student recruitment efforts and needed student support services.

24. Implement and expand programs that connect international students to Western and the Bellingham communities and provide opportunities for them to participate in community leadership and service activities.

Internal and External Support for International Initiatives

25. Create a stable and predictable level of internal funding for international education at Western over the next five years.

26. Working in collaboration with one another, the Center for International Studies and the several colleges on campus should over the next five years submit grant applications to government and foundation funders for support of the further development of international education on campus.

27. The Western Foundation Office should work with the Center for International Studies to identify potential community and corporate donors interested in supporting international education at Western.
iBoard. Buchanan Towers 2013-14

Fall Quarter

- **10/9/2013 – AUAP Welcome / Ice Cream Social**
  - iBoard partnered with IPAs to throw an educational event about the AUAP program. Games, food and ice cream were provided – after the educational portion, ice breakers and introductions too place, the students were able to take part in playing games and building new relationships.
  - ~34-40 Students attended

- **10/21/2013 – Flag Trivia Night**
  - iBoard along with international students put together a flag trivia night. During this event, different countries, their global location and flags were explored and talked about.
  - ~12-25 Students attended

- **11/19/2013 – International Awareness Night / World Buffet**
  - International students, Fulbright students and Buchanan Tower Residents participated in showcasing different their home country (or countries of interest to them) to the Buchanan Tower community. Free food was provided and educational presentations were given (in a fair type setting – people had booths set up).
  - ~40-50 Students attended

Winter Quarter

- **1/30/2014 – Boomers Program**
  - Took a group of international (As well as American students) to Boomers since the International group had never been before.
  - ~16 students attended

- **2/7/2014 – Winter Olympics Opening Event**
  - International students and iBoard students helped coordinate an event revolving around the Winter Olympic opening. The gender inclusive RA (Siri), also helped connect us with resources at the QRC to insure that we provided support for community members that may disagree with Russian legislation. Partnered with Abigail from International Student and Scholar Services.
  - ~20 students attended

- **2/12/2014 – Pho Night**
  - International students and iBoard members went to Pho 99. The event provided cultural awareness and exploration of Vietnamese cuisine. Further, it provided a social environment for relationships to continue to foster.
  - ~8 people attended

- **2/20/2014 – Game Night**
  - International students and iBoard members put together a game night to bring different community members together. During which, games took place and interpersonal relationships with people of different backgrounds were fostered.
  - ~12 students attended
• **3/6/2014 – AUAP Welcome Program**
  o iBoard members partnered IPA(s) within Buchanan Towers to throw a welcoming program for the new AUAP students. The program consisted of an educational component (describing the AUAP student program and IPA’s roles), games and food. The environment provided an opportunity for AUAP students and Buchanan Tower students to connect and start building new friendships.
    ▪ ~30-40 students attended

  **Spring Quarter**

• **4/7/2014 – Global Education Issues/World Issues Conference**
  o iBoard members researched, gathered and discussed global issues pertaining to education. Exploring both the privilege and lack of in different global communities.
    ▪ ~6-7 People attended

• **4/28/2014 – Crepe Night**
  o iBoard members went to get crepes downtown.
    ▪ ~ 4 People attended

• Other: Going out to eat: Thai, Bowling & Breakfast (7-12 students each time)
Appendix 3

I. RESIDENCE LIFE PROGRAMMING

The following are programs that were specifically planned just for international students or altered to also meet the needs of international students.

<table>
<thead>
<tr>
<th>CA Programs</th>
<th>Description</th>
<th>Date</th>
<th>Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Orientation</td>
<td>A welcome pizza party with an orientation. Basic program to introduce policies and answer questions of international students.</td>
<td>26-Sep</td>
<td>10</td>
</tr>
<tr>
<td>Chalk and Talk</td>
<td>Making chalkboards and learning the basics of how to discuss issues with roommates</td>
<td>1-Oct</td>
<td>18</td>
</tr>
<tr>
<td>Navigating WWU</td>
<td>A tour of BW that touches on all of the support networks and how to navigate campus</td>
<td>12-Oct</td>
<td>10</td>
</tr>
<tr>
<td>Roommate Night in Bwood!</td>
<td>A follow up that will attempt to connect roommates in the international student apartments</td>
<td>18-Oct</td>
<td>15</td>
</tr>
<tr>
<td>Pumpkin Patch</td>
<td>Collaboration with IEP that will take students to the Pumpkin Patch and teach them about Halloween traditions</td>
<td>26-Oct</td>
<td>30</td>
</tr>
<tr>
<td>Pie &amp; Postage Party!</td>
<td>This program is to introduce students to Thanksgiving and pie as well as do letter writing to home since many international students and out of state students are getting homesick.</td>
<td>22-Nov</td>
<td>17</td>
</tr>
<tr>
<td>Goodbye Pizza Party</td>
<td>A goodbye social for our leaving international students with a slideshow and memory books.</td>
<td>7-Dec</td>
<td>17</td>
</tr>
<tr>
<td>Lunch at the Library!</td>
<td>An introduction for new international students to connect and learn to navigate campus.</td>
<td>January</td>
<td>11</td>
</tr>
<tr>
<td>Winter Olympics Opening Viewing Event</td>
<td>After giving students a brief Olympics history, we will make flags of the countries we support and watch the Opening Ceremonies.</td>
<td>February</td>
<td>5</td>
</tr>
<tr>
<td>Couch Talks</td>
<td>This will be a more intimate setting and we will visit apartments and discuss and reflect on the year so far. This is geared towards international students and their reflecting on their experience.</td>
<td>February</td>
<td>6</td>
</tr>
<tr>
<td>Dessert &amp; Diversity</td>
<td>We will be doing the Step-In Step-Out event for international students and looking into their diversity awareness.</td>
<td>March</td>
<td>25</td>
</tr>
<tr>
<td>Picture=1000 words</td>
<td>This is the end of the quarter party for the international students. Students will bring pictures from their travels or their home and explains the significance of the pictures in connection with their identity as an</td>
<td>March</td>
<td>10</td>
</tr>
</tbody>
</table>
The following are Bulletin Boards that were specifically planned just for international students or altered to also meet the needs of international students.

<table>
<thead>
<tr>
<th>Bulletin Boards</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak Up Birnam Wood!</td>
<td>September</td>
</tr>
<tr>
<td>BB on dialoguing with roommates and ways to approach conflict.</td>
<td></td>
</tr>
<tr>
<td>Recyclable Materials</td>
<td>September</td>
</tr>
<tr>
<td>BB on the proper way to recycle and the reasoning behind it.</td>
<td></td>
</tr>
<tr>
<td>Check Out Bellingham</td>
<td>September</td>
</tr>
<tr>
<td>An introductory BB to Bellingham and things to do there.</td>
<td></td>
</tr>
<tr>
<td>Birnam Wood World Map</td>
<td>September</td>
</tr>
<tr>
<td>A BB that displays where all of our students are from in the world so residents can see the diverse populations we have in BW.</td>
<td></td>
</tr>
<tr>
<td>Top 10 things to know for Academic Planning</td>
<td>November</td>
</tr>
<tr>
<td>This is an academic based board that discusses how to study abroad while taking courses and still take the time to travel the area.</td>
<td></td>
</tr>
<tr>
<td>Capture the Quarter!</td>
<td>January</td>
</tr>
<tr>
<td>This is a reflection board near the international stack that is interactive and asks students what they wish to change about their experience.</td>
<td></td>
</tr>
<tr>
<td>Dive into Diversity</td>
<td>March</td>
</tr>
<tr>
<td>A BB on how to discuss diversity and some of the conversation taboos from other countries.</td>
<td></td>
</tr>
</tbody>
</table>

II. PROGRAM AND EXPERIENCE FEEDBACK

Programs

- Couch Talks- International students have said they enjoy the intimacy and simplicity of these type of events because it allows them to just chat with people in Birnam Wood, drink tea, and eat food.
- International students enjoyed it when we would meet in the community building and walk together to other events on campus
- The "Pie and Postage" event was a huge hit with the international students because it allowed them to write letters home, enjoy pie, and visit with other BW residents. Many stated that they wanted programs like these for all of the holidays because they wouldn't feel so left out of the celebration if they were reaching out to family as well.
- The international students really want to experience life outside of Birnam Wood! The events that were planned to take international students places e.g. the pumpkin patch and sporting events seemed to be quite popular. Many international students stated interest in being interested in going distances and wanting planned trips to places like Seattle, the islands, etc. They expressed frustration in how hard it was to get to these places.
• There were a lot of international students at the S’mores BBQ event! The international students thought of this themselves, so it would be good for next years group to ask what the international students want or poll them somehow on events they're interested in.

**General Feedback Received**

• Some international students have felt disconnected because Birnam Wood seems to be far away and they don’t have a centralized place to hang out other than the small lounge. Many mentioned going to Buchanan Towers to utilize the bigger space.

• The winters in Birnam Wood are very difficult for a lot of international students, so gearing events toward self-wellness, or something to cheer them up would have been good.

• The international students seem to stick together, and some of them wish they would have gotten to know more American residents. Though programs were attempted to get students to mingle, and they were well attended generally, it might be good to have a “volunteer buddy” situation that was someone other than their roommates.

• The international students mentioned that they struggled with roommates having “certain expectations” of how international students were supposed to act, which caused both positive and negative experiences.

**III. ROOMMATE SURVEY**

**Overview**

At the end of Fall quarter, domestic students were asked to answer 2 questions regarding their experience of living with an international student roommate during FALL 2013 quarter. We received 16 students responding to 2 questions a) How do you describe your experience with international roommate/suitemates? b) What information or resources can we provide you to facilitate living with international roommate/suitemates?

**Findings**

*How do you describe your experience with international roommate/suitemates?*

Out of 16 respondents 14 of them indicated that their experiences have been generally positive to extremely positive. General themes under positive experiences included:

• “My experience in the international section has been very enjoyable”.
• “My experience has been great”.
• “My experience with international roommates so far has been great and very educational”.
• “My experience with an international roommate has been normal and pleasant”.

Extremely positive responses included domestic student’s expected interest in hosting an international roommate, being able to gain some sort of educational help regarding a specific culture and or language, and general fun roommate experiences etc:

• “I was looking forward to living with an international student this year and learning about another culture”
• “She likes to cook meals for everyone, and I am lucky enough to receive her help with my Chinese homework”
• “It’s been even better than I hoped it would be. My suitemate has taught me a lot about Taiwan since before I hadn’t been friends with anyone from there”.
• “I am so blessed to have such an understanding roommate, she has become one of my closest friends!”
• “Overall she is just a really sweet person, and loves to help other people. She also teaches me Chinese, and I get to practice with all her friends so it’s a lot of fun”.
• “It’s cool – just like living with an American student, really”.
• “In almost every possible way it has been both enjoyable and an adventure. Both the practical running of our little household and the process of getting to know my international roommate and suitemate have gone well”.
• “It has been a wonderful experience so far. It is sad that she is only staying here for one quarter”.

There were a few respondents expressed that they don’t have much opinion on their relationship with their roommates/neutral. They all mentioned that they have been busy with school which led them to have a minimal social time with their roommates.
• “Compared to my experience with my last roommate (who was not an international student) it's been wonderful. No conflicts or anything. We just kind of peacefully coexist. Although in some ways I feel like I'm not the ideal person to be the roommate of an international student since I'm not especially outgoing. I feel like I ought to be helping to introduce her to American cultural things, but I flat out don't have time. But the fact that I actually worry about this probably indicates that I'm not a bad roommate either.”
• “I don't really talk to my international suitemate very often. It's not that we don't get along or anything, it's more that I'm always busy so I'm rarely ever home.”
• I am very busy this quarter, so I have not spent a great deal of time at my apartment nor have I payed much interest to socializing with my suitemates. All I can say is that there has not been any noticeable problems that accompany having an international student as a roommate. Everything is working fine.

Lastly, two respondents indicated that their experience has been in their own words “interesting” and “a little trying”.
• One of the students mentioned that cultural difference between her roommate and States has been the biggest challenge for communication. The domestic student expressed “Things that are taken as normal and expected here are not the same for my roommate (such as room temperature, dish washing standards, sanitation standards), and I haven't been able to do much about them without feeling that I'm being condescending (example: wanting to show a person how to wash a dish).”
• General themes for misunderstanding and challenges are initial cultural difference, school time schedule, language barrier, setting ground rules, not knowing resources available through CAs, AC and other sources like International Students & Exchanges.
What information or resources can we provide you to facilitate living with international roommate/suitemates?

Some of the solutions to the challenges above included:

- "In talking with my current roommate, I learned that international students are taught some basics on inter-cultural communication. That conversation was both fascinating and helpful. Perhaps Western students who plan on having international roommates would be encouraged to attend these initial discussions. Also, I think that it’s important to start talking to one’s international roommates as soon as possible to smooth out language issues, and just to make the transition to interacting with different assumptions”.

- The majority of the respondents expressed that they don’t know what to say for answering question b). However general consensus was that they would like to receive some kind of information on how to live with someone from a different country.

- “I personally don’t have anything to recommend. 😊”

- Um… idk – just maybe a list of “must-dos” with them or something. That’d be cool. Other than that I can’t really think of anything.

- “There's nothing I can think of, thanks!”

- “I've never had an international suitemate before so I don't really know what information or resources are available to me in the first place.”

- It would be interesting to ask the same questions after Winter quarter and Spring quarter.
MEMORANDUM OF UNDERSTANDING BETWEEN

____________________________________

AND

WESTERN WASHINGTON UNIVERSITY, BELLINGHAM, WA, USA

____________________________________, located in __________________ and Western Washington University (hereinafter referred to as “WWU”), located in Bellingham, Washington, USA, after due discussions and consultations, have agreed to establish ties of friendship for the purpose of promoting mutual understanding and academic, cultural and educational cooperation based upon the principle of reciprocity. Therefore, both institutions agree to enter into this Memorandum of Understanding.

___________ and WWU have reached agreement on the following general areas of interest and cooperation, subject to mutual consent and the availability of sufficient funding:

1. Exchange of faculty.
2. Exchange of students.
3. Exchange of information, academic materials and publications.
4. Joint research activities.
5. Invitation for participation in academic conferences and seminars.
6. Short-term academic programs.

The terms of specific areas of cooperation shall be further discussed and agreed upon in written form by both parties prior to the initiation of a particular program. No financial obligations are assumed under this Memorandum of Understanding.

This Memorandum of Understanding goes into effect upon signing by both parties and will form an initial framework for further agreements to be drawn up between the parties. Either party may terminate this MOU upon written notice to the other party six months prior to the actual termination. In such cases, programs under way shall be allowed to be completed according to the terms that have been agreed upon.

WESTERN WASHINGTON UNIVERSITY,
Bellingham, Washington, USA

_______________________________
President

_______________________________
Bruce Shepard, President

_______________________________
Date

_______________________________
Brent Carbajal, Provost

_______________________________
Date

_______________________________
Lisa Wochos, Assistant Attorney General

_______________________________
Date
MEMORANDUM OF UNDERSTANDING

BETWEEN _________________________________ AND

WESTERN WASHINGTON UNIVERSITY

Introduction

The purpose of this Memorandum of Understanding is to further mutual understanding and cooperation between _________________________________ and Western Washington University, Bellingham, Washington, USA, and to enhance each institution’s teaching, learning, research and internationalization objectives through such interaction. To that end, _________________________________ and Western Washington University agree to institute an exchange program of students and/or faculty for teaching and research purposes under the following terms:

1. Exchange of Students

Western Washington University and _________________________________ will exchange students for one or more terms or for the length of an academic year. These students will be regular matriculating students of the sending institution and will be received by the host institution as non-degree seeking students. Each year, the parties to this Agreement will nominate qualified students to be part of this exchange. Along with a Letter of Nomination appropriate supporting materials including an academic transcript, a certificate of language proficiency, a listing of desired courses and a housing request will be sent from the host institution to the receiving institution. All such materials must be received by the host institution no later than four months prior to the proposed start of the student exchange.

Both institutions will review this program annually for any imbalances in the number of exchange students, and will adjust the number of such students over the duration of the Agreement, as necessary, to maintain a reasonable balance in the exchange. The number of students exchanged each year may be increased by mutual consent.

2. Selection of Exchange Students, Program Admission and Transfer Credit

The home institution will nominate applicants from its institution for the student exchange program. The host institution reserves the right of making final judgment on the admissibility of each student nominated for the exchange.
The exchange student must satisfy all program admission requirements, including the language proficiency requirement of the host institution. Course work at the host institution will be determined through close consultation between the sending and receiving institutions.

Each host institution will require candidates to complete all admission materials and meet all visa requirements prior to the commencement of their studies.

Students participating in this program will continue as candidates for the degree of their home institution. Transfer of credit for work undertaken at the host institution will be subject to the discretion of the home institution.

3. Exchange of Faculty and Staff

__________________________ and Western Washington University may exchange faculty and staff for teaching, research and other academic purposes for one or more terms or for an academic year. Applications for such exchanges must be received by the host institution no later than six months prior to the commencement of the proposed exchange. Shorter-term visits for research or teaching purposes can also be organized with adequate notice as well as summer teaching or research exchanges.

In all instances, the sending and receiving institutions will engage in close consultation as to the length and timing of such exchanges and the resources required to facilitate such exchanges of faculty or staff. A formal letter of acceptance under the provisions of this Agreement will be sent by the host institution to the proposed exchange participant no later than four months prior to the start of the exchange.

Normally, the faculty and staff will be provided with necessary office space, library and support services while on the host campus. Unless specifically noted in the letter of acceptance, the salaries and benefits of faculty or staff being exchanged are the responsibility of the home institution.

4. Financial

All participating exchange students or faculty and staff participants shall pay all necessary tuition, mandatory fees, and other compulsory charges to their home institution. All payments for travel, medical and evacuation insurance (see next paragraph), accommodation, food, books and any supplemental course fees and supplies while on this exchange program shall be the responsibility of the individual participant. Neither institution shall be held liable for such costs.
Exchange students, faculty and staff are required to have full medical coverage including repatriation and medical evacuation prior to departure from their home country and that provides coverage during the entire length of their exchange program at the host country.

Any incidental fees for campus services at the host institution over and above those specified in this Agreement shall be met by the visiting student, faculty or staff member. These fees shall be no greater than those normally paid by students, faculty or staff members of the host institution.

5. Accommodations

Each party will provide the other party with timely information and applications for suitable student, faculty or staff housing. Suitable housing might include university residences, dormitories, private apartments, or accommodation with local families. Information regarding campus eating establishments, meal plans and self-catering arrangements will be provided to all exchange participants.

6. Promotional Materials

Each university will provide to the other any available academic catalogs, informational brochures and other appropriate materials that might assist in the promotion of the Exchange Program and in the advising of possible participants. Each university will direct the other to other useful web-based information regarding the institution and its academic calendar, programs, policies and procedures.

7. Responsibilities

Western Washington University and _________________________________ agree to accept the prescribed number of students, to enroll them as full-time non-degree students for either one or two terms or for of the academic year as set forth by this Agreement.

_______________________________ and Western Washington University agree to accept as equivalent each other’s tuition fee level, residence provisions, length of academic year, teaching methods, examinations, and related provisions.

Western Washington University and _________________________________ agree to provide each exchange student or faculty or staff member with the necessary documents to enable them to obtain the appropriate visas.

At the conclusion of the exchange, _________________________________ and Western Washington University agree to provide an official transcript for the exchange student.
Western Washington University and ______________________________ agree to assist each exchange participant by:

- providing pre-departure materials, and a post-arrival orientation,
- arranging appropriate accommodation,
- providing arrival assistance and temporary accommodation, if required,
- designating an administrative contact to deal with all questions or correspondence related to this program.

8. Other Responsibilities

Exchange students, staff and faculty shall be entitled to the use of the host institution’s facilities on the same basis as students, staff and faculty of the host institution. Exchange participants may be required to cover some costs associated with the use of these facilities.

Dependents are permitted to accompany the exchange student, staff or faculty exchange participants. Information regarding possible accompanying dependents should be submitted to the host institution at the time of the initial application by the student, staff or faculty member desiring to participate in this program. Every effort will be made to accommodate these requests, however, the host institution will make the final decision whether they can honor them. All costs and applications associated with dependent airfares, visas, accommodation, insurance and other matters are the full responsibility of the exchange student, faculty or staff member.

9. Liability

___________________ will be responsible for their own negligent acts and/or omissions and the negligent acts and/or omissions of their own employees, officers, volunteers or agents. The terms of this provision shall survive the termination of the contract.

All exchange students, faculty and staff are responsible for liability arising out of their own acts or omissions under this exchange program. They are encouraged to verify the extent of liability insurance protection with their respective employers, or other common sources, while participating in the program.

10. Renewal, Termination, and Amendment

This Agreement will commence from the date of signing, and continue thereafter for a period of five (5) years, subject to revision or modification by mutual agreement.
For conditions of the exchange not covered by this Agreement, or for problems that arise during the course of the Memorandum of Understanding, both parties agree to refrain from unilateral action and to consult and negotiate mutually acceptable decisions.

Amendments to this Memorandum of Understanding Cooperation Agreement may be made at any time, by correspondence, and only when agreed upon by both parties. Any amendments shall be added to the terms as appendices.

Either institution may terminate this agreement by giving notice in writing to the other institution of no less than six (6) months. Any student who may have commenced at either institution before the date of termination may complete their courses of study by special agreement by the two institutions.

The institutions shall confer concerning the renewal of this agreement six (6) months prior to its expiration.

**Partner University**

Signed

Typed Name

Title

Date: _________________________

---

**Western Washington University**

Bruce Shepard
President

Date: _________________________

Brent Carbajal, Provost

Date: _________________________

Lisa Wochos, Assistant Attorney General

Date: _________________________
ADVANCEMENT AGREEMENT BETWEEN

WESTERN WASHINGTON UNIVERSITY

AND

______________________________________________

In support of the Memorandum of Understanding dated _____ between __________________ and Western Washington University, under which our two institutions plan to cooperate in order to advance our mutual interests, the following activities are agreed upon during the ___________ academic year.

[Specific plan filled in as appropriate and cite related agreement title, number and date].

[Partner Institution]  Western Washington University

_________________________________   ______________________________

Name: ___________________________  Bruce Shepard, President

Title: ______________________ _____  Date: _________________________

Date: _____________________________  ______________________________

Brent Carbajal, Provost

Lisa Wochos, Assistant Attorney General
MEMORANDUM OF STRATEGIC PARTNERSHIP

BETWEEN

______________________________________ AND

WESTERN WASHINGTON UNIVERSITY

The Distinctive Nature of Strategic Partnerships

Strategic Partnerships are long-term, comprehensive collaborations between two universities that advance the internationalization of each institution while also providing vital linkages for the communities in which these institutions are located. Not only do such partnerships strengthen the collective capacity of each partner for research, teaching, and civic engagement, they also infuse their respective communities with a spirit of international collaboration and interdependence.

Strategic Partnerships cut across disciplinary boundaries, harnessing the full capacity of each institution for work that is of significant mutual benefit. Strategic Partnerships reflect key interests of both university and community, create linkages to important areas of the world, and have the capacity to advance international learning, research, and engagement for all involved. Such Partnerships both model and encourage the international dialogue and collaboration that are critical to life in the 21st century. They also bring different academic disciplines, professions, and constituencies into sustained conversation with each other. And they enable resources to be focused, different efforts to be coordinated, and new initiatives to build on the work of previous ones.

Strategic Partners are selected with great care, through lengthy discussion across a wide range of programs and constituencies. Strategic Partners are those in which both institutions have much to gain, with multiple units at each institution actively involved. They are also those in which the partners commit to sustaining a high level of mutual activity for a significant period of time, in some cases lasting well beyond the tenure of those who first proposed the partnership.

With this distinctive Memorandum of Strategic Partnership, it is our hope that every graduate of __________ and every graduate of Western Washington University will leave campus knowing something about each other’s lives and communities because they have encountered these in multiple contexts, both direct and indirect. It is also our hope that faculty across each institution and residents of our surrounding communities will develop long-term relationships that advance their work and link our nations. And finally, it is our hope that these experiences create a context for understanding how cities, nations, and peoples might work together for mutual benefit across national boundaries.

Our Shared Vision

____ and Western share much in common. [Fill in text as appropriate]
Our Shared Agenda: Creating a Comprehensive Framework for Further Collaboration

Expanding the _____ - Western collaboration to the level of a Strategic Partnership will provide opportunities for meaningful engagement in a host of new arenas as well as the pursuit of innovative and meaningful cross-field and interdisciplinary synergies. To advance these goals, _____ and Western commit themselves to a long-term comprehensive collaboration, to include, but not be limited to joint projects in: [faculty and curriculum development, institution building, student and faculty exchange, collaborative research projects, distance education, study abroad programming, joint degrees, and service learning].

To advance this agenda, _____ and Western commit themselves to:

• [expanding their collaboration to new schools and units, both in the arts and sciences and in the professions

• establishing appropriate mechanisms to coordinate, prioritize, and oversee the collaboration at each university

• establishing effective and regular means of communication between the coordinating bodies at each university

• exploring where the two institutions can fruitfully share resources and make joint faculty appointments

• holding joint seminars, workshops, conferences, and symposia that advance the collaboration

• assisting each other in developing courses, workshops, lectures, videoconferences, and film series that enable students, faculty, staff, and the local community to develop a deep understanding of the other country

• supporting faculty, students, staff, and members of the local community in communicating with and visiting their counterparts at the other institution

• pursuing joint grants and other sources of external funding to support collaborative activities.]

Our Shared Planning

_____ and Western also commit themselves to pursuing such activities in a spirit of openness, trust, reciprocity, and mutual coordination. To the greatest extent possible, activities will be jointly planned and jointly executed. The two universities will welcome each other’s students, faculty, and staff, and encourage partnerships and dialogue among them. All new projects will be evaluated in terms of their impact and relevance to existing projects before being put into action.
This Strategic Partnership will be in place [for ten years from its signing, with the possibility of renewal at the end of that time. For the first four years of the partnership, an annual review of progress, challenges, and plans for further development of the partnership will be conducted. Thereafter, such reviews will be conducted every two years].

Specific and detailed Implementation Plans will be written for each major new initiative in support of Our Shared Vision and Our Shared Agenda. Specific plans will then be formalized under separate agreement and cross-referenced with this Memorandum of Strategic Partnership.

Western Washington University

______________________________
Bruce Shepard, President

Date: ____________________________

______________________________
Brent Carbajal, Provost

Date: ____________________________

______________________________
Lisa Wochos, Assistant Attorney General

Partner University

____________________________________
Name, Title

Date: ________________________________

____________________________________
Step 1: Research and Development – conducted by originating department

Step 2: Originating department submits Application Form to CIS Standing Review Comm.

Step 3: Review Committee reviews and determines next step

Step 4: Originating department revises agreement as needed

Step 5: Review Committee sends Application to CIS for implementation

Step 6: CIS submits MOU to Contract Administration

Step 7: CIS oversees final signatures

Step 8: Originating office determines that requested resources are in place
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- Reviews active MOU's every 5 years
Appendix 10

Request for Partnership Agreement (Draft)

Name(s):

Dept(s):

Section(s):

Information about the Host Site:

Name of Institution:

Name of the Contact Department:

Name of Contact Person

Type of Agreement (Check all that apply):

- Instrumental (defines student exchanges, faculty exchanges, or research project)
- Contract/affiliate (agreements with specific organizations to further one or two specific activities)
- Strategic (comprehensive agreements between institutions that have significant funding and planning implications as well as dual-degree or shared curricula, joint publications, etc.)

Please clearly state the rationale for the proposed partnership. Please be sure to highlight the following:

- How does the proposed partnership advance Western’s goals for internationalization?
- Who are the stakeholders and how will they benefit from this agreement?

Please clearly state the academic rationale for the proposed partnership. Please be sure to highlight the following:

- Does the partner provide a program that offers educational content relevant to and recognized by a program at Western?
- Does Western provide a program that offers educational content relevant to and recognized by a program at the partner institution?
- Is there a potential for a faculty exchange?
Is this partnership is pragmatic? Please consider the following:
- Identify and funding for activities proposed as part of the partnership.
- Identify whether or not there are concrete indications of interest in the activities proposed as part of the partnership at both Western and the partner institution.
- Have logistic details (e.g. academic term dates, housing, accreditation, et.) been researched and considered?

Please provide a brief description of the purpose of the partnership and how it will benefit Western. (Please highlight how this partnership might enhance any or all of the following: improve student preparedness, internationalize the curriculum, enhance Western’s international profile, strengthen research and knowledge production, and/or diversify Western’s faculty and staff)

Does Western have any other partnership agreements with institutions in the same country, city, area? If so, please list these institutions.

Does this institution have other partnership agreements with Universities in Washington State? In the US?

Would expanding any existing partnerships fulfill the same purpose?

What is the plan for measuring and assessing the success of this partnership?

How will your department support the success of this partnership?
Please describe any funding or other resources currently available to support this partnership and how those resources will be used.

Please describe any additional funding or resources (e.g. administrative support, budget planning) you would like to request to support this partnership.

Are there any Administrative or other Western departments that will need to perform functions in support of this agreement (e.g. Registrar’s office for the creation of CRN numbers, Financial Aid for scholarships, International Programs & Exchanges for managing a student exchange)?

Has a representative from Western visited this site? If so, please describe what took place.

Has there been a site assessment? If so, please attach report.

Would you like to request funding from CIS to conduct a site visit? (Click here for guideline proposals)
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### 2012-2013 STATISTICS

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#### Field - Self Reported for 2012-13 Academic Year

(Double majors counted for each major)

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Appendix 12
IPE program costs

1. Is there differential pricing for international programs in different locations?

Yes, here are some different listings for the 2013-2014 school year:

- For the 2013-14 school year there are 27 different Universities around the world that have decided to partner with Western for Direct exchanges. They all be found here:
  
  https://studyabroad.wwu.edu/index.cfm?FuseAction=Programs.SearchResults&Program_Name=&Program_Type_ID=O&pi=%7F&pc=%7F&pr=%7F&pt=%7F&Partner_ID=ANY&p_10000=Exchange%7F&p_10000_t=MULTI&p_10001=%7F&p_10001_t=MULTI&p_10002=&p_10002_t=YESNO&p_10006=%7F&p_10006_t=MULTI&p_10003=%7F&p_10003_t=MULTI&p_10004=%7F&p_10004_t=MINIM&Sort=Program_Name&Order=asc&pp=10000%2C10001%2C10002%2C10006%2C10003%2C10004

  A. As you can see from the link different programs offer students to take classes depending on their major/interests. The credits that the student earns while abroad will apply to their major or minor, depending on the arrangement that they have with their department prior to leaving. Most programs have a GPA, language, and class standing requirement that a student must meet in order to be accepted into the program.

  B. As for cost: “Exchange program participants will pay WWU in-state tuition and mandatory fees. All other costs associated with participation in the program (including transportation, room and board, personal expenses) are the responsibility of the individual student. Check the budget sheet for information on any additional estimated expenses.”

  C. WWU in-state tuition can be paid with financial aid-everything else is up to the student to figure out. This includes everything above plus: flight, vaccines, medical insurance etc.
For the 2013-14 school year there are 17 different Faculty exchanges which are listed below:

- Rwanda/Kenya (Winter 2014) cost: $7,500
- India/Thailand (Winter 2014) cost: $7,500
- Mexico/Arizona (Spring Break) cost: N/A
- Quebec (Summer 2014) cost: $5,400
- China (Summer 2014) cost: $7,900
- Greece, Ithaca (Summer 2014) cost: $5,722
- Guatemala (Summer 2014) cost: N/A
- Himalayas (Summer 2014) cost: $8,070
- India-Business (Summer 2014) cost: $5,335
- Italy (Summer 2014) cost: $6,485
- Florence (Summer 2014) cost: $7,140
- Sienna (Summer 2014) cost: $9,185
- Japan (Summer 2014) cost: $6,875
- Mexico (Summer 2014) cost: $5,600
- Mexico-ELL (Summer 2014) cost: N/A
- Rwanda (Summer 2014) cost: N/A
- Barcelona (Summer 2014) cost: $7,880

* All the programs above include the cost of tuition, fees, and all other estimated expenses (air-fare, traveler’s insurance, food, etc).

2. How effective are the administrative policies and procedures pertaining to education abroad, with regard to financial aid portability and credit transfer?
   a. Here are all of the guidelines as laid out by the financial aid department:
      http://www.finaid.wwu.edu/client_services/pages/general_info/study_abroad.php
      -Summer study abroad affects financial aid differently than school year programs. Students have to save aid from the school year or have to take out a loan through the Parent Plus loan program.

   b. Check with the Registrar and/or Admissions as to whether they have
guidelines/policies regarding transferring-in credits from international institutions.
- All of the policies are here:
  http://studyabroad.wwu.edu/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=CBE1525E-C8E9-D595-FD02ED18F2ACC84A&Link_ID=750E2100-9C71-DEBB-4A76FFFCC7F7C

  From the research that I have done it seems like 90 percent of credits directly transfer to either a major or minor for the student.

3. How do advisers encourage or discourage students to pursue international learning and experiences?
   a. Check with Academic Advising for any training guidelines/handbook for advisers; guidelines that list basic instructions for advisers.
      - Although there is an academic advising center most advising is done within departments. I contacted some social science departments (political science, sociology, and anthropology) and found that they each give students information on study abroad. The information that is given to students is for study abroad which relates to the field of study. For example, the polisci department goes to South Africa every year. Students who go on that trip are able to gain 15 credits which can be applied to either a polisci major or minor. Same can be said about the sociology and anthropology departments. Study abroad is often time brought up by professors and is encouraged throughout departments.
   b. Contact IPE for any materials they’ve got that promote study abroad options.
      - IPE has a room full of brochures and pamphlets.
Global Learning Programs – Proposal
International Programs & Exchanges (IPE)

IPE Director puts out a call for Global Learning Program proposals.

IPE sends information on the proposal process and x37 course approval process to faculty.

Faculty may meet with EE and IPE Directors for preliminary information on program such as budget.

Faculty decides on course, location, dates, activities, student size and host organization/3rd party provider.

Faculty initiates x37 form for new course (see x37 Course Number and Course Approval).

Faculty works with EE to determine estimated budget for proposal.

Faculty submits Global Learning Programs Proposal to IPE. Includes course syllabus, itinerary, budget, chair/dean approvals, x37 esign form. IPE places on IPAC agenda.

IPE may put faculty in touch with 3rd party provider or send out for bid. Select host org and work on logistics and itinerary.

Appendix 13
Faculty's department initiates the Request for New Course e-form and attaches program proposal, syllabus, itinerary, budget.

E-form routed to Department Chair for Department review and approval.

Upon Dept. approval, Dept. Chair forwards e-form to College Dean's office and/or college Curricular Committee for approval.

IF approved by ACC, IPE Director forwards approved e-form to Catalog Coordinator. Catalog Coor. creates new course or updates course details in Banner catalog. Dept. creates CRN for course.

IPAC reviews the e-form and attached materials and notes details in minutes. IPAC notifies Dept. and College of decision. IPAC forwards minutes to ACC for approval.

College forwards approved course proposal e-form to IPE Director for review. IPE Director forwards to IPAC for consideration and approval.
Faculty submits updated syllabus for each course, updated travel and itinerary, budget and Faculty Director Report with student evaluations to Department Chair

Department Chair and/or department committee reviews materials

Upon department approval, Dept. Chair notifies the College Dean's office and/or college Curricular Committee by e-mail with attached materials.

IPE Director will put the course(s) on the IPAC agenda for information only.

If approved, the College Dean's office will notify IPE Director by e-mail.

Once ACC approves IPAC minutes then Catalog Coor. is informed.
Global Learning Programs – Following Program Approval
Extended Education

Program budgets are finalized with the faculty leading the program.

EE Marketing begins:
*Activate travel website
*Collateral marketing material (i.e. posters, bookmarks)
Promotional efforts: Viking Village, Western Front, WWU News, eblasts, social media, sandwich boards campus wide, library display, Google and WWU calendars, individual course websites, flyers & posters to faculty, departments, colleges, IPE..

Send list of approved programs to EE Student Services.
EE Student Services updates the Faculty-Led Travel Application.
EE Student Services setups each approved program in SCS Toolbox to activate student registration.

Course(s) billing setup is done in Banner by department or EE.

Student budgets are posted on each programs travel website.

Student Budgets are determined for financial aid purposes, with faculty and IPE.
Global Learning Programs – Program Recruitment
Extended Education

Room(s) are reserved for Information Sessions. Calendars for scheduling Information Sessions are sent to faculty.

Information Sessions are held 3 - 4 days a week for each program for several months. Room setup is required for each Information Session.

At the Information Session EE conducts a 15 min overview for each program. i.e. program approval process, cost, financial aid, enrollment and other Q&A.

At the Information Session IPE conducts 15 min overview for each program to introduce IPE responsibility i.e. IPE Program Application.

Track interest group for each program via an excel spreadsheet. Send a follow-up email to students attending Information Sessions. Include Student Budget for students seeking financial aid.

Respond to emails, phone calls and walk-in students interested in faculty-led programs. Communication with faculty of interested students. Participate in campus wide events and fairs.
Global Learning Programs – Student Program Registration | Extended Education

For programs requiring pre-approval:

The faculty will furnish a list of approved students.

Students are contacted with instructions, how to register and pay the non-refundable application fee to secure a space in the program.

As students are registering for programs, daily tracking is done for all programs.

*pre-approval required

*no approval required

EE Student Services sends the list of newly registered student(s) to the Student Business Office to assess the non-refundable application fee on the student account.

Update each program list of registered students via an Excel spreadsheet.

Weekly follow-up tracking the non-refundable fee charge on the student account and receipt of payment.

Tracking is also done to ensure newly registered student has met program requirement i.e. program requiring pre-approval

Weekly updates of registered students are sent to faculty.

Continued student communication is sent:

*non-refundable fee payment reminder.

*upcoming pre-program payments.

*IPE Travel Application Packet
Global Learning Programs – Tracking Program Interest Group | Extended Education

Communication to interest group students, not registered:
* encourage registration
* provide student budget and financial aid information
* contact EE staff or faculty with questions

Communication with registered students as we get closer to confirming a program:
* encourage friends, roommates, classmates to register

EE Marketing
Continues to send targeted emails, promoting Information Sessions, ramping up social media, modifying collateral material if necessary.

Stay in touch with faculty
* website updates
* program/student budget inquiries
* discuss recruitment efforts
* finalizing pre-depature dates
* finalize travel itinerary

Communication with faculty to review EE's marketing efforts.
Global Learning Programs – Program is Confirmed

Administrative Communication as program(s) are confirmed, contact:
- faculty leading the program
- IPE
- other EE staff

An updated list of the pending and confirmed programs is sent to:
- Financial Aid Office
- Registrar's Office
  details: CRN's, course credits, travel dates etc.

Student Communication to registered students for each confirmed program:
- purchase airline ticket
- payment reminder
- financial aid requirements
- IPE travel packet reminder

Interest group students communication sent:
Program has confirmed, don't delay registration.

Continued:
- daily/weekly tracking for payments.
- tracking status for financial aid requirements.
- daily tracking for newly registered students.

Verify with faculty maximum amount of students program will facilitate.
Global Learning Programs – Program is Confirmed and Pre-departure | IPE

If applicable, IPE Director drafts contractual agreement with third party provider or host organization; may negotiate program costs. Set up payment dates to contractor and request final itineraries to include lodging, excursions, transportation, etc.

Confirmed students are notified to complete the online IPE application which includes:
- Memorandum of Understanding
- Acknowledgement of Risk and Hold Harmless Agreement
- Code of Conduct
- Participation Agreement
- Program Form
- Medical Report
- Photocopy of the second page of Passport (with photo)

If required, Faculty Director will complete the request for Exception to Official Travel Warning. IPE Director will process request.

If requested, IPE Director will arrange for the Risk Manager to do an Enterprise Risk Management analysis for certain Global Learning Programs.

IPE will check to confirm that students are medically cleared to study abroad. A student health summary is provided to faculty for all students in their program.

IPE does a conduct check of students with Dean of Students office and reports to faculty any conduct.
Global Learning Programs – Pre-departure | IPE

- Assist the Faculty Director with pre-departure orientation session, including arranging travel clinic doctor presentation. Provide any travel resources, ISIC card, and other pre-departure orientation information.

- Schedules pre-departure meeting with all Global Learning Programs Faculty Directors. The meeting focuses on financial matters, student conduct, general program safety, health insurance, medical emergencies and equal opportunity policies abroad.

- If necessary, IPE Director will meet with an individual Faculty Director and provide pre-departure information and forms.

- Register all program participants with the U.S. Dept. of State STEP Travel Registration.

- Obtain health insurance coverage for all program participants through Risk Manager. Send spreadsheet with relevant information for each program to Risk Manager.

- Provide Faculty Director with Participant Emergency Information cards for each participant to complete.

- Provide Faculty Director Emergency guide (hard copy or online link) containing risk management procedures. Also request the Emergency Contact Sheet is completed by faculty directors. IPE keeps one copy, one copy to faculty, and one copy to their department.
Global Learning Programs – During and After Program | IPE

IPE will manage crisis/emergency response if necessary.

IPE will monitor travel warnings and alerts for each country where Global Learning Programs will take place.

IPE will respond to any inquiries from parents in regards to their son/daughter's program within FERPA guidelines.

IPE will request program reports from Faculty Directors after they return. IPE will also notify students of online program evaluations to complete.

IPE will compile online program evaluations in PDF format and email to faculty once grades have been submitted.

IPE will arrange for Scholars Week presentations of Global Learning Program student research and projects.