

## ADVANCE FALL 2011 LEADERSHIP WORKSHOP FEEDBACK

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The ADVANCE Center for Institutional Change hosted a leadership workshop for university deans, chairs, and directors on December 15, 2011 entitled, “Changing Student Demographics: What Going Global Means for the University of Washington.” The workshop engaged approximately 90 participants on the benefits and challenges of a growing international student population, as well as discussed viable solutions for better serving all students on campus. During one portion of the workshop, all participants were asked to individually consider three questions related to the UW student body and write their feedback on note cards. Each participant provided several responses for each of the three questions. Following the workshop, the ADVANCE program compiled all responses and organized them into the document below.

The three original workshop questions:

- **Question one:** What are some **benefits** of having a growing international student population?
- **Question two:** What **challenges** does a growing international student population present?
- **Question three:** Suggest creative and constructive **strategies** for better serving all students given the backdrop of a growing international student body.

### QUESTION ONE: BENEFITS

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What are some **benefits** of having a growing international student population?

1. EDUCATIONAL VALUE
2. REPUTATION
3. BUILDING GLOBAL RELATIONSHIPS
4. DIVERSITY
5. GLOBAL EXPOSURE
6. FINANCIAL BENEFITS
7. CREATIVE PROBLEM SOLVING AND INNOVATION

#### 1. EDUCATIONAL VALUE

- Comparison with how the discipline is taught abroad
- Much more interesting for students and teachers
- Learn to listen to and understand accented English
- More languages spoken in classes
- Encourage domestic students to view the world in less ethnocentric terms

- Encourage students to study other languages and study abroad
- Easier to teach variation issues
- Science is global, so gives better training for careers globally and future needs
- Not only diversity of perspective, but the diversity of interests can drive curricular change
- Hear more world English
- Chance to examine pedagogical assumptions
- Multilingual experiences and more language/cross cultural negotiation
- Makes teaching more interesting
- Industriousness--very driven to succeed and impact on entire class
- Motivation
- Offer different ways of solving problems--good for students to learn more than one way
- U.S. students learn to work with global students (language and culture)
- Learning is richer in classrooms
- Some of the best students (motivated)
- Examine teaching, creativity
- Global education
- Cultural education
- Add to our knowledge of cultural differences
- Cultural exchange
- Learning other cultures
- Challenges all to stretch minds so as to see the world differently
- All students get a global education right here on campus
- World comes here to Seattle
- Higher quality of students
- Increased depth of conversations and perspectives in class discussions
- Collaborative projects
- Enriching the experience of other students by sharing their life stories
- Opportunities for first-hand conversations and personal stories to inform academic content  
re: transnationalism, colonialism
- Opportunities for cross-cultural competency development
- Increased my pedagogical repertoire
- Some countries do better at K-12 and those students can challenge our own views
- Not all forms of knowledge are language-based
- Wider variety of perspectives (world views, cultural norms) presented in discussions in classes
- Part of the college experience is learning about different kinds of experiences/ways of life and they need not all be presented by the instructor
- Group skills
- Different educational experiences
- Highly motivated students
- Place-based expert for issues under discussion in class
- Better academic standards
- Different learning modes
- Highly motivated and well prepared academically
- Broadening perspectives within the student cohort
- Motivation and preparation

- High scholarship levels of students makes great contribution to UW student scholarship
- Students are highly motivated and academically prepared
- Different learning modes
- International students have issues that if addressed, can improve UW for all students
- Possible stronger academic pool of students

## **2. REPUTATION**

- Enhanced reputation
- Entry point to Washington State
- External rankings (US News and World Report; Businessweek)
- Credibility with stakeholders/peers
- Increased awareness of UW internationally
- Providing alumni in other countries who can promote UW to other potential students
- To become a leader in global health requires us to have a presence of international students
- Increased visibility for UW
- Competitive edge
- Builds U.S. and UW competitive edge
- Increased visibility of UW internationally

## **3. BUILDING GLOBAL RELATIONSHIPS**

- Increased visibility of UW internationally
- Promotes US/Chinese understanding
- Understanding of US among foreign leaders, which these students will become
- Connections to peer institutions and overseas companies and organizations
- For globalized world-ties between nations
- International networking opportunities
- More connections to the world outside the university
- Building of international "understanding" by building international friendships (world peace)
- Promotes world alumni
- Global ties
- Robust global alumni
- Global ties
- International ties for UW
- Long term networking opportunities for both students and faculty
- Make stronger global ties in other initiatives such as global health, etc.

## **4. DIVERSITY**

- Global citizenship
- Global students
- Diversity of perspective
- Diversity
- Richer experience for everyone
- Great diversity

- More diverse student body (provided the international group is in fact diverse)
- Cultural awareness
- Diversity--deal with people who aren't like you
- Inform US domestic students who have never traveled abroad or spoken another language
- Obvious ones--diversity of perspective and experience
- Opportunities for a richer, more inclusive, intellectual discussion in classes
- Diverse set of expertise and backgrounds
- Different strengths than US students
- Rethinking values
- Diversity
- Broader perspective of thinking/experience brought to the classroom
- Diversity of learning and understanding
- Perspective and important challenges to the domestic population
- Domestic student exposure and interaction with international students
- Diversity of culture, experience, and perspective
- International perspectives on issues being studied Diversity is backbone of knowledge
- Increased appreciation for diversity
- Increased multicultural student base
- Increase appreciation for diversity
- Increases diversity of experiences and perspectives
- Diversity in the learning environment
- Diverse experience, contacts, evidence bases
- Increased exposure to diverse ideas, ways of being in the world
- Challenging assumptions and beliefs, promoting tolerance and respect
- Diverse perspectives in politics, economics, and culture
- Students from diverse backgrounds bring nuance of knowledge
- Diversity of cultures, languages, backgrounds, approaches
- Diverse viewpoints
- Greater diversity on campus
- Diversity of standards
- Diversity--in that it educates faculty/admin folks here at UW about challenges in global communication
- Increases diversity of cultures and thoughts on campus

## 5. GLOBAL EXPOSURE

- Networking (global) opportunities for all students
- Connections forged between domestic UW students and international students who will go on to become "movers and shakers" in their own countries
- Business partnerships, government to government links
- Globalization
- Mobility
- Economic--global context
- Cultural--diversity, connections
- Learn in a more global and international context
- Opportunities for cross-cultural learning (thinking outside the box re: John's example)

- Prepare students for a transcultural world
- Awareness of globalization (for domestic and international students)
- Global experience for Washington/American students
- Hard to get US students to think globally unless they interact globally
- Global academic communities growing reality
- Preparation for real life
- International understanding of cultural differences
- Connections in future with good students who become professional in their countries
- Connections
- Networking connections in foreign countries
- World is changing--competing in global market place
- Increased global networking for all students
- Increased opportunities for peer learning that brings different perspectives
- Unique perspective of emerging needs of the world
- Greater connection of the world, greater relevance to the world, greater influence on a global scale
- Expanded horizons for students, faculty, and staff
- Broader perspective of thinking/experience brought to the classroom
- Opportunity for domestic students to have more global experiences at UW
- There is an increasing opportunity for domestic students to learn other languages and cultures--globalization is multifaceted
- Global perspective
- For international students, good exposure to UW style education and connections to U.S.
- Cultural exchange/education
- Establishing relationships with students globally
- Make us think more globally
- Increased networking opportunities for all students
- Makes the world "smaller"--brings global challenges front and center and offers opportunities for student collaboration
- De-center and make more obvious the cultural background my classes assume

## 6. FINANCIAL BENEFITS

- Money
- Increased revenue stream
- Financial support for UW
- More tuition dollars
- Alumni donor base may become richer
- For UW administrators, benefit obviously seems to be more money coming in
- Money
- Financial
- Economic—budget
- Budget
- Money
- Increased revenue for the university
- Money

- Budget--they supplement in-state students who do not pay tuition via Husky Promise
- More revenue
- Budgetary--tuition differentials and international grants
- Financial
- Revenue
- Income
- Financial--in tuition money coming to UW
- More revenue for UW

## **7. CREATIVE PROBLEM SOLVING AND INNOVATION**

- New perspective on healthcare
- Interesting cases of natural resource management
- Potential for creative solutions
- Growing perspective on knowledge of different political and governmental approaches for natural resources
- Different ways of solving problems
- Possibility of learning new ideas
- Interesting cases of natural resource management
- Improved insights into healthcare
- Solving problems for international students would also solve problems for out-of-region students as well as grad students (salary begins September 15)
- Potential for creative solutions
- Growing perspective on knowledge of different political and governmental approaches for natural resources
- Different ways of solving problems
- Possibility of learning new ideas
- Improved insights into healthcare

## QUESTION TWO: CHALLENGES

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What **challenges** does a growing international student population present?

**1. ADMINISTRATIVE**

- a. ADMISSIONS
- b. COMMUNICATION
- c. HEALTH CARE
- d. HOUSING
- e. INTERNATIONAL
- f. RESOURCES
- g. SUPPORT
- h. TAs
- i. TEACHING
- j. TRANSPORTATION
- k. GENERAL

**2. ETHICS**

**3. FACULTY CONSTRAINTS**

**4. LANGUAGE AND WRITING**

**5. SOCIAL ISSUES**

- a. CULTURAL DIFFERENCES
- b. ISOLATION
- c. STEREOTYPE
- d. GENERAL

### **1. ADMINISTRATIVE**

**a. ADMISSIONS**

- Fairness at admissions times
- How to fairly evaluate qualifications within standardized admission criteria? E.g. grad students at department level. How do we accommodate cultural differences in assessments?
- How do we attract the best international students if we don't reflect that at the graduate and faculty level

**b. COMMUNICATION**

- Communication of expectations, explanations, alternative ways of thinking

- Communicating, marketing becomes more difficult and expensive
  - Communicating with students
  - Communication
- c. HEALTH CARE**
- Health care – students don’t have – knowledge about what to do/how to get help outside of the intl community
  - Healthcare
  - Our teaching is organized re the American health care system which the student must learn
- d. HOUSING**
- Housing consolidation
  - The clustering in just 2 UW dorms
  - ??? = ghettoization in the dorms
  - Dorm policies
  - In Tacoma – housing and serving international students (very little on campus housing, lack infrastructure)
  - Housing. Some dorms not open over holidays. Concentration of international students in few dorms à less integration
- e. INTERNATIONAL**
- Visa and security challenges
  - Homeland security
  - Visa costs
  - Placement for those who want to stay in US – been problematic for doctoral students
  - Non-Chinese international students
  - Australia
  - For Ana Mari: Office of Global Affairs status uncertain @ UW (Don' equate international with Chinese)
- f. RESOURCES**
- Expense of helping with integration in UW
  - Increased budget from out of state tuition doesn’t necessarily follow the students
  - Funding/support
  - Transition to a new system in a new country à high expenses to this, which we have not yet factored in
  - Resource issues
  - Financial challenges
  - Limited resources within academic units to support advising and networking
  - Enough resources to make it a quality experience
  - Resources/ ability to serve other populations
  - Budget with orientation
  - Providing the social supports needed on limited budgets
  - Time/Resources to provide support
  - Funding
  - Feds are cutting back support for Title VI language and culture



- Infrastructure change required
- Need for increased support: for students and teachers
- Lack of experience and support for instructors dealing w/ world Englishes
- Lack of infrastructure to support @@
- How to support local (U.S.) Diversity issues and not have them lost
- Dealing with the human cost beyond tuition for these students – we need to find ways of integrating them and sustaining that integration – that gets harder as the number grows larger
- Figuring out support structures to fully integrate int’l students in social life of campus

**g. TA’s**

- TA responsibilities
- International graduate students become T.A.s in undergraduate classes: communication + language are an issue
- World local on TAs
- Burden on TA's with no additional funding (funding has been cut)
- Ability of TA’s to adapt to international student needs
- TA training – how much time/ how to read for contact? What standard?

**h. TEACHING**

- How we teach
- How we grade: criteria (manner?)
- Degrading education experiences for all
- How to get pedagogy to have more salience at UW and our reward system
- Providing transformative learning experiences to heterogenous populations depth (vs. breadth (international structures)
- Changes teaching practice to accommodate NNS
- Crucial responsibility of faculty teaching the students
- How to encourage with actions
- Integrating international students into a collaborative model of learning
- Faculty are not trained in how to change pedagogical methods to incorporate and improve...

**i. TRANSPORTATION**

- Inadequacy of public transport
- Access to public transportation; foreign students tend not to have cars
- Transportation (inadequacy of public transportation)

**j. TRANSPORTATION**

- Differing expectations of the university mission
- Question: Do these kids go back to China??? For what culture are we educating them?
- Orientation becomes increasingly complex
- Administrative challenges
- Differing educational needs + expectations
- Mis-match of schedules during initial period/orientation
- Ability to support visitors from international universities
- Faculty development – resistant

- Keeping parallel emphasis on US diversity – I’ve never heard a group of UW leaders call for faculty development to help learn 10 important things when working with the URM.
- Provincial local SS
- Provincial legislators
- Teaching – course demands and bubbles through the system
- Risk of discouraging domestic students.
- Risk of stakeholder perceptions/brand risk à placement risks
- A university not ready for the increase
- Teasing apart evaluation – English versus desired outcomes
- Teaching mission and teaching effectiveness needs to be re-evaluated
- Perceptions about spaces for domestic students hurts relationship w/ WA legislators, parents, funders. UW has to change how it teaches, delivers services, etc. à change is slow/hard
- International reputation at risk if quality is not same for international and domestic students
- Developing effective evaluation exercises in courses.
- Transforming ourselves to become more international in our perspective
- Internal logistics planning (executional level)
- Develop strategies to rigorous(?) integrating students into entire Husky community

## 2. ETHICS

- Dealing w/different ethics view
- Plagiarism
- Different cultural ethics
- Cultural ethics – plagiarism
- Difference in cultural ethics – plagiarism
- What do I need to know? – a common question
- Plagiarism
- Ethics of issues of brain drain in social justice
- Concept of academic integrity is not understood by some international students.
- Brain drain from other countries presents a social justice issue for educating future leaders
- Citations and collaborations

## 3. FACULTY CONSTRAINTS

- Faculty, time/ability to address special needs, expectations, cultural differences of intl students
- Challenge for faculty to offer the kind of individual attention (and muster the patience) to help international students succeed (need more mentoring)
- Workload issues
- More individualized attention required
- Workload issues
- Teacher pupil relationship
- Makes work experience for everyone
- We’re expected to teach the same way with less resources to a population that can’t learn that way
- Limited time during courses to foster cross-cultural communication

- How we interact w/ students (more time, patience)
- Protecting people’s workload
- Test our classroom abilities
- Faculty education to improve their skills to teach
- In teaching in my field (domestic/US health care system) there is so much to cover that I feel we are giving short shrift to my international students
- Time involved in displaying the patience that John rightly called for
- Time, resources
- Different academic backgrounds increases range of background knowledge of students in the classroom, complicating instructor ability to organize course
- Taking extra time to deal with foreign students
- Adjustment requires staff and faculty time
- Increase resources (time) necessary to teach and provide a supportive campus community w/ shrinking budget

#### 4. LANGUAGE AND WRITING

- Getting to the content of writing (in essays) when the English language proficiency is relatively low (it’s not always easy/possible to “read through” the errors).
- English language proficiency
- Language
- Letting intl students into a department which is very language intensive
- Maintenance of academic standards when we have a bimodal set of language abilities → how to be fair to the good English speakers when writing/language ability is critical to post-graduation success (and where?)
- English/Writing/Speaking
- Difficulties with speaking and writing English. It is hard to understand a student’s comprehension if they cannot answer a question in the subject cohesively
- Language; increased need to mentor
- Language becomes increasingly critical w/ certain subjects and associated testing procedures
- Linguistic unintelligibility
- Language issues
- Limited English impedes this ability to express their ideas
- Language-threshold? Selecting students whose com skills can grow enough
- Languages in teaching
- Language issues
- Writing issues
- Oral comprehension of lectures is a huge problem in 101 classes
- Communication/writing
- Emphasis on technical skills to the detriment of writing, synthesizing, etc.
- Language, especially by TA’s, and for TA’s; Reluctance to admit international students as TA’s
- Writing
- Academic impasses due to language barriers
- Communication → language → learning assessment
- Oral comprehension
- English

- International student ability with English and understanding of U.S. educational practices
- Understanding language – theirs and mine (?)
- Language barrier – understanding direction, written communication, cultural differences
- Ability of international students to communicate clearly and concisely presents classroom challenges
- Communication skills in both directions
- Students not understanding English on an exam, prevents
- Linguistic isolation/language
- Testing english comprehension vs. skills/concepts and interest
- Staying at peer with American students

## 5. SOCIAL ISSUES

### a. CULTURAL DIFFERENCES

- Ease transition to cultural differences (including differences in ways to communicate, humor) and becoming acquainted with local practices
- Different learning styles
- Going back to basics known to US high school students
- Harder to elicit participation
- Core cultural conception
- Resistance and resentment between and among increasingly diverse student population, and between less diverse faculty and more diverse students
- Adjusting to expectations → getting expectations across
- Often remedial cultural background as well
- Difference in ethics/cultural ethics
- Authority perception and laws
- Topdown thinking – reticent to speak
- Cultural differences
- Different way of thinking?
- Different objectives?
- How do you relate to authority?
- Reluctant to challenge faculty; more “compliant” esp. peers. Do peer evals, “gift” cultures, etc.
- Different norms on how to use data/sources
- Academic different learning styles; lack of experience
- Cultural difference
- American education?
- Getting particularly Asians to speak up in classes – that depend on interactions (e.g. cases)
- Cultural barriers – respect for plagiarism rules; recognizing/respect prior excellence vs. need to reconsider/redefine teaching mission
- Recognizing benefits of collaboration – sporadic
- Faculty profiles (demography, background, ethnicity) do not/are not changing as rapidly as the student body in some fields
- Losing aspects of their own culture and adopting the negative aspects of ours
- What is American education
- Cultural misunderstandings increase
- Different expectations with regards to

- Classroom etiquette, need to be educated w.r.t., active classroom
  - Quiet classrooms, reticent speakers
  - Parents. Domestic. Managing expectations.
  - How we learn: ??? doesn't ???
- b. ISOLATION**
- Social acceptance issues due to: friends, ability to make broad range of friends; long periods away from family; is there resentment from locals?
  - Social integration of students into life at UW
  - Nonmixing
  - Keeping them from cliques -- sitting(?) together, working together, etc.
  - Integrating into student population at large (cliques)
  - Motivating local students to work with internationals (team work, class discussions, etc.)
  - Students are more comfortable sticking together – how to unthaw
  - Cleaved student body
  - A cleaved student body
  - Creating meaningful opportunities for domestic and international students to engage with one another
- c. STEREOTYPE**
- Dealing with plagiarism stereotype
  - Oversimplifying/stereotyping reactions (by US students/faculty/staff/etc.)
  - Challenge to break stereotypes
  - Stereotypes of students
  - Stereotypes
  - Continue to be marginalized – international students are labeled as monolithic
  - Core cultural assumptions
  - Public perceptions
  - Integrating and discrimination – (forward and reverse) integration issues
  - Challenging domestic students to overcome their xenophobia and a reinforcement of stereotypes
  - Public perception
  - Nothing significant. Just lots of stated assumptions and miscommunication. Awareness that things will take longer and mistakes will be made can help release frustration.
  - (Unstated assumptions are not malice, stupidity)
  - Breaking/facing stereotypes
- d. STEREOTYPE**
- Affects students lives
  - Differing perception of authority and laws
  - Different standards for academic attribution
  - Expectations
  - Changing expectations, and need for shared expectations
  - Increased need for mentoring
  - Integrating international students
  - Assimilation – social mingling is really down barriers

- Do our institutional structures foster cross-cultural interactions outside of class?
- Students tend to segregate themselves which defeats purpose of global community
- Social/Cultural/issues and demands on staff/faculty time
- area, student population
- Non-mixing of foreign students limits actual benefits from previous discussion
- Interactions/initiative/creativity norms?
- Students are bearing heavy family expectations
- Soft skills
- Actually embedded examples (relevance)
- Team functions/Hi Po teams <--> integration
- Groupwork
- Rest of the students may not be prepared
- Cleavage of the community
- Working in teams difficult
- Might have higher expectations that something is automatically better at the US
- All that John said – the many barriers to enculturation/interactivity
- Ice breaking
- Addressing and integrating different modes of thinking and communicating, e.g. individual work vs. group/collaboration work, linear writing vs. recursive writing
- A “younger” freshman class
- Coming w/ existing friendships/relationships

## QUESTION THREE: SOLUTIONS

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Suggest creative and constructive **strategies** for better serving all students given the backdrop of a growing international student body.

1. ADMINISTRATIVE
2. BEST PRACTICES
3. HOUSING
4. RECRUITMENT AND ADMISSIONS
5. RESOURCES
  - a. TUITION, FEES & FUNDING
  - b. UPASS; HEALTH INSURANCE
  - c. GENERAL
6. STUDENT MIXING
7. SUPPORT
  - a. COMMUNICATION
  - b. LANGUAGE
  - c. MENTORING
  - d. ORIENTATION
  - e. GENERAL
8. TEACHING
9. TRAINING

### 1. ADMINISTRATIVE

- Clarify UW mission re goals for international students
- Hire diverse faculty who speak more languages
- Position statements, policy for best practices
- Fund OGA and connect it to broader set of partners – connect scholarship, education, community outreach under it
- Partner with other international universities to create first year abroad experiences for domestic admitted students
- Communicate between departments (pool resources)
- Mine data for patterns in course grades → are there particular issues in particular courses?
- Need a single office for coordinating support for international students to accommodate their needs
- Need campus coordination for all issues – FIUTS, ELL, etc.

- Becoming much more student-centered as a university
- Careful, realistic calculations of actual costs for benefits achieved
- Creative and constructive strategies
- Figuring out what we don't know that we need to know in order to help international students to succeed
- Better correspondence of scheduling: (a) activities (FIUTS orientation – academic orientation)
- Guaranteeing students for international freshmen in fall quarter
- Actively promote international scholarship and other activities
- Program for the larger university community to celebrate/inform growing international student population
- Agree it is important
- Encourage more international engagement in everyone – languages, org's
- Need to calibrate – mix in terms of country of origin (witness Australia)
- ELL Academic Conduits
- FIG - small learning cohorts
- Out front recognition – where all people from?
- Class sizes need to be smaller

## 2. BEST PRACTICES

- Talk to the institutions who have developed solutions already (Green River CC)
- Examination of what has worked at other institutions
- “Best Practices” from other campuses
- Exemplars, success stories, social psych principles (social cohesion)
- Learn from the Australian & New Zealand universities → e.g. hybrid models such as 2 years delivered in international country in English by native speakers followed by final 2 years here
- Go and find out what some of the other U.S. universities are doing → some of them are really good
- Let's ask same folks (other institutions) about best practices
- Contract community colleges to see how they have dealt with this issue (they're more expert at this than the UW).
- Best practices shared and visible

## 3. HOUSING

- Integrate international student housing
- Mixed housing – mix with speakers which are US students who want to learn the language
- Include international students in orientation programs for all students, integrate in housing
- Dorms.
- Open up more dorms to be open during holidays

## 4. RECRUITMENT AND ADMISSIONS

- Diversify the student pool
- Diversify the international pool itself



- Have single deadlines ax to all students
- Have a language exam (proctored in person) to screen students before admission to a major, that is used as a mandatory requirement for admission
- Stricter English language achievement standards for admission
- Oral interviews in English in country of origin
- Focus resources on faculty & TA training (grading strategies, etc.)
- Become informed re visa issues or resources to help students resolve visa issues and understand what school can/can't do
- Interview all applicants via skype, alumni reps
- Balanced admission procedures → ensure not just students from one country
- Admission requirements
- Admission requirement should include speaking, and speaking English, not just written test
- Oral interview before admission
- Demand higher level English requirement; interview over “there”
- Meet with students
- More support to interview applicants
- I think we may need an “All in” strategy, so we can attract the best of the pool. In other words, we need strategies to allow us to access the highest tranche of URM and international students, and we can take advantage of our placement – Pacific Rim – to build programs that attract the highest level students.
- Diversify the student pool

## 5. RESOURCES

### a. TUITION, FEES, & FUNDING

- Quarterly international student fee to support services, advisory, FIUTS, etc. – small \$5
- Charge international students higher tuition than US nonresidents
- More funding for international students – tuition waivers, employment support
- Surcharge for international services
- More \$
- Tuition follows students at level of instruction!
- Make AEP not fee based!!!
- \$ for support faculty
- \$
- More \$
- Need to provide funding for additional TA's in large lecture classes and other resources at UW that students can be sent to
- More \$
- More funding for the foundation for international understanding
- Tuition follows students
- Increased funding (communication, acculturation)
- Surcharge for international student services
- Quarterly international student fee to support services, advising, FIUTS, etc. – small \$5
- Financial support for extra efforts required by non-native speakers
- Closer correspondence of tuition resource from international students to their academic/success needs

**b. U-PASS; HEALTH INSURANCE**

- Provide immediate necessary resources for students: insurance, transportation, early activation of Husky cards
- U-pass and health insurance should start earlier for international and graduate students who came earlier for orientation
- Fix insurance and husky card problems
- Intermix resource availability across students (e.g. dorm access, health access, etc.)
- More coordinated benefits at beginning
- (b) onset of insurance, dorm opening, husky card

**c. STEREOTYPE**

- Identify financial resources
- Dedicate revenue stream
- Invest in international pool
- Budgeting adjustments
- Increase budget of FIUTS
- Need to invest the necessary resources so they have a great experience
- Increase the budget for FIUTS
- Budget of FIUTS

**6. STUDENT MIXING**

- Involve local culture groups and student associations at orientation and beyond on campus
- Institute a buddy system in some freshmen classes (101 type) where each international student is paired with a state resident student ← do this for every incoming international student
- Multicultural day or week (?) on campus when everyone is encouraged to wear “traditional” dress of their heritage
- More campus-wide events! Seriously, 1 per quarter, like the cupcakes for the 150<sup>th</sup> birthday
- Pair with student mentor/peer mentors
- More fun campus events
- Assign group projects that match international students with domestic students
- Try to structure lab groups/homework groups to mix international and domestic students (to promote social and academic exchange)
- Opportunities for socializing with native speaking students
- Small group interaction between native and international students – presentations on culture, biography, etc. Early in academic career
- Some activity that promotes mixing between natives and internationals
- Forums for students and faculty to interact and share experiences
- “FIG” for international students – buddies system with US students
- Partner grads and undergrads from international backgrounds as mentors (??? grads to lessen isolation)
- Mentor/buddy systems
- Forced integration/additional curricula or program requirements for international students
- Provide coordinated resources for international students that connects them with domestic students within academic units

- Promote mixing
- Mix groups/integrate them
- Force international students to engage in class group activities in courses
- Mix domestic and non-domestic students deliberately
- Integrate domestic and international students – long orientation, assignment of roommates
- Have multi-cultural events
- Ways to get them to mix rather than stick to their own groups
- UAA take lead in creating mentoring structures (some 1 on 1) for international students, pairing them with domestic students. Probably need an administration to take charge of this.
- Encouraging interactions between the different international groups and native students
- Making sure international students integrate with other students and don't become isolated
- Peer support in correcting grammar

## 7. SUPPORT

### a. COMMUNICATION

- Expectations: make clear what we want – provide constructive feedback, hold students accountable
- Use our fabulous IT infrastructure better to provide opportunities for students to connect – and for faculty to find resources to assist them in class
- IT infrastructure to connect student:student, faculty:faculty
- More social time (whine over beers) to learn differences in cultures. This can be faculty or faculty perhaps arranged meets.
- Make explicit all assumptions and expectations – whether it's about necessity of health insurance, or learning goals of project
- Encourage written material on web where feasible, for introductory classes
- Clarify expectations on plagiarism

### b. LANGUAGE

- Writing centers – college of engineering
- Grad level writing classes/support
- Writing center
- Something on campus that would really provide the help for the students on the specific language to language transition
- Provide tools on how to examine on concepts not English
- Develop a purposeful transition program, especially for developing English language skills
- {writing link} link w/ graduate students
- Writing courses
- Reaching appropriate levels of academic adaptation to non-native speakers

### c. MENTORING

- Mentoring programs for international students to ease cultural differences
- Mentoring international students
- Build in mentoring situation
- Implement a mentoring program, US student matched with international student

- Graduate/undergraduate mentoring
- d. ORIENTATION**
- Coordinated orientation that accounts for international/non-domestic students
  - Sustained orientation through fresh year for all students
  - Improve pre-orientation
  - Have orientation and training for domestic students about how to benefit from a global university
  - Orientation for all students addressing the benefits and challenges of increased international student population (ex: the student who hasn't made a friend in year 1)
  - Orientation of non-international students
- e. ORIENTATION**
- Offer classes specifically for foreign students that address issues that assist them in the process of acculturation
  - Identify faculty, staff, advanced students who care about cross-cultural opportunities. Find ways to support their work
  - Support model and support options, menu of resources
  - Studio-type support models
  - Connect academy to extra-academie programs
  - Create and support infrastructure and support system to facilitate cross-unit and cross-campus communication and resource sharing or strategic initiatives around meeting student needs, and expand these to include community partners
  - Connect international students to international communities within Seattle to help students feel more at home and to increase the UW's presence within the community and help recruitment efforts
  - Prioritization of faculty conversations around these issues – faculty meetings, etc.
  - Provide more spaces for students to study together
  - More support: TA's
  - Support for TA's dealing with
  - Increase resources to support and serve international students and faculty
  - Develop programs and services to integrate students into campus community
  - Support for faculty so they have time to give sufficient support and feedback.
  - In class support, e.g. TA's
  - A place on campus for students to get help on ELL outside of just courses. On need requests
  - Provide a support model that includes enough formats of support to meet the needs of a range of students that are self-selected and free
  - TA intros in first sections – who/where/why difference of all kinds is interesting.
  - Help them learn papers
  - Mechanism to increase out-of-class interactions w/ faculty/TA's
  - Increased advising resources to assist international students
  - Enlarge capacity of courses that teach cross/multi-cultural communication (perhaps tailored to different majors)
  - Ways to make students more easily adapt to UW environment
  - More on-campus assistance – through FIUTS, writing centers
  - Take advantage of American faculty who themselves had been foreign students

- Instructional design support to help w/ course and assessment and design
- TBL

## 8. TEACHING

- Use non-language-based activities that student can do together
- Listen/mentor/be mentored
- Non language based exams
- Hire more international faculty
- Change the way we are teaching
- Hire faculty with better teaching credentials, pedagogical skill
- Learning new pedagogical approaches that will be effective despite apparent communication difficulties
- Learning to be patient with ELLs

## 9. TRAINING

- Training workshops for faculty
- (Formalize/promote) peer-mentoring before arrival
- Conduct faculty workshops to deal with international
- Assist TA's and faculty to learn how to teach to international students
- Faculty workshops on “seeing through the errors”
- Encourage faculty to include more international perspectives in their course materials (e.g. including Chinese, Indian, or Spanish language philosopher)
- Workshops for faculty to create awareness of the issues – patience, potential need for alternative learning styles
- Pedagogy training and workshops for TA's, faculty – spread John Webster's message
- More training (pedagogical) for faculty
- Have John Welsh come talk to faculty, mixed house
- Top 5/10 things faculty should know when teaching international students
- Awareness/sensitivity around ???
- Top 5-10 things to know
- Specifically articulate multiple benefits named earlier
- Provide cross cultural communications classes
- Cultural sensitivity regarding work modalities
- Training for faculty and staff on cultural difference
- Cultural training for faculty
- Training for faculty, TA's
- OPEN/acceptance conversation
- 5 points for faculty awareness in teaching international students
- Workshops on facilitating in-class discussion
- Communicate to our teaching faculty concepts they should consider/reconsider in dealing with international students
- Communicate top 5 tips to rank and file faculty → workshops
- Visiting lectures to address challenges

ADVANCE Fall 2011 Leadership Workshop  
“Changing Student Demographics: What Going Global Means for UW”

- Workshops for faculty – sensitizing them to the issues
- Faculty training which will improve teaching techniques that will benefit all students
- Recognition and dialogue of SES differences among international students
- Workshops (like this one) for faculty, staff, and advisors
- Communicate FIUTS weeks to chairs
- Widespread faculty development
- International is only one of diverse
- More in common across economic less than ethnicity