

2019-2021 Biennium Internal Budget Proposal Narrative

Division: Academic Affairs

Evaluation Criteria: Proposals will be evaluated on every aspect of this template. It is highly recommended that the narrative portion touch on each area. Proposals forwarded to UPRC by unit leaders will be discussed at UPRC and authors are encouraged to attend so that they may answer questions and provide clarification.

Strengthening Student Advising in the Institute for Global Engagement

- This is a revised version of a previously submitted budget proposal.
If box is checked please briefly outline any significant changes and/or indicate why it is being resubmitted.

[Click here to enter text](#)

Statement of Purpose: *(What is the challenge or opportunity being addressed? How does the proposal address this challenge or opportunity? Limit response to 1 page – please link to any existing reports, data, supplemental materials, etc.)*

The Institute for Global Engagement advises three student populations: students who seek to study, intern, conduct research or do community service abroad; students from other countries who are either studying abroad at Western or pursuing a degree at Western; and students who are minoring in International Studies. This proposal addresses the limited capacity that both the Education Abroad office and the International Student & Scholar Services (ISSS) office currently have for providing necessary support services to students.

Currently, ISSS has 2 professional staff members for nearly 200 international students: one is the Director and Primary Designated School Official for immigration purposes; the other is an International Student Advisor. The results of a student survey conducted by international students in spring 2018 affirmed that they do not feel that ISSS can adequately meet their advising needs, which are academic, personal, social, and cultural. In addition, students would like more tailored career advising for both post-graduation (Optional Practical Training) and long-term employment options that might be coordinated with Career Services, as well as a mentoring program to help them to succeed and to feel integrated into the Western community. ISSS is mandated by the U.S. government to regularly update immigration records in accordance with U.S. immigration law in the Student and Exchange Visitor Information System (SEVIS) for both international students and visiting faculty. ISSS must do so in order to maintain Western's eligibility to host international students on campus so this role constitutes an essential service. However, the time that is needed to update those records on a quarterly basis means that staff have less time to advise and to organize co-curricular programming for students. Furthermore, in 2018 Western partnered with StudyGroup to slowly increase the number of international students who will matriculate at Western over the next 10 years. This increase in numbers will require additional support staff and advisement. ISSS needs a second full-time International Student Advisor who can (1) work with the Global Pathway Program staff and students to provide a smooth transition from Intensive English courses toward matriculation and academic success at

Western, and (2) who can also expand advising opportunities for both exchange and matriculating international students.

The Ed Abroad office sends more than 700 students abroad each year. It does so with only 2.5 study-abroad advisors. Advising for education abroad includes multiple meetings with individual students to discuss international admissions requirements, immigration requirements, health and safety recommendations, program options, as well as logistical and cultural training. In addition, Ed Abroad staff advises Western faculty who are leading programs abroad, including contractual, financial and logistical preparation. There are currently more than 30 faculty leading these programs annually; 38% of Western's study-abroad students enroll in faculty-led Global Learning programs rather than in traditional programs (46%) or exchanges (9%). The Ed Abroad office requires another full-time Ed Abroad Advisor so that staff can do more outreach on campus to share study-abroad opportunities with underrepresented groups of students, to offer more Western Abroad 101 information sessions, to meet with academic departments about integrating study abroad into degree programs, to provide more advising opportunities to individual students in both pre-departure and re-entry modes, and to more comprehensively capture the whole person experience that education abroad constitutes.

Anticipated Outcome(s):

By providing more coordinated and enhanced advising opportunities for international students, ISSS hopes to better integrate them into the campus community so that these students feel more comfortable and more confident about reaching out to services that are available to all students across campus (Career Services, Counseling, Academic Advising, etc.). In addition, increasing the number of international students means increasing their visibility, so it becomes increasingly important to build communication bridges between faculty, staff and international students. Essentially, as the campus becomes more mindful of the multiple identities of underrepresented and marginalized students – including international students – the need for enhanced and tailored services becomes more pressing and more relevant to our identity as an institution operating in an increasingly diverse and complex global context.

Enhanced study-abroad advising will result in better partnerships with academic departments that hope to integrate education abroad experiences into the curriculum at Western. Ed Abroad Advisors are currently office-bound because of the volume of student interviews and consultations that they conduct on a daily basis, but with the additional of a third advisor they can meet with departments and programs across campus to demonstrate how these transformational experiences can be integrated without delaying students' time to degree, for example, or which types of study abroad experiences are most appropriate for students in a particular discipline. Currently, students interested in studying abroad must wait more than a week for an appointment; this could be alleviated with the addition of another advisor. Moreover, the advisors will be able to do more campus outreach to underrepresented students and have more time to conduct re-entry follow-up interviews to help students integrate, intellectually as well as culturally, the impact of their study abroad experience. For instance, the Global Ambassadors club has begun to host re-entry cafés at which students participate in structured discussions about integrating what they learned from their study-abroad experiences. A recent session was attended by some 40 students.

Metrics: *(How will outcomes be measured? Please include current data points and goals. If this proposal will have any impact on the [Overall Metrics](#) included in the university's strategic plan, please indicate which specific ones here.)*

ISSS data show that Western's international students represent more than 40 countries, thereby adding to Western's cultural and ethnic diversity. In addition, these students also contribute positively to overall retention and graduation rates since they, like international students across the US, are more likely to graduate with a degree than the average university student. For instance,

- Between 2011-2016, Western's freshmen retention rate for international students averaged somewhat higher (83.93%) than the Western average (82.47%);
- In the same period, transfer retention rates for international students averaged higher (91.43%) than the Western average (82.7%);
- Transfer student average time to degree was significantly lower for international students (1.86 – 2.19 years) than for the general population (2.7 – 2.8 years) in the same period;
- And freshmen 6-year graduation rates for international students averaged somewhat higher (71.57%) than the Western average (69.47%) between 2006 and 2011.

To measure the impact of strengthening its advising model, ISSS will continue to gather data about the academic success of Western's international students, and will conduct annual student satisfaction and program-use surveys that will be posted on its website and on social media. It will use the results of those surveys to improve services in response to student need and student perception.

National data also show that students who study abroad are more likely to finish their degree on time and more likely to find employment after graduation. (link: [University of California Merced report](#)). Since AY 2013-2014, study-abroad enrollment at Western has increased by 34%. The Ed Abroad office will continue to measure the growth in study abroad numbers on an annual basis, calculating retention rates for study-abroad students to see if Western students follow the national trend in this regard. Ed Abroad will also measure the increased retention of students for whom there are post-study abroad follow-up interviews. It will use available software products to conduct pre- and post-tests on intercultural competency to measure the impact of the education abroad experience on Western students. Finally, the Ed Abroad staff will catalogue its efforts to increase diversity among study-abroad students.

Both sets of data on the retention and graduation rates of international and study-abroad students will be compared to relevant numbers for Western's graduates, referencing the Overall Metrics of the University's *Strategic Plan*. Those comparisons will then be incorporated into recruitment campaigns and media outreach.

How does this proposal align with your departmental/divisional strategic priorities? *(Please reference specific items from the recently completed departmental/divisional strategic plan and attach a copy.)*

In 2015, IGE worked with faculty, staff and students to devise an *Action Plan for Global Engagement* at Western (See attached *IGE Action Plan*). One of the goals laid out in the *Action Plan* is a slow increase in the number of international students at Western. Since the international student population currently stands at 1% of the undergraduate population, there is clearly room for growth. Western's commitment in partnership with StudyGroup is to increase that percentage to 5-7% over the next decade. If that goal becomes a reality, Western will finally be on par with the other higher education institutions in the state, including Central Washington University and Eastern Washington University, where the international student populations are already above 5%. Of course, any such increase at Western will require not only that we build an adequate support infrastructure for the students themselves, which the current proposal encourages, but also that we embrace the resulting cultural shift that will need to take place across campus.

Another of the *Action Plan's* goals is to increase the number of underrepresented students who study abroad. In the last reporting cycle for a State Department report on study abroad data called the *Open Doors* report, only 4.6% of Western's study-abroad students were students of color. Meanwhile, the university's general population includes 25.6% students of color. Western's study-abroad population should at least match the diversity of its general population. Because we recognize that there is much progress to be made in this regard, Ed Abroad staff are now meeting with first-generation students and other underrepresented populations in Student Outreach Services to take initial steps to address this inequity. The Institute for International Education (U.S. State Department), which administers the prestigious Gilman Scholarship, has just recognized Western as being in the top producing awardee category for students with disabilities. This distinction is the direct result of scholarship coaching that is conducted by education abroad advisors.

How does this proposal support the University Mission and Strategic Objectives? (Please refer to the [2018-2025 Strategic Plan](#) and indicate which core theme(s) this proposal will help achieve.)

As part of its 2019 assessment activities, IGE compared the University's *Strategic Plan* to its own practices, values and goals. (See attached *IGE and the Strategic Plan*). Among the core themes outlined in the *Strategic Plan* are several that relate directly to IGE's current practices and goals:

1. Study abroad (for students from Western and for international students at Western) constitutes a high impact learning experience in support of academic excellence.
2. ISSS and Ed Abroad promote intentionally transformational educational experiences that impact students' perspectives about their place in the world and assist students in reflecting on and integrating those experiences into their Western experience.
3. ISSS and Ed Abroad support student learning outcomes that engage students in reaching across borders to connect with multiple regions of the world.
4. ISSS and Ed Abroad's student learning outcomes focus on developing a sense of personal agency for creating positive change within a multicultural and global context.
5. ISSS and Ed Abroad promote educational experiences beyond the classroom, such as the International Buddy Program, the International Cooking Classes, the Global Gourmets banquet, the Global Ambassadors club, community service in another country, or field research that is conducted in another region of the world.

6. ISSS and Ed Abroad enhance student services and co-curricular opportunities by advising international students about life in the U.S., by advising about travel visas, by serving as scholarship statement coaches, by supervising the international buddy program, by providing online student profiles, and by coordinating workshops with Career Services, the Graduate School, the Global Pathway Program, Student Outreach Services, etc.

What are the consequences of not funding this proposal?

Without a second International Student Advisor, ISSS will not be able to meet Western's goal of integrating increasing numbers of international students. Not meeting that challenge will result in the diminished impact of the StudyGroup partnership and in the perpetuation of Western's historically low enrollment numbers for international students. It also means that international students will not be as effectively served as they could be, threatening current retention and completion rates, not to mention the resultant loss of international student (out-of-state) tuition dollars. Most important, though, is the lost opportunity that the University's *Strategic Plan* calls for: connecting Western students with multiple regions of the world via numerous transformational educational experiences.

In Ed Abroad, staff will not be able to reach their goal of enrolling more underrepresented students in study abroad experiences because they will not have the bandwidth to reach out directly to those populations on campus and to enlist academic departments in integrating study abroad into degree programs in a manner that encourages rather than punishes them for desiring to enroll in these high-impact educational experiences. Education Abroad Advisors currently conduct as many as 16 individual student interviews and consultations daily in order to meet compliance standards in their field. This schedule leads to burnout despite their dedication to their profession and to students.

There are also real-world consequences implied by inadequate study-abroad advising:

- Without visa advising students may apply for the wrong visa and be detained at a border;
- Without robust intercultural training students may find themselves in precarious positions abroad;
- Without information about international health insurance they may not have the coverage they need in an emergency;
- Without effective program advising they may not earn the transfer credit they wanted.

The University assumes a great deal of risk when faculty, staff and students travel abroad. Incidents in study abroad generate national and international media scrutiny. It is in the institution's best interest and in the individual traveler's best interest to reinforce lessons learned about international travel.

The goal for Education Abroad Advisors is not to simply meet the necessary standard in credit transfer, health and safety, visa requirements, travel, and intercultural advising, but to serve as an educational resource for faculty, staff and students so that international travel is contextualized, its benefits maximized, and its risks minimized. For example, in a recent survey, 80% of employers actively sought out candidates who had studied abroad because of the workforce skills they had developed in an immersive learning experience (See attached *COP FactSheet*).

Similarly, international students come to the U.S. because they believe that the active learning environment that characterizes American education will impact their future success. Making these experiences more accessible to all students at Western positively impacts Western graduates in the workforce both at home and abroad.

What alternatives were explored?

Like academic departments, IGE's offices operate on very tight budgets with thin margins for error. Since they are also self-supporting and must pay staff salaries from revenues earned internally, they rely on student fees to provide services to students, so the alternative would be to charge more student fees in order to cover the salaries of new Education Abroad and International Student Advisors. However, this would be self-defeating, since the goal of these offices is to offer services to students from countries whose living standards differ from U.S. standards and to U.S. students who are often underrepresented in study abroad, particularly students of color, first-generation students and undocumented students who often believe that they cannot afford such an experience. Increasing the fees that these students would have to pay to participate in study abroad whether as a U.S. or as an international student would simply reinforce the stereotype that this kind of high-impact educational experience is beyond the reach of most students.

For example, ISSS charges international students a service fee of \$200 a year. Increasing that fee to \$500 a year in order to pay another staff salary would be burdensome for students who are already paying out-of-state tuition and who already feel some resentment about services that they find insufficient. The Ed Abroad office currently charges study-abroad students \$425 (application fee + concurrent enrollment fee), faculty-led Global Learning students \$300, and non-credit student travelers \$100. In order to pay another staff salary, Ed Abroad would need to raise the study abroad fees to \$600 and raise the other fees as well. Not only would this huge fee increase constitute a disincentive for students, as noted above, but it would increase the price of faculty-led Global Learning programs. Faculty have already expressed their frustration with the current fee model because it increases students' educational costs.

Which units (departments, colleges, etc.) will be involved?

Only IGE will be directly involved in this proposal, although the additional staff will mean more meaningful outreach with other units on campus (SBO, the Global Pathway Program, Career Services, etc.)

Equipment needed:

Additional computer and work stations for the new advisors, as well as the purchase of software or apps with which to create online orientation materials, track student satisfaction, etc.

For major (>\$25k) purchases, please provide the following information.

Item:

Click here to enter text

Purpose:

Click here to enter text

Cost:

Click here to enter text

Anticipated Useful Life:

Click here to enter text

Replacement Cost if any:

Click here to enter text

Human Resources *(Complete the table below adding additional rows if necessary):*

<i>Position Title</i>	<i>Total Headcount</i>	<i>Total FTE</i>	<i>Salary and Benefits per FTE</i>	<i>Total Cost</i>
<i>International Student Advisor</i>	<i>1</i>	<i>1</i>	<i>\$70,158</i>	<i>\$70,158</i>
<i>Education Abroad Advisor</i>	<i>1</i>	<i>1</i>	<i>\$65,135</i>	<i>\$65,135</i>

Table above should match data on budget spreadsheets submitted with this proposal. Complete the spreadsheet to get salary, benefit, and total cost amounts. Contact your division budget officer with questions.

Operating & Maintenance Costs (include service contracts, installation costs, etc.):

There may be new contracts for the expanded use of TerraDotta, which is the student data system currently used by Ed Abroad, or for the purchase of similar software. If ISSS

were to adopt the international student software from TerraDotta, for instance, there would be additional licensing and maintenance fees of at least \$10,000 annually. If Ed Abroad were to adopt intercultural training software, the annual fees could range from \$5,000 to \$20,000, depending on the products purchased. This was not included in the operating funds requested.

Space Requirements:

What type of space is needed for this proposal? (e.g., private office, lab space, group work/study space, etc.)

Two individual offices so that the advisors can discuss individual student plans and private issues confidentially.

What features must this space have? (e.g., fume hoods, plumbing, 3-phase power, etc.)

Office desks, chairs, file cabinets and shelving.

What needs can be accommodated within your existing space?

There are no available office spaces within IGE.

How much new space will be required?

At least two individual offices within Miller Hall and perhaps the conversion of some lobby space into an information area from which to direct students toward individual offices.

***ACTION PLAN FOR GLOBAL
ENGAGEMENT AT WESTERN***

***Prepared by the Internationalization
Council in conjunction with the American
Council on Education's Internationalization
Laboratory***

***ACTION PLAN FOR GLOBAL ENGAGEMENT AT
WESTERN***

PART 1: RATIONALE

There are numerous reasons why universities are becoming more globally engaged:

1. Universities must globally engage if they are to remain relevant because "[t]he careers of all of our students will be global ones."¹ University graduates of the 21st century live in an interconnected world. Competition for jobs has become global, and many employers have identified the need for a workforce that has the skills to work cross-culturally and to serve the needs of a global market. Universities must respond to this demand if their mission is to prepare workers to succeed in this changing context. According to a recent American Council on Education publication, "most higher education leaders agree that an undergraduate education should prepare students to live and work in a world in which national borders are highly permeable, information

¹ *Open Doors Report on International Educational Exchanges* (Institute of International Education, 2013), p. 1.

travels rapidly and communities and workplaces are increasingly multicultural and diverse".²

2. In addition, since “college graduates will increasingly live in a multicultural society within the United States, as well as in a world of diminishing geographical distance and permeable national borders,”³ they require the knowledge, attitudes, and skills necessary to function in an interconnected world. The skills they need include openness to new opportunities, the ability to acknowledge ambiguity, and appreciation for multiple perspectives. Knowledge of how interdependent world events and issues are and first-hand experience of those who are culturally different strengthen the university’s commitment to a liberal education that is based on critical thinking, understanding different types of inquiry, and effective communication. These skills can also serve as a powerful antidote to prejudice and intolerance. As the place where students, faculty and staff can learn from the ‘other,’ universities support tomorrow’s citizens by educating life-long learners.
3. Universities are increasingly partnering with other institutions, with NGOs, with industry and with governments to solve problems around the globe. Cooperation, with an emphasis on reciprocal benefit and shared decision-making, benefits not only the international partner in a developing country, for instance, but also the U.S. partner, as faculty and students expand their academic and cultural horizons. In addition, joint research projects not only increase personal connections across borders but lead to better understanding among peoples. Likewise, faculty exchanges, co-sponsored conferences and other collaborations bring new perspectives to and across disciplines in support of shared solutions.
4. ‘Internationalizing’⁴ is a value-added enterprise. Partnerships can bring needed funding into university coffers in support of research, exchanges and shared learning, but they also enhance the university’s visibility and its rating. International students may bring billions of dollars into the U.S. economy annually, as the *Open Doors* data confirm,⁵ but by investing in international students and scholars on their campuses, universities are better serving all students and contributing to the university's relevancy.

Clearly, making the case for the internationalization of the university is simple. That case is already embedded in Western's Mission Statement, which maintains that we serve the state, the nation and the world. Western's Vision Statement also states that Western will “build a better Washington by being an international leader in active learning, critical thinking and societal problem-solving.” At a December 2014 meeting, Western’s Board of Trustees and the Foundation Board agreed that Western must be globally engaged. However, if making the case is a simple one, the process of internationalization itself is complex, requiring that stakeholders

² Madeleine F. Green and Christa Olson, *Internationalizing the Campus: A User’s Guide* (ACE, 2008), p. vii.

³ Green and Olson, p. 12.

⁴ We define ‘internationalization’ in the present context as a process that prepares students to live in a rapidly-evolving, interconnected world. We also equate that term with ‘global engagement.’

⁵ <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Economic-Impact-of-International-Students>

explore the changing environment around them, define excellence in the contexts in which they operate, and clarify their learning goals for students.

The Internationalization Council's work, like the One World Curriculum Committee's efforts, have confirmed that there are already many internationally-focused projects, activities, and courses at Western. However, current efforts are inadequate to meet 21st century needs and they are uncoordinated, making it difficult to recognize, to assess and to reward the many efforts being undertaken by stakeholders. With an international student population of less than 1% Western falls far behind other Washington State higher education institutions in its commitment to cultural diversity.⁶ While 76% of faculty responding to a recent campus-wide survey stated that their research had an international component,⁷ department and college evaluation plans rarely acknowledge this commitment to one of the university's core values. The number of faculty-led Global Learning programs has doubled since 2009 but there are no student scholarships for these programs.⁸ Western has initiated major development trips to Mongolia, China, South Korea and Japan in the past two years, but there is no articulated plan for Western's international partnerships.⁹

The following strategy will help guide Western's communities in defining and developing its international commitment over the next six years (2015-2021).

ACTION PLAN FOR GLOBAL ENGAGEMENT AT WESTERN

PART 2: GOALS

Global Engagement is in direct support of Western's Strategic Goals to:

- **Build upon Western's strengths to address critical needs in the State of Washington.**

How? By preparing a workforce that will live in an increasingly interconnected world in which jobs, and the skills needed to perform them, are globalized.

- **Expand student access to rigorous and engaging baccalaureate and graduate education.**

How? By engaging students in learning from multiple perspectives that challenge their own identities and that engage them in learning how to negotiate difference.

- **Foster and promote life-long learning and success in an ever-changing world.**

How? By giving students the knowledge, skills and attitudes needed to function successfully in a multi-faceted, culturally diverse, and quickly-evolving global landscape.

- **Apply Western's expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.**

How? By working within and across disciplines to make meaningful connections that solve the issues that we all face as world citizens.

- **Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.**

How? By building on Western's strengths and its values to create a distinctive set of policies and programming in support of a common, global mandate.

⁶ Internationalization Council, *Key Findings Report on Internationalization at Western Washington University* (December 2014), *Faculty and Students Quick Facts*.

⁷ *Key Findings, Quick Facts Synopsis*.

⁸ *Key Findings*, p. 47.

⁹ *Key Findings*, p. 42.

*The following **Goals for Global Engagement** will define how Western connects with the world and how it prepares the citizens and workers of the twenty-first century. The Goals are based on the research conducted by the Internationalization Council and found in their Key Findings Report (December 2014). The Goals are also informed by SCOT Analyzes of CIS by the Internationalization Council and by the CIS Directors. Finally, they are informed by discussions of the Key Findings Report with the Provost's Council, and by discussions with the Board of Trustees and the Foundation Board about globalization at Western. We thank all participants in this complex process for contributing their expertise, perspectives and time in support of this initiative.*

GOALS FOR GLOBAL ENGAGEMENT

1. CIS will strengthen its role as the coordinating office for comprehensive internationalization¹⁰ on campus by:
 - A. Creating a standing Global Engagement Council (GEC) to work with the CIS Executive Director to guide the implementation of this Action Plan and future internationalization¹¹ efforts at Western;
 - B. Increasing the Executive Directorship to a full-time position as Senior International Officer (SIO);
 - C. Hiring an Administrative Services Manager to oversee budgets for the CIS offices, Global Learning programs, and development trips;
 - D. Working with GEC to define CIS's role in coordinating internationalization efforts;
 - E. Working with GEC to clarify the functions of internationally-focused service offices on campus; and
 - F. Working with GEC and the Western Foundation to increase private donations and find alternatives to the CIS funding model.

2. CIS/GEC will plan and develop the University's international partnerships by:
 - A. Building a process and appropriate assessment measures for annual trips to institutional partners in other countries;
 - B. Creating a university-wide policy for establishing international partnerships; and
 - C. Identifying a funding source for hosting international delegations on campus.

3. CIS/GEC will work with the colleges to bring about curricular innovation and identify assessment measures related to Global Engagement by:

¹⁰ Comprehensive internationalization, as defined by the American Council on Education's [Center for Internationalization and Global Engagement](#), "is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions."

¹¹ The term 'internationalization' is used generically and contains related concepts and approaches such as: trans-border, global, glocal, intercultural, etc.

- A. Supporting college/program efforts to internationalize and to assess programming with an international focus or component;
 - B. Working with EOC to create an instrument for recruiting and retaining international faculty (ie. job announcements);
 - C. Bringing together the internationalization and diversity initiatives in their planning for the recruitment and retention of diversely talented faculty; and
 - D. Helping to identify reward systems for faculty who are globally engaged (ie. research projects, global learning programs, internationalizing curricula), for students who are globally engaged (via education abroad, service-learning projects), and for staff who are globally engaged (ie. international projects, activity, marketing).
 - E. Engaging in discussions with CUE, the Faculty Senate, and college curricular committees about One World's 5 recommendations for internationalizing the curriculum;
 - F. Increasing access and affordability for study abroad; and
 - G. Reforming the management and assessment model for Global Learning programs so that they meet student need and support innovative faculty.
4. CIS/GEC will work with Admissions, IEP, Residence Life, community college partners and partners external to Western to attract more international students and scholars by:
- A. Assessing current recruitment and retention strategies;
 - B. Creating a plan for slow growth of these populations;
 - C. Establishing learning communities for students, faculty and staff (ie: intercultural training, student services);
 - D. Working with external partners, university partners, and others to attract international faculty as visiting scholars;
 - E. Creating an international visiting faculty position; and
 - F. Building protocols and processes for hosting international visitors.
5. CIS/GEC will help build connections to local organizations with global mandates by:
- A. Partnering with sister cities, businesses, cultural associations, school districts, and regional colleges in support of bridge-building projects.
6. CIS/GEC will collaborate with the other interdisciplinary initiatives on campus by:
- A. Helping to coordinate internationally-focused activities on campus (ie., joint calendar); and
 - B. Working with the Taskforce for Equity, Inclusion and Diversity, Sustainability, the IDEA institute, CNM Leadership Institute, Energy and other initiatives to identify common goals and processes.

***ACTION PLAN FOR GLOBAL ENGAGEMENT AT
WESTERN***

PART 3A: IMPLEMENTATION TIMELINE

Timeline	Goals	Participants
AY2015-2016 AY2016-2017 AY2015-2016 AY2015-2016 AY2015-2016 AY2016-2017	1. Strengthen CIS’s role as coordinating office A. Create Global Engagement Council (GEC) B. Increase Exec Directorship to full-time SIO C. Hire Admin Services Manager A D. Clarify CIS’s coordinating role E. Clarify functions of international service units on campus F. Evaluate efficacy of funding models	A. CIS, EE, Council of Deans B. Provost’s Office C. CIS D. GEC, CIS E. GEC, CIS F. CIS, IPE, ISSS, GEC, Foundation
AY2015-2016 AY2015-2016 AY2016-2017	2. Plan and develop institutional partnerships A. Build annual process/assessment for trips to partner institutions B. Create a policy for establishing international partnerships C. Identify a funding source for hosting delegations	A. GEC, EE, Council of Deans B. GEC, EE, Council of Deans C. GEC, Foundation
AY2016-2020 AY2015-2016 AY2016-2017 AY2015-2016 AY2015-2016 AY2017-2018	3. Work with colleges toward curricular innovation and Global Engagement A. Build process for college/programs to define their global commitments B. Build instrument for recruiting/retaining int’l faculty C. Create bridge between int’l and diversity initiatives for recruitment and retention of faculty D. Identify reward systems for faculty, students, and staff E. Support discussions about One World’s recommendations for the curriculum F. Increase access and affordability of study abroad	A. GEC, Deans/college committees B. GEC, Equity-Inclusion-Diversity C. Deans, AS, staff representatives D. Deans, GEC, AS E. GEC, CUE, Faculty Senate, ACC, AS, curricular committees F. IPE, IPAC, Foundation, AS G. GL director, GL faculty, IPE, EE

AY2015-2017	G. Support reform of Global Learning program administration, processes, and assessment	
AY2017-2018 AY2015-2016 AY2018-2019 AY2015-2016 AY2017-2018 AY2015-2016	<p>4. Work with partners to increase International Student and Scholar populations</p> <p>A. Assess current recruitment and retention strategies</p> <p>B. Create a plan for slow growth of int'l populations</p> <p>C. Establish learning communities</p> <p>D. Work with external agencies, university partners and others to attract international visiting scholars</p> <p>E. Create an international visiting faculty position</p> <p>F. Create protocols and processes for hosting int'l visitors</p>	<p>A. ISSS, Admissions, EE/IEP, community college partners</p> <p>B. Admissions, ISSS, EE/IEP, community college partners</p> <p>C. Res Life, ISSS, Learning Commons, TLA, Tutoring Center, Writing Center</p> <p>D. CIS Exec Director, GEC, colleges/programs</p> <p>E. Provost's Office, Council of Deans, GEC</p> <p>F. GEC, Deans or designees</p>
AY2020-2021	<p>5. Make global/local connections</p> <p>A. Partner with sister cities, businesses, cultural associations, school districts, regional colleges that have global mandates</p>	<p>A. Colleges, ISS, CIS Exec Director</p>
AY2015-2018 AY2015-2018	<p>6. Collaborate with interdisciplinary initiatives at WWU</p> <p>A. Create university-wide activities calendar and</p> <p>B. Identify joint projects</p>	<p>A. World Issues, Women Studies, colleges/programs, Equity-Inclusion-Diversity, Energy, Sustainability, Can-Am, EAS, IDEA Institute, CSL, Border Institute</p>

***ACTION PLAN FOR GLOBAL ENGAGEMENT AT
WESTERN***

PART 3B: ASSESSMENT TIMELINE

Timeline	Assessment activity for each Goal (Part 3A)	Participants
Spring 2016	1.A. Review charge, membership composition and reportage lines for efficacy	CIS, GEC
Annually	1.B. Add impact statement in annual report to AVPAA	CIS Exec Director
Tri-annually	1.B. Conduct 360 evaluation	AVPAA
Annually	1.C. Conduct annual evaluation and add impact statement in annual report to AVPAA	CIS Exec Director, peers
Fall 2017	1.D. Survey faculty, students, staff about CIS's role	CIS, EE, Provost's Office
Fall 2017	1.E. Survey faculty, students, staff about international service units	CIS, EE, Provost's Office
Fall 2018	1.F. Conduct budget analysis of CIS funding model	CIS Exec Director, CIS staff
Spring 2017	2.A. Review process for participation and results	GEC, Deans or designees
Spring 2017	2.B. Review policy for efficacy	CIS, GEC
Spring 2018	2.C. Collect and report data on hosting costs and frequency	CIS, Foundation
Fall 2019	3.A. Review process and college annual reports	GEC
Annually	3.B. Collect and report data on number of international faculty hires/retention	Council of Deans, Provost's Office
Annually	3.C. Review data on diverse faculty hires/retention in relation to 3.B	Taskforce on Diversity, Deans, Provost's Office
Fall 2018	3.D. Review reward systems put in place for participation/buy-in	GEC, Deans, AS
Spring 2019	3.E. Review which recommendations have been implemented	GEC, GUR committee, Council of Deans
Annually	3.F. Collect and report data on numbers of study-abroad students	IPE, IPAC
Annually	3.F. Collect and report data on study-abroad scholarship funding	Foundation, IPE
Annually	3.G. Collect and report on implemented reforms and results	GL director, GL faculty, IPAC
Spring 2019	4.A. Evaluate and report on recruitment trends	ISSS, Admissions, EE/IEP, CC partners
Annually	4.B. Evaluate and report on recruitment trends	ISSS, Admissions, EE/IEP, CC partners

Spring 2020	4.C. Review learning communities' roles and efficacy	Res Life, ISSS, Writing Center, etc.
Annually	4.D. Collect and report data on numbers of international scholars	ISSS
Fall 2021	4.E. Report on visiting faculty model	CIS, ISSS, Council of Deans
Fall 2016	4.F. Survey deans and chairs about efficacy of process/protocol	CIS, ISSS
Fall 2021	5.A. Review number and quality of collaborations	CIS, GEC
Fall 2019	6.A. Review management of calendar	CIS
Fall 2019	6.B. Review number and quality of collaborations	CIS, Leadership Institute, Energy, etc.

IGE'S PLACE IN WESTERN'S *STRATEGIC PLAN 2018-2024*

As part of its 2018-2019 assessment processes, IGE Directors and staff reviewed the University's new *Strategic Plan* with an eye to how internationalization/global engagement was featured in the final approved document, and how IGE's offices and services might respond to directives, values, and goals found in the document. The following report consists of three parts:

1. An overall assessment of internationalization's place in the *Strategic Plan*;
 2. An assessment of the *Strategic Plan's Goals* that parallel IGE's current services, goals, and values;
 3. And an account of how IGE will respond to relevant parts of the *Strategic Plan's* goals and values.
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1. Assessment of Internationalization's Place in the *Strategic Plan*

The *Strategic Plan* does not focus any of its content explicitly on any of the goals related to global engagement/internationalization: internationalization of the curriculum, university policies related to global engagement, international faculty and student recruitment, education abroad opportunities, or international partnerships. Instead, it defines the university's values by way of four broad goals that subsume internationalization into some of the aspirations that the document lays out. This reality is easily demonstrated by analyzing terminology in the *Strategic Plan*. A simple content analysis focusing on terms that are related to internationalization issues and themes reveals the following:

Terms used in <i>Strategic Plan</i>	# of times appears
Abroad	0
Border(s)	2
Culture(s)	11
Diversity	5
Diverse	8
Global	7
Globally	1
Globalization	1
Inclusive	9
Inclusion	2
International	1
Multicultural	1
Languages	1
World	10

In most cases in the *Plan*, the words 'global,' international,' and 'world' are general geographical references meant to broaden the scope and impact of learning beyond the borders of Washington State. Similarly, the words 'language,' 'multicultural,' 'diverse' and 'diversity' are used to focus attention on cultural identities that are found within U.S. borders. None of these usages actually endorses active internationalization. Some of the *Plan's* references to 'culture' do implicitly support internationalization, as is the case, for example, when it underlines the importance of acquiring "the curiosity to learn about others' values and cultures." Fortunately, the *Strategic Plan* does contextualize talent recruitment and retention in a global context and it

emphasizes the need for “interdisciplinary and integrative approaches.” Both of these ideas have been defined by the American Council on Education’s Center for International and Global Engagement’s as goals for [campus comprehensive internationalization](#). In addition, the *Plan* includes explicit commitments to both global diversity and to global citizenship, which are essential tenets of internationalization. Finally, the *Plan* focuses on increasing the ways in which faculty, students and staff engage with “multiple regions of the world.” This reference actively equates learning activities with engagement beyond U.S. national borders.

2. Assessment of Features in the *Strategic Plan*’s “Goals and Objectives” that Parallel IGE’s Current Services, Goals and Values

Goal #1	“provide a transformational education”
INTL minor	INTL minor adds a global dimension to academic majors
EA	Education abroad experiences (study, internships, community service) are intentionally transformative
ISSS	International students participate in courses, clubs and activities in a new country (U.S.)

Goal #1 Text	“identify and solve key societal problems, both local and global”
IGE vision	“engages Western’s communities in thinking and acting globally”
INTL slo	“understand global issues from perspectives beyond their own experience”
INTL slo	“think critically about the impact that their own cultural identities have on their world view”
EA slo	“enhance global understanding and appreciation of multiple perspectives”
EA slo	“develop a sense of personal agency for creating positive change within a multicultural and global context”
EA slo	“increase critical thinking skills, self-awareness, cross-cultural communication skills and tolerance for ambiguity”
ISSS Mission	“work to promote cross-cultural exchange throughout the University”

Goal #1D	Student “access to high quality educational experiences beyond the classroom”
EA	Global learning programs; international study programs and internships
EA Mission	“support meaningful education opportunities abroad for all students, faculty and staff”
EA slo	“gain hands’ on practical and work experience through research, community immersion, service learning, and internships”
ISSS	International student inclusion on campus and in the community
INTL minor	Education abroad and world language requirements

Goal #2 Text	“diverse and rich cultures within and across borders” + “how we connect with the wider world”
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ISSS	International student advising and recruiting; Buddy Program; international and visiting faculty visa/immigration services; Global Gourmets banquet; Welcome barbecue and cruise; International Cooking classes
EA	Education abroad opportunities; faculty and student orientation, returnee and debrief sessions; peer advising; travel writing program; Global Ambassadors club
IGE	International partnership development; faculty and staff Fulbright advising; Faculty Forum on Internationalizing the Curriculum; Reel World film series; financial support of internationally-focused speakers on campus
IGE Mission	“prepare students to be global citizens”
IGE Mission	“connect with institutions and individuals in other parts of the world”
IGE Mission	“advises international students who contribute new insights, talents and experiences to the larger Western community”
IGE Mission	“advises students who participate in education abroad”
IGE Mission	“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”

Goal #2A	“multiple meanings of place, from local to state, national and global”
IGE Vision	“in an increasingly inter-connected world”
EA	Faculty and student cross-cultural orientation sessions; re-entry + reflection workshop; Global Learning debrief sessions; annual photo + video contests
IGE	Visiting faculty orientation, onboarding and advocacy
ISSS	International student orientation sessions and advising; cultural excursions; online student profiles; international student scholarship cultural service

Goal #2H	“experiences through which students, staff and faculty can engage with communities and environments in multiple regions in the world, both inside and outside the classroom”
EA	Ed abroad study and internship opportunities; Global Learning programs; GL faculty and student orientation sessions
EA slo	“advance knowledge gains of academic disciplines in an international context”
EA slo	“develop skills in understanding, speaking, reading and writing” a world language
IGE	Faculty and staff Fulbright advising; international partnership development and assessment
ISSS	International student cultural excursions ; Buddy program; Global Gourmets banquet; international student classroom integration
INTL minor	Education abroad and world language requirements

Goal #3C	“enhance student services and co-curricular opportunities”
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ISSS	International student advising; Buddy Program; Global Gourmets banquet; Welcome barbecue and cruise; International Cooking class; programming coordination with Academic Advising, the Grad School, SOS and IEP
EA	Summer Start advising; travel visa advising; scholarship + statement coaching
IGE	International Studies minor advising
IGE Mission	“coordinate and streamline the mechanisms that make international experiences part of a Western degree”

Goal #4A	“affirms the diversity of individuals, groups, cultures, and ideas”
EA slo	“enhance global understanding and appreciation of multiple perspectives”
ISSS	Global Gourmets banquet; International Cooking class; online student profiles
IGE Mission	International students “contribute new insights, talents, and experiences to the larger Western community”

Goal #4D	“improve our recruitment and retention of a diverse staff, faculty and administration”
IGE Mission	“supporting faculty and staff who are engaged inter-culturally”
IGE	Recruitment, onboarding and advocating for international faculty from partner institutions
ISSS	Visiting faculty visa/immigration support
EA	Teaching abroad opportunities for faculty

Narrative:

The above analysis demonstrates the extent to which IGE, EdAbroad and ISSS are explicitly or implicitly engaged with each of the four aspirational goals of the *Strategic Plan*. Our collective mission and value statements, as well as the myriad activities in which we participate as advisors, mentors, committee members, trainers, officers, coordinators, and colleagues all underscore our commitment to cross-cultural inclusiveness, to cross-disciplinary and transformative learning experiences in the classroom and beyond, and to mutual respect for all peoples.

3. IGE’s Response to the *Strategic Plan*

IGE is committed to demonstrating the ways in which it can contribute to the goals that the university has set out in its *Strategic Plan*. To that end:

- A. Each office will discuss the *Plan* at a staff meeting so that all IGE staff and faculty can learn how our work relates to the *Plan*.
- B. We will reference the *Plan* on our websites and in our print materials.
- C. We will also review our Mission and Vision statements to see how we might underscore shared themes and goals.