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What It Means to be a Global Campus: A Case Study of Internationalization on the University of Washington Campus

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PIM 75

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

May 22, 2017

Advisor: Peter Simpson

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List of Abbreviations

A&O: Advising & Orientation

ASP: Academic Support Programs

FIUTS: Foundation for International Understanding Through Students

FYP: First Year Programs

IaH: Internationalization at Home

IAU: International Association of Universities

ISO: International Student Orientation

ISS: International Student Services

ISSC: International Student Success Committee

RSO: Registered Student Organization

UAA: Undergraduate Academic Advising

UW: University of Washington

The following paper presents an analysis of internationalization on the University of Washington (UW) campus. The UW attracts students from all over the world each year while also sending students abroad for a quarter or two. The goals and purpose of gaining an international education, however, are not clear. As a result, key stakeholders are often left out of conversations surrounding international education because of a lack of communication and no centralized purpose. These ideas led to a series of research questions including: Should the UW have an official statement on internationalization and international education? What is the current state of internationalization and international education on campus? How do the stakeholders work together in this current state?

The research, conducted through interviews with UW staff members, led to a few findings and conclusions. Individuals were supportive of the UW putting out some sort of official statement on international education and internationalization. They saw the lack of a formal policy as a hindrance on international education because it led to miscommunications and a lack of a unified purpose. The UW already has internationalization efforts but they need to officially embrace and acknowledge the concept in order for there to be unification. The leadership at the University must develop clear goals and objectives and work with individuals at every level to formulate a plan for internationalization that encompasses all facets of the school.

The implication of this research is that vagueness surrounding internationalization and international education at a University harms the success of these. Transparency is key along with ensuring that all stakeholders be present and engaged. The findings can especially pertain to larger universities to serve as a model for what can happen when there is less communication across departments.

Introduction

From July to December 2016 I was the International Student Services Intern at the Foundation for International Understanding Through Students (FIUTS). My overarching responsibility was to help with the implementation of some of the key programs that FIUTS runs, especially Fall International Student Orientation (ISO). Over the summer I helped coordinate certain aspects of ISO, such as a Seattle-wide scavenger hunt, ticketing for all events, the immigration check-in process for students, and creating a social media plan. I also recruited and trained our student leaders, called Facilitators, who help with ISO and events during the year. After ISO, I designed and implemented a new program called FIUTS Connections. This program is a small group program that any UW student can participate in. Students met regularly with their group over the course of the academic quarter to practice cross-cultural communication skills, make new friends, learn about different cultures, and explore Seattle. Throughout the Fall quarter, I also managed the front desk in the office, which included signing students up for events, answering questions about the University of Washington (UW), training new interns and work study students, and designing flyers for the bulletin board and composing a weekly e-newsletter.

I became interested in the topic of internationalization, specifically internationalization-at-home (IaH), through the conversations I had with FIUTS staff and UW staff. I discovered that there are many departments and people who are key stakeholders when it comes to international education in general. Unfortunately, the UW lacks a clear vision for what international education and thus internationalization should look like on campus. All of these challenges affect the work that FIUTS and other departments do on campus.

This paper intends to present a thorough review of internationalization on the UW campus by examining the role of key stakeholders as well as the aspects and opportunities for

internationalization. It will culminate with my thoughts on the state of internationalization on campus and my recommendations for the future.

Overview of Research Methodology

My research method consisted of a few approaches. A literature review was one of my first tasks, in order to learn more about internationalization in general. I also completed a stakeholder analysis to gather knowledge of the University. I collected data by interviewing UW staff to determine what internationalization looks like to them, how UW is already a global campus, the pros/cons to internationalization, and what they think UW's vision for all things international should include. I then analyzed the interview data by coding it and looking for patterns. Finally, I drew my conclusions and made recommendations based on this data.

Literature Review

The purpose of this literature review is to set the theoretical framework for internationalization. It incorporates significant research and writings by those in the field. It presents an overview of the information already published on the subject as well. It also serves to define important terms that will be used throughout the rest of the paper. There has been a significant amount of research done in the field of internationalization and IaH. Much has been discussed in regard to what it is, why universities should or should not internationalize, the benefits and/or drawbacks of it, and how to go about doing so. There have also been discussions on the role of global partnerships and how they impact internationalization.

According to the International Association of Universities (IAU), which surveyed 1,336 institutions of higher education (all with less than 5,000 students), 53% have an institutional policy related to internationalization while 22% have one in preparation (IAU 4th Global Survey, 2014). 61% of institutions have a dedicated budget for internationalization and 66% have

specific benchmarks to assess internationalization efforts (IAU 4th Global Survey, 2014). 69% stated that "internationalization is of high importance for the leadership of their institution" (IAU 4th Global Survey, 2014, pg.9). This data allows one to see the recent trends in internationalization and how it is prioritized at other universities across the world. However, it misses out on a significant portion of universities that have larger student populations, such as the UW. Therefore, this research is beneficial for drawing a generalized concept of how bigger universities see internationalization.

Definition, purpose, broad goals, and consequences of internationalization. Jane Knight's (2008) definition of internationalization from her book Higher Education in Turmoil is "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels" (pg.21). This is the definition I have been using throughout my research to ensure consistency and clarity when doing interviews. Those I talked to had different definition of internationalization so having a set definition helped to create a common frame of reference. Knight further breaks down her definition term by term in order to have complete clarity. I also find it very interesting that Knight (2008) states that the "definition is intentionally neutral" (pg.21); Knight is not trying to demonstrate that internationalization has to specifically promote peace between nations or improve the quality of a higher education institution as part of its mission. While these things can be the goals of internationalization, they are not part of the process. This is something that I kept in mind when determining my recommendations in regard to internationalization on the UW campus.

The International Association of Universities' article *Affirming Academic Values in Internationalization of Higher Education: A Call to Action* lays out the goals, benefits, and

possible adverse consequences of internationalization as a way to show higher education institutions how they should internationalize. Many of the details in the article align with the majority of other articles concerning internationalization. It argues that the goals of internationalization "[range] from educating global citizens, building capacity for research, to generating income from international student tuition fees and the quest to enhance international prestige" (pg.2). The benefits of internationalization are seen as:

> Improved quality of teaching and learning as well as research; Deeper engagement with national, regional, and global issues and stakeholders; Better preparation of students as national and global citizens and as productive members of the workforce; Access for students to programs that are unavailable or scarce in their home countries; Enhanced opportunities for faculty improvement and, through mobility, decreased risk of academic 'inbreeding'; Possibility to participate in international networks to conduct research on pressing issues at home and abroad and benefit from the expertise and perspective of researchers from many parts of the world; Opportunity to situate institutional performance within the context of international good practice; Improved institutional policy-making, governance, student services, outreach, and quality assurance through sharing experiences across national borders (pg.2-3).

The adverse consequences include brain drain, ethical dilemmas, the prevalence of the English language leading to cultural homogenization and less diversity of languages, a lack of diverse educational models if all schools are aiming to be "world-class," and an imbalance of resources (pg.3-4). Illustrating the benefits of internationalization to the UW community is crucial because if the community recognizes the positive effects they are more likely to be on board with internationalization. However, it is also important for the UW community to acknowledge the possible adverse consequences of internationalization so that they can address them proactively.

Goals and objectives of internationalization at the institutional level. When a university decides to internationalize, those involved in the decision-making process need to determine what the goals and objectives are for the campus. These goals and objectives need to be tangible and measurable. As Madeleine Green (2012) states in *Measuring and Assessing*

Internationalization:

> A goal should express an ambition that goes beyond tactics- such as increasing the number of students who study abroad by 10 percent. Expressing a vision in measurable terms often involves articulating a broad goal, which is then elaborated with sub-goals (sometimes called objectives). Thus, 'developing global citizens' is not a measurable goal until the concept is clearly defined and translated into a series of measurable indicators (such as numbers of students going abroad, numbers of students engaged in volunteer projects with a global focus, student gains in inventories of global-mindedness and attitudes (pg.5).

There also needs to be a discussion as to why the school should internationalize. If the leadership is unable to answer the question of "Why should we internationalize?" they will not be able to convince anyone else that they should. The answer to that question should come from a needs assessment where the school's international education programs and policies are thoroughly investigated with all stakeholders being included. Schools can also use this time to learn about the internationalization efforts at other colleges. Then, finally, those involved in the internationalization effort can begin to discuss goals and objectives.

Measuring and assessing internationalization. In order to determine the outcome of internationalization, there needs to be a way to measure and assess the initiatives put forth. Having goals and objectives is just one piece of the puzzle; there must be a way to see if one has achieved those goals and objectives. This helps determine both the quality and quantity of initiatives with concrete evidence, which has the potential to elevate a school's status and make it more competitive with comparable schools (Green, 2012).

Measurement, in this case, refers to "institutional or programmatic performance" while assessment is used "when student learning is the central focus" (Green, 2012, pg.2). Measurement can be divided into three different indicators: "Inputs: resources (money, people, policies, etc.) available to support internationalization efforts. Outputs: the amount of the various types of work or activity undertaken in support of internationalization efforts. Outcomes: impacts

or end results" (Green, 2012, pg.5). For student learning, "assessment tools may be direct (e.g. embedded course assessments, portfolios, performances, tests, papers, or projects) or indirect (e.g. surveys, interviews, focus groups, self-assessments, data such as job placements)" (Green, 2012, 10). A variety of tools should be used for triangulation purposes (Green, 2012).

Internationalization at home. IaH specifically focuses on internationalization that takes place on a home campus, which is the primary focus of my research (Knight, 2008). According to Knight (2008), this includes "the intercultural and international dimension in the teaching-learning process and research, extracurricular activities, and relationships with local cultural and ethnic community groups, as well as the integration of foreign students and scholars into campus life and activities" (pg.22-3). The conversations I had with over the course of my research primarily dealt with the areas listed above.

For universities, IaH does not seem to be quite as important in the larger scheme of internationalization. According to the IAU survey, outgoing mobility opportunities are the priority for internationalization, followed by international research collaboration, and then strengthening international content of curriculum (IAU, 2014, pg.12). The processes in place might already exist but are not necessarily priorities specifically in regard to internationalization. However, this is probably also dependent on the number of international students enrolled, the size of the university as a whole, and the resources available. Of the colleges that took part in the IAU survey, "requiring a foreign language was most frequently ranked first among internationalization activities...26% cited it as their top-ranked activity" (IAU, 2014, pg.15). Foreign language requirements are a relatively easy way to internationalize as most universities already offer foreign languages so the infrastructure usually exists in some form. In regard to international students, "integrating the contributions of international students into the learning

experience is ranked second last in importance" (IAU, 2014, pg.15). This demonstrates that most universities are not taking advantage of the experiences of international students and do not see the different sets of knowledge they may have in the classroom and do not see it as important. In terms of programs and activities, "the top ranked extra-curricular activity is events that provide an intercultural or international experience; followed by mentor or buddy's schemes linking international and home students" (IAU, 2014, pg.15). This shows that there is some level of commitment to integrating international and domestic students and giving them a space to interact.

Internationalization and partnerships. Susan Buck Sutton's article "Transforming Internationalization Through Partnerships" discusses the difference between transactional and transformational partnerships. According to Buck Sutton (2010), transactional partnerships are those in which "resources are traded, they are focused, and product oriented," while transformational partnerships "develop common goals and projects over time in which resources are combined and the partnerships are expansive, ever-growing, and relationship-oriented" (pg.61). The move towards transformational partnerships allows for more mutually beneficial relationships that focus less on individual needs and more on the collective needs of the whole. For IaH, this would mean more cohesion between all facets of a university to make the campus as a whole more global. It would mean more communication with faculty in order to develop more globalized curricula. In general, the entire process a student goes through from first being interested in college through the rest of their life as an alumnus, would be more fluid because of greater communication, better understanding of how different departments operate, and a common message seen throughout.

Buck Sutton's article primarily deals with American universities partnering with

universities abroad and how partnerships change the way international offices do their work. However, I believe her research can be applied to the partnership the UW has with FIUTS as well as the relationships UW departments have with each other. Many of the individuals I spoke with for my research discussed the ways the different departments work together, how they share resources, and some of the common challenges they face when trying to do so. Similarly, when I talked to those individuals about internationalization, many pointed out the lack of a common goal across departments. As a result, the departments on campus could have stronger, more transformational relationships if a common internationalization goal existed.

Background of the UW & FIUTS

The UW was founded in 1861 (About UW, 2017a). It has three campuses: the main one in Seattle and two others in Bothell and Tacoma, with my research focusing on the main campus. The mission of the university is: "the preservation, advancement, and dissemination of knowledge," (Board of Regents Governance, 2017b). Its vision statement is as follows:

> The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship. Discovery is at the heart of our university. We discover timely solutions to the world's most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation and the world. (Vision & Values, 2017c)

The university's list of values include: integrity, diversity, excellence, collaboration, innovation, and respect (Vision & Values, 2017c). Its priorities also include: the UW Standard of Excellence, the academic community, being world leaders in research, celebrating place, the spirit of innovation, being world citizens, and being public (Vision & Values, 2017c). The specific mentions of students becoming global and world citizens, solving the world's problems, and enriching the lives of everyone in the world, demonstrates that the UW is thinking about its international presence. While the mission says that students become global citizens "through a

challenging learning environment informed by cutting-edge scholarship," no other specifics are provided (Vision & Values, 2017c). Presumably it would include the components of internationalization, studying abroad, engaging with global issues in the classroom, and the inclusion of international students and faculty.

The UW's budget for 2017 is about $7.1 billion. 65% of the UW's operating fund comes from tuition revenue. The other 35% comes from the state (Fast Facts: 2017, 2017d). In 2004, tuition only represented 34% of the budget. However, the UW lost some of its state funding due to the recession between FY09-FY12, which resulted in tuition revenue accounting for more of the budget (FY17 Operating Budget, 2016). It was also during this time that the UW started recruiting and accepting more international students as they generally pay full tuition. This marks the time when internationalizing the campus truly began to take off.

The in-state tuition for a student who does not live at home is approximately $11,000, for out-of-state and international students the tuition is about $35,000 (none of the prior include housing, food, and other living expenses) (About UW, 2017a). Up until March 2017, the UW also had a mandatory International Student Fee of $45 per quarter that "is used to pay for specialized services used by and for international students, such as visa processing, academic integrity outreach services, career counseling, International Teaching Assistant (ITA) training, and compliance reporting required by the Federal government" (Tuition Components, 2017e). This fee was introduced several years ago to offset the increase in international students and the services needed to keep up with that increase. Part of the fee goes towards the International Student Orientation that FIUTS puts on every year. It was met with a significant amount of pushback from international students and was abolished in March 2017. As of now, it is unclear how (if at all) tuition will change or where some of those costs will be absorbed.

Academic Programs Offered

The UW operates on a quarter system, rather than the traditional semester system that many American universities follow. It offers 180 undergraduate majors, from Anthropology to Chemistry to Linguistics to Bioengineering (Undergraduate Majors, 2017f). The UW is ranked No.11 according to the 2017 edition of U.S. News & World Report's Best Global Universities rankings (UW Today, 2017g). The UW is also ranked highly based on specific subjects: 15th for biology and biochemistry, 6th for clinical medicine, 13th for environment/ecology, 5th for geosciences, 6th for immunology, 22nd for mathematics, 3rd for microbiology, 6th for molecular biology and genetics, 20th for neuroscience and behavior, 4th for pharmacology and toxicology, and 5th for social sciences and public health according to the same U.S. News & World Report Global University Rankings (UW Today, 2017g). The UW is primarily known for its strong academic reputation in the science field, although many students do attend the school for social sciences. This reputation makes the school a popular choice for international students who wish to study in the U.S.

Student Body Makeup

As of Fall 2015, the UW has a student body of 45,870 students, including those at all degree levels (29,468 undergraduates specifically) (Public Profiles- Enrollment, 2017h). Approximately 72% of undergraduates are Washington State residents while about 15% are international students and the rest are out-of-state students (About UW, 2017a). This demonstrates that the UW has more international undergraduate students than it has students from other states in the U.S. The UW is also ranked in the Top 10 for Institutions Hosting International Students 2015/16 with 8,259 international students according to the 2015/16 Open Doors Report, demonstrating that it has a large international student presence compared to other universities in the U.S. (Open Doors Data, 2016a). The number of international students on the

UW campus has more than doubled in the last decade from 2,620 in 2005 to that 8,259 number in 2015/16 (See Appendix A) (International Students Profile, 2014).

Of the 29,468 undergraduates, 52% are women while 48% are men, reflecting a relatively even divide between men and women (About UW, 2017a). This divide remains relatively equal for international students as well, with 3,662 males and 3,637 females in Fall 2014 (International Students Profile, 2014). Of the top ten countries that international students come from, 8 of those 10 countries are in Asia (International Students Profile, 2014). China (including Hong Kong and Macau) has the largest number, with 3,845 as of Fall 2014 (International Students Profile, 2014). The nationality numbers for Fall 2014 drop off significantly after that with Korea having 601 students, India having 473 students, Taiwan having 397, Indonesia with 204, Japan with 159, Canada with 137, Thailand with 136, Malaysia with 114, and Saudi Arabia with 98 students (International Students Profile, 2014). I have not been given any specific answers to why the majority of international students come from China and Asia in generally, other than that that region is the main focus when it comes to international admissions recruiting.

Faculty and Administration Makeup

There are 4,731 faculty members at the University (Fact Sheet 2016, 2016b). Of those faculty, 1,650 are international faculty, with the majority (520) coming from China (Fact Sheet 2016, 2016b) (See Appendix B). 83% of the faculty hold a terminal degree, however the breakdown does not distinguish between international and domestic faculty (About UW, 2017a). Each year several faculty members lead study abroad trips, usually related to their own research and field of study, which will be discussed in the next section.

FIUTS, founded in 1948, is a non-profit located on the UW campus that is separate from the UW, but maintains a partnership with the University. The FIUTS mission is to “[connect]

students to local and global communities through programs that build international awareness, cross-cultural communication, and informed leadership" (About FIUTS, 2016). It aims to "create a community of international and American students, members of the local community, and alumni around the world" (FIUTS, 2016). FIUTS does all of this through its many programs and events.

FIUTS divides its programming into three categories: student programs, education programs, and community programs. Student programs encompasses many different events that serve primarily international, but also American students. For many years FIUTS has provided the UW with its International Student Orientation held three times throughout the year (Fall, Winter, and Spring). One of FIUTS' most popular programs is Wednesday Lunch, which is a free lunch the first Wednesday of every month where the UW community can get lunch and meet new people. The education programs involve incorporating students from local Seattle high schools and middle schools with international students who come to Seattle on U.S. Department of State funded programs from all over the world. For example, when I first arrived at FIUTS, I started working with the Seattle Language and Culture Institute, a global leadership and English language program that FIUTS ran for three weeks that included high school students from China, Japan, Tunisia, and Seattle. One popular program is a pen pal program where local 4th and 5th graders are paired with UW international students and they write letters to each other over the course of the year. The community programs encompass homestays for international students and CulturalFest, an event featuring games, activities, and arts and crafts as well as a performance showcase, all of which celebrate diversity and allow everyone to learn something new about a different culture. One significant part of FIUTS is the facilitator program. FIUTS depends on student volunteers, who are both international and American, to run its programs.

They all attend trainings to learn how to gain cross-cultural communication and leadership skills.

Research Methodology

For the purposes of this research, I completed a stakeholder analysis and conducted four interviews to obtain qualitative data. The interviews with UW staff focused generally on what internationalization on the UW campus looks like to them, what they think UWs vision for all things international includes, who they think are the key stakeholders for internationalization on campus and how to include those stakeholders in conversations about internationalization. The goal of the research was to gain an understanding of what internationalization looks like on the UW campus.

I chose to interview staff because I wanted an administrative perspective on internationalization. The interviews were anywhere from 20 minutes to 45 minutes in length. All except for one were held in person. Participants had the choice to be recorded or not and to speak on the record or not. Participants were sampled purposively- selected and reached out to based on who I already knew was working with international students or had an interest in internationalization, and those who were on the ISSC. While I did have specific interview questions I wanted to ask and a focus for the interview, I let the conversation flow naturally and generally asked open-ended questions while ensuring that we did not get too far off topic.

There were, however, a few practical challenges that went along with my research. For example, my goal was to get as much research done right before winter vacation for UW so some staff were either not around or very busy. Similarly, others were not interested in being interviewed or did not respond to my requests. The individuals I talked to were all very passionate about international education and knowledgeable and they mostly held very similar

points of view. This made it challenging to determine if their views were representative of the larger administrative body or if they were unique because of their passion.

I analyzed the data by coding the interviews. I looked for patterns as well as outlying anomalies. The results of the data, including quotes and observations of general patterns, are reflected in the stakeholder analysis, internationalization analysis, and conclusions. Based on the analysis, I was able to see a few themes that were commonly held: the need for an internationalization policy/statement and the question of who would take ownership of that policy.

Stakeholder Analysis

There are several key departments, organizations, and people who contribute to internationalization on the UW campus. The stakeholder analysis that follows is meant to illustrate how these departments work with international students, how the work has changed with the increase in international students, what their priorities are as departments, and how much influence they have in terms of the larger university structure. Their level of power is important because power can dictate how well one is heard by the larger administration and how much funding one receives. Each of these departments have varying interests in international students as well as different levels of power that dictate their ability to create change. These key stakeholders include the UW Study Abroad Office, International Student Services (ISS), FIUTS, the Office of Student Life, Undergraduate Academic Affairs (UAA), both international and domestic students, their parents, faculty and staff, and the greater Seattle community.

UW Study Abroad

The UW Study Abroad Office is the main point of contact for students who wish to study abroad during their time at UW by mainly providing advising services to students. Its vision

states “We envision the UW as a global community. Our students, staff and faculty are global citizens whose academic endeavors take place in a context larger than our campus” (About Us, 2017a). This echoes the vision of the UW as a whole. There are hundreds of options available to students, including university exchanges, departmental exchanges, UW programs, Exploration Seminars, and affiliated programs. Students can go anywhere from Denmark to Morocco to Turkey to Chile (Program Search, 2017b). The Office does not provide any specific re-entry class or workshop so they are mainly focused on the pre-departure and during study abroad phases. They do have a UW Study Abroad Ambassadors program for UW students who have studied abroad and want to talk to other students about their experiences and promote studying abroad (UW Study Abroad Ambassadors, 2017c).

The UW Study Abroad Office is a key stakeholder when it comes to internationalization because it is directly sending students abroad to experience new cultures and continue their educations. The Office is primarily concerned with immigration regulations, student and faculty safety, the UW’s reputation abroad, and keeping programs financially reasonable. They want to ensure that all programs run smoothly by making sure that credits transfer, participants are safe, and that participants are attending classes. The Office has a high level of power because of the direct role it has with students, faculty, and parents.

Courtney DeVries, Assistant Director of Study Abroad, has pointed out that there has been an increase in international students studying abroad (personal communication, January 17, 2017). As a result, the Office has had to learn how to address the different needs of international students. For example, the visa requirements for international students who want to study abroad are often different from the visa requirements for US students studying abroad. This results in greater systemic challenges and more communication with International Student Services. The

Office has learned that they need to engage international students early on by holding information sessions at FIUTS' ISO every Fall.

International Student Services

ISS aids international students with all of their visa and immigration needs. They work with undergraduate, graduate, transfer, and exchange students to make sure that they are complying with State Department regulations. Their goal is "to provide support to UW international students so that they may reach their educational goals" (International Student Services, 2017). ISS is primarily interested in immigration regulations and ensuring that international students have all of their documents correctly filled out. They have a high level of power as well because if students are not following regulations they have the power to report them. ISS is the main point of contact for all international students so they are included in all discussions on campus regarding them. As a result, their input is highly valued.

Office of Student Life

The Office of Student Life at UW is also a stakeholder when it comes to internationalization because it consists of departments that deal with housing, dining, the Career Center, health services, campus safety, registered student organizations (RSOs), and many other departments. For Ryan Burt of Academic Support Programs (ASP), Student Life encompasses the social needs of international students. He also points out that all academic misconduct cases go through Student Life. While I have not seen any specific data relating to this, Burt states that international students are disproportionately charged with academic misconduct (Personal communication, December 30, 2016). This has demonstrated a need for clarification and education surrounding academic conduct.

While Student Life is a large department, one UW staff member points out that "[she is]

probably the one that has international student in [her] title." That staff member is the only one who is specifically working with international students but recognizes that "there's so much room for growth." She also acknowledges that while the international student body is not the main student population, Student Life is taking the first steps toward prioritizing them and sees effective collaboration between departments as the most important need right now (UW staff member 1, personal communication, December 19, 2016).

Student Life has a high level of interest in internationalization as well as a high level of power because it encompasses so many departments within it. With the increase in international students, the Office has had to adapt in order to keep up with students' needs and their parents' desires. For example, one UW staff member explained the challenges of having a family weekend when most international students' families would struggle to make the trip or would have language difficulties if they did make it. Out of the 1500 families that came to campus, three of them were sets of parents of international students, a very small number. The UW staff member points out what they learned from that:

> So we learned for Chinese parents or for international parents, it took a little bit longer time because they have to plan ahead of time. They have to buy airplane tickets. They had to get the visa. They have to plan the trip here as well, right? Get the time off from work...We would have some volunteers on a Saturday to help because they probably didn't understand English well...So it looks very different, if your parents were to not understand English, to be able to fully engage with the three-day events. (UW staff member 1, personal communication, December 19, 2016).

The Office wants parents and students to be engaged with what is going on at the University but has had to adapt to their needs. At some point, according to one UW staff member, Student Life will have to expand because the work will be too much for one person (UW staff member 1, personal communication, December 19, 2016). Internationalization is something that Student Life has been thinking about because since Fall 2016, one staff member has been working on an analysis of all things international at the UW and has started doing focus groups to learn about

the international student experience on campus. It remains to be seen what the outcome of all of this data-gathering will be.

Undergraduate Academic Affairs

Undergraduate Academic Affairs (UAA), specifically First Year Programs (FYP) and Academic Support Programs (ASP) within it, are stakeholders in internationalization. Natalie McKinnis, Assistant Director for FYP, believes that "[FYP is] a stakeholder, but more so because we are more of like a middle man...we're not necessarily the creators of content...we're like the messenger of the content," (personal communication, January 10, 2017). FYP is in charge of orientation for all new undergraduate domestic students, as well as the academic advising aspects of orientation for international students. Every student has to take part in an Advising & Orientation (A&O) Session prior to the start of their first quarter. This is when incoming students are first officially introduced to the University from an academic perspective and is also when they register for classes. McKinnis talked about how much A&O has changed as the number of international students has increased:

> ...initially, the international students were at a huge disadvantage. So in order for students to register for classes, they have to attend advising and orientation to be academically advised. And about seven years, six or seven years ago, we identified that the international students were at a huge disadvantage to get access to courses because they couldn't attend until they were physically on campus. And so, the creation of the online model was one solution to that inequity in terms of creating access. And then that model in itself evolved to having an on-campus component, it's evolved to include more campus partners. (personal communication, January 10, 2017).

Now, instead of having to physically come to campus months prior to actually starting classes or waiting to the last minute, international students are able to complete part of A&O online in sessions that are specifically geared towards international students. I presented on FIUTS during several of these sessions and was able to answer student questions about ISO, how to find housing, and many other questions.

For McKinnis, ASP is a key stakeholder increasingly throughout the years and they "have been pivotal in supporting the students who are on the extreme end of need," (personal communication, January 10, 2017). ASP aims to support students academically through tutoring (the Center for Learning and Undergraduate Enrichment (CLUE)), English conversation groups, a writing center, and a course taught by Ryan Burt for international students who had to drop a class part way through the quarter but still need to keep that number of credits. The class goes over things like how to read academic articles, time management and how to juggle their class schedules, how to prepare for a test, and how to take effective notes. Burt considers it a course that is "trying to model a rigorous academic class, but build in additional support skills (personal communication, December 30, 2016). He considers the mentorship program in the course to be the most powerful aspect of it. Students in the course are paired with junior or senior students who become their mentors and help them with any classes they need help with at the UW while also taking this ASP course. The mentors then submit weekly reports on how things are going. Many students need help because of the 'hidden curriculum' or the unstated expectations around what you have to do to be a successful student (R. Burt, personal communication, December 30, 2016). ASP and Burt work also with domestic students and he sees many similarities between the two groups students and their needs. For most of both groups of students, they are the first members of their family to attend college in the US. While many of the international students' parents have attended college, they are the first to do so within the US. While some of the international students in the class struggle with the English language, most of the difficulties have to do with cultural differences between schools in the US and elsewhere (R.Burt, personal communication, December 30, 2016).

FIUTS

FIUTS has a high level of interest in internationalization because of its mission and location. One of the main justifications for FIUTS existing is that it brings together international and domestic students through the events and activities it has. Without international students, FIUTS cannot exist in its current state. The organization wants to keep building those relationships and is heavily invested in making sure that international students have a good experience at UW by putting on an extensive orientation, planning fun events, and making sure they know about all of the resources they have access to on campus. It aims to make the transition to Seattle and UW as smooth as possible for international students.

While FIUTS is extremely interested in international students and internationalization, it does not have a high level of power on the UW campus. This is primarily due to the fact that FIUTS and UW have a partnership that is more transactional than transformative. Transactional partnerships are those in which resources are traded, are instrumental and focused, and are product oriented. This is in contrast to transformational partnerships in which the parties have common goals and projects, combine resources, and are relationship-oriented (Buck Sutton, 2010). The UW tends to support FIUTS when it comes to ISO but then leaves the organization out of other important conversations about international students. The University talks about wanting students to become global citizens but does not have specific goals related to that or in regard to international students specifically.

One UW staff member states the importance of FIUTS as having “really taken a very important part of serving our international students, been doing a great job. I think FIUTS is great, a big stakeholder,” (UW staff member 1, personal communication, December 19, 2016).

Students

International and domestic students have some of the same interests while also having

different interests. They are both concerned with doing well in the classes they are taking, their finances, making friends on campus, being able to find a job after graduation, and having fun. International students are also concerned with following immigration regulations, fitting in at UW, seeing their cultures represented on campus, staying in touch with family and friends back home, and for many students, their English language ability. They have a medium level of power because they directly represent the school and how well they do is a reflection on the school and its reputation. While they do have some say and ability to create change, they do not have as much power as the faculty and staff. At the same time, without students the UW would not be able to exist so it is essential that they are kept happy and are listened to.

For one UW staff member, the students are the key stakeholder who matter the most. Having a cool program is one thing "but then if you take a step back, how does this serve the students, right?" (UW staff member 1, personal communication, December 19, 2016. She points out that "they are the owner. They have ownership of their own life and their own study here. Not just us, it's all about them" (UW staff member 1, personal communication, December 19, 2016).

Parents

UW parents want to see their children acquire a quality education that will enable them to be successful in their future careers after graduation. They are interested in the cost of that education, keeping their children healthy and safe, and that they become well rounded individuals. They have a significant amount of power because in many cases they are the ones financing their children's education. International students parents also might have different needs from those of parents of domestic students. As previously mentioned, they are usually located much further away and cannot come visit their children, unlike the parents of domestic students who might have grown up in state or relatively close by. Parents might also be

unfamiliar with the U.S. education system and could therefore have questions that they need answered. Similarly, for many of these parents, English may not be their first language so they may need translation assistance.

Faculty

Faculty and staff are crucial stakeholders because they are the ones teaching students and providing them with essential services. Faculty want to have control over their curricula and be free to teach however they see fit. They want to see their students do well in class. As McKinnis put it, faculty are stakeholders "from the perspective of both being international faculty and how do you teach at an American college, but then also as an instructor, how do you help meet international students where they're at?" (personal communication, January 10, 2017). Burt also sees faculty as important stakeholders for similar reasons because they need to know how to best support international students in the classroom. She also points out the faculty members "who are traveling abroad with our students, and even those concepts around how do you teach an American student about culture elsewhere," (N. McKinnis, personal communication, January 10, 2017). Faculty, in that respect, are less one-dimensional and there is more to consider when thinking about them. They need to have the skills to effectively teach all members of the student body whether they are teaching students in Seattle or one of the faculty-led programs abroad. They have a high level of power because without them, the UW would not be able to exist. In order for internationalization to take place, the faculty have to be convinced that it would be beneficial for them and their students.

Seattle Community

The greater Seattle community is also a stakeholder because students spend lots of time

off campus. International students need to be able to find the goods and services they need once they get to the United States. The local businesses interact with students daily and have adapted to the large number of students in the area because they are interested in getting business from the students. As DeVries points out, international students (and students in general) support the local economy in Seattle, especially the University District neighborhood just off campus (personal communication, January 17, 2017). Similarly, many of the events FIUTS offers are designed to get international students off campus in order to experience everything Washington has to offer from Mt. Rainier to the San Juan Islands to local breweries to local museums. Many FIUTS events are open to the community so many local individuals are interested in getting to know international students and new cultures. FIUTS also has a homestay program so this is a way for international students to get connected with local families. Many of the hosts end up staying in touch with their students and serve as resources for them during their time in Seattle. The local Seattle community has a medium level of power because they do not really have any control over where students go but they can influence the reputation of the UW if students are behaving poorly.

Summary of Stakeholder Analysis

As demonstrated above, the UW has many stakeholders involved in international education on campus. Each department or community has its own priorities but they all overlap and connect in certain ways. FIUTS relies on FYP to conduct the A&O sessions every year and to support international students academically. ISS relies on FIUTS to run ISO while FIUTS depends on ISS to help ensure that students are following government regulations. Ultimately, without the students, none of the departments can exist.

Internationalization Analysis

What follows is an analysis of the state of internationalization on the UW campus. This includes the grassroots efforts of a campus committee to define international education on campus and the unofficial ways the school has internationalized. This context is important as it shows where the UW currently is in regard to internationalization. My research is based off of this context and uses this foundation to suggest recommendations for the future.

Presentation of Internationalization

UW does not currently have an official mandate on internationalization for the campus. In April 2015, the International Student Success Committee (ISSC), made up of several UW and FIUTS staff, started discussing the state of internationalization and international education on campus and discovered the lack of official policy regarding it. Burt discussed that there have been previous reports done about the international student experience on campus and resources that exist and that these reports did not identify any major issues and made it seem like everyone was doing a good job. However, he pointed out that "how can you know if you're doing a good job if you don't know exactly what you're doing?" (R. Burt, personal communication, December 30, 2016). Each department would have different goals, which meant that while one department felt like they were doing a good job, they were only looking at one piece of the picture instead of the whole picture. The committee was told by University leadership that a policy was in the works but as time went on, one did not materialize. As a result, they wrote the "Philosophy on International Education," primarily focusing on international students, at the UW themselves (See Appendix C). This document was sent along to various departments and passed in a vote by the Faculty Senate. At some point it made its way to the Provost, President of the University, and other higher ups but seems to have stalled there.

Unofficially, the UW has internationalized through students studying abroad, admitting international students to the school, its partnership with FIUTS, and through the presence of culture and international focused RSOs. As Burt points out, from and economic standpoint, recruiting international students makes sense (personal communication, December 30, 2016). Officially, the UW has intentionally focused on bringing international and domestic students through the Global Experience Community, the UW Language Exchange Program, and Unite UW. While FIUTS primarily attracts international students because they become familiar with it through ISO, domestic students do get involved in the events and programs throughout the year.

IE Programs Currently Offered

The UW offers a wide array of programs relating to international education, as detailed below. These range from student mobility programs, both inbound and outbound, to distance learning to foreign languages. These programs listed demonstrate what is currently available to UW students and faculty. After looking at the programs offered, I was able to see gaps in programming and thus make recommendations as to how the University can expand its programs in order to further internationalization.

Student Mobility

Outbound. International education programs are offered through UW Study Abroad. It divides programs into six different categories: University Exchanges, UW Programs, Exploration Seminars, Affiliated Programs, Internships, and Independent Learning (Programs at a Glance, 2017d). The UW ranks in the Top 20 for Leading Institutions by Study Abroad Total with 2,056 students earning academic credit for study abroad according to the Open Doors Report 2014/15 (Open Doors Data, 2016b).

University Exchanges. There are over 70 options for exchanges anywhere in the world

from Morocco to Japan to Sweden (Programs at a Glance, 2017d). UW Study Abroad states that "University exchanges are well suited for students who want access to university courses in a variety of academic disciplines, seek full immersion in the student life and culture of a foreign university and society, and desire a high degree of personal independence" (Programs at a Glance, 2017d). In these instances, students pay their regular UW tuition and study on the semester system instead of the UW quarter system (Programs at a Glance, 2017d).

UW Study Abroad Programs. UW Study Abroad Programs closely follow the regular UW academic schedule by following the quarter system. Each program is organized and taught by UW faculty and students pay a program fee, not UW tuition (Programs at a Glance, 2017d). UW Study Abroad states that these programs are good for "students who want coursework in specific areas of study, wish to study abroad over a period of time that mirrors the UW academic calendar, desire some on-site support, and have limited or no foreign language background" (Programs at a Glance, 2017d).

Exploration Seminars. Exploration Seminars are 3-4 week study abroad programs that have specific themes that are "led by UW faculty that take place during the gap between the end of the UW summer quarter and beginning of autumn quarter" (Programs at a Glance, 2017d). These programs are good for "students who want coursework in specific areas of study, a short study abroad experience that does not conflict with the UW academic calendar, desire some on-site support, and have limited or no foreign language background," (Programs at a Glance, 2017d).

Affiliated Programs. Affiliated programs are study abroad programs "administered by other universities, study abroad program providers, or foreign language schools" that may focus on one theme or have a wide range of themes and course options (Programs at a Glance, 2017d).

The time frame for these programs also varies. According to UW Study Abroad, these programs are best for students "who seek coursework in specific or varied fields of study, desire on-site support, and may or may not have proficiency in a foreign language" (Programs at a Glance, 2017d).

Internships. IE3 Internships are for students "who would like to integrate academic credit with on-the-job experience and gain professional and cultural skills abroad." These internships can be at "non-governmental organizations, educational institutions, and private organizations" and many require foreign language proficiency. According to UW Study Abroad, IE3 Internships are best for "self-motivated, independent students who desire hands-on, practical experience abroad" (Programs at a Glance, 2017d).

Inbound. As previously discussed in the student body make-up, thousands of international students come to study at the UW. These students can be anywhere from exchange students who are only here for one quarter to full-time degree-seeking students.

Distance Learning

UW also has several options or distance learning, including bachelor's, master's, certificates, and single courses that can generally be done from anywhere in the world. Programs that are 100% online are open to international students as long as they meet the application requirements (such as English language proficiency) while programs that are a combination of online and in-person are open to international students who meet the application requirements and can get an I-20 for an F-1 visa (Help Center, 2017i).

Partnerships

As previously mentioned, the partnership the UW has with FIUTS provides international education opportunities for students, faculty, and the Seattle community. FIUTS directly

contributes to the internationalization on the UW campus by implementing ISO every year, which serves as international students' first introduction to UW and all it has to offer. Domestic and international students have the opportunity to build relationships by attending events and becoming Facilitators. Faculty are able to get involved through programming specifically related to certain departments, such as political science professors partaking in a panel discussion on the U.S. election system. The Seattle community then gets involved primarily through hosting international students.

Foreign Languages

The UW also has a significant amount of foreign language options. While some majors require foreign language study, others do not. However, there are many options available. Students can study anything from Arabic to Burmese to Swedish to Vietnamese (Foreign Language, 2017j).

Strengths and Weaknesses of Internationalization

Based on my research I am able to draw several conclusions in regard to the strengths and weaknesses of internationalization on the UW campus, in regard to the activities available in the above section. The weaknesses illustrate the gaps in programming and show the areas that can be improved. Specific improvements will be highlighted in the next section where I draw my conclusions and make recommendations for the future. The strengths demonstrate the programs that already exist that are key programs that need little alteration.

Strengths and Weaknesses

There are several weaknesses of the institution's unofficial internationalization activities. One theme is the lack of coordination and coordination between departments that serve

international and domestic students. For example, there is an incredible amount of potential for programming that could happen if Study Abroad, ISS, and FIUTS were able to come together and form a transformative partnership. For example, there was a planned study abroad re-entry course that would incorporate domestic students who had just returned from a country and international students who were from that country. However the course never ended up happening because of a lack of communication, initiative, and follow through.

A second theme is the lack of understanding of what department handles what in regard to international education on campus. There is confusion as to ISS's and FIUTS's roles on campus. For many students, faculty, and staff it is unclear if FIUTS handles immigration matters, what FIUTS even is, who handles international student health insurance, who international students should contact about housing questions, and many other concerns. As the first point of contact for students in the FIUTS office, I spent a significant amount of time directing students to departments and explaining what those departments do. This makes it difficult to hold departments accountable as they can easily blame miscommunication and confusion.

Many of the individuals I spoke with brought up the concept of having a centralized system in which ISS, UW Study Abroad, and FIUTS physically exist in the same space as a way to better communication and collaboration. As of now they are on opposite sides of the campus. This is a unique situation that the UW faces in general, most universities do not have an organization like FIUTS on campus. As a result, there is no blueprint to follow on how to make the most of that partnership. While many study abroad offices have partnerships with other universities and third party providers, those outside organizations do not physically exist on the same campus or solely work with one university. FIUTS often has to justify its existence to faculty and staff on campus by regularly advocating for the need for an ISO and the programing

that is done. In my experience at FIUTS, most of the advocating that has to be done is targeted towards departments or individuals who are not familiar with FIUTS or understand the programing that it does. Usually once they understand more about the organization they see the value in it. However, there is always a concern that at some point the UW will decide to have ISS or FYP run ISO.

The UW does have strengths in regard to its international education on campus. FIUTS as an organization represents one of the clearest strengths in regard to internationalization. While seen generally as an organization that serves international students, many domestic students are involved as well because anyone can attend FIUTS events or be a student volunteer. Throughout the school year, FIUTS works to bring the world to Seattle. This is done through a few key programs, including CulturalFest. CulturalFest is a two day event in which the first day is an expo where students show their culture at booths in a large ballroom. Students will often dress in their traditional clothing, serve traditional snacks, have games for kids, and bring in pictures and objects from their home culture. The second day is a performance showcase in which students sing, play instruments, dance, or perform their culture in some way. Over 4,000 people come to both events, which serve as a way for students to bring their cultures to Seattle and share them with fellow students and community members who might not get to visit those countries in person. This event directly serves to internationalize the campus by incorporating international students into the larger campus as a whole and giving students the opportunity to learn about other cultures.

Another strength is the study abroad programs that students participate in. As highlighted in the previous section on study abroad programs already offered, the UW has a wide array of quality options for study abroad. However, one of the weaknesses of UW Study Abroad is that

studying abroad is not accessible for many international students due to visa regulations and the lack of financial aid.

The UW also has a significant amount of foreign language options as discussed previously. This wide variety of options gives students the freedom to study any language they are interested in. Languages allow students to become immersed in a culture by learning the language and customs that go along with it. They can also serve as an inspiration to study abroad in the country of the language one is learning or to seek out students from that country.

Conclusions

In order for internationalization to be successful, the UW needs to actually have tangible goals and objectives that can be measured. As previously discussed, the goals should be measurable, clearly defined, and go beyond the broader objective (Green, 2012). This directly goes back to the UW's mission of creating world citizens because that concept is not clearly defined or measurable. While that mission is fine as an overarching theme, it lacks measurable indicators that show how the UW is going to create world citizens. It means that there is no standard way to determine if someone has become a global citizen. One department might consider a student to be a global citizen while another department might not. At the same time, the goals and objectives should not just be limited to students but rather they could also include faculty, administrative resources, and finances/funding.

Recommendations for Accomplishing Internationalization

Below I make my recommendations for how the UW can officially internationalize based on the interviews I conducted and my own conclusions. In order to officially internationalize, the UW needs to create an internationalization policy, which can only be done after a thorough needs assessment and stakeholder analysis. The UW leadership needs to take ownership of this policy

and lead the way in order for it to be accepted by everyone. However, the UW should also weigh the pros and cons of having an internationalization policy before implementing one.

Need for a Policy on Internationalization

The UW does not have an official internationalization plan. However, all of the individuals I spoke with stated that the UW should put out some sort of official policy or statement in regard to internationalization. Many of the individuals primarily focused on the international student aspect of internationalization. One staff member pointed out that the UW should put out an official policy because it needs to clarify how it views and values international students on campus. Some domestic students perceive international students as 'stealing' spots and resources from domestic students and that that view needs to be explained. A clear vision would also help guide campus resources and determine what department provides which services. This would improve communication across departments campus-wide.

Many of the individuals I spoke with also highlighted that having such a population associated with the University- either as students, faculty, or staff- makes it incredibly difficult to reach out to everyone. There needs to be a way to look at internationalization as a whole but, according to McKinnis, "the University is so siloed that it's hard to look at large populations without thinking of them in even smaller buckets" (personal communication, January 10, 2017). As a result, there needs to be some sort of unifying statement that could bridge the gap between students, departments, and everyone in between that can demonstrate the value of international education.

Who Takes Ownership of the Policy

An official statement on internationalization has stalled partly because none of the departments appear to want to take ownership of the task. While the ISSC wrote its document,

the individuals I spoke with consider that group more of a grassroots organization. The higher ups in the administration are not taking ownership of that document or using it in any official capacity at the moment. A statement adopted from the ISSC philosophy document that comes straight from the top- the Executive Office, including President Ana Mari Cauce and Provost Jerry Baldasty- while acknowledging the work the ISSC has done, would set the tone and importance of the subject. A detailed outline encompassing goals, objectives, etc would come from the departmental Vice Presidents, Vice Provosts, Deans as well as other key stakeholders.

Pros/Cons of a Policy

I talked with individuals about the pros and cons of the UW internationalizing in general as well. The pros and cons named were similar to the benefits and drawbacks discussed earlier in the literature review. Each individual talked more about the pros than the cons. Many highlighted that the most important pro is opening the UW up to new and different ideas and people. There was a sense that international students are bringing the world to UW and that the community should embrace that. Internationalization would bring a higher quality level of teaching as well. The entire community would be able to form cross-cultural relationships and learn about different cultures and global issues because forming relationships with individuals outside of one's own forces one to think about the issues in another culture. Students also help support the local economy. The U-District, the neighborhood in which the UW is located and where most students live, thrives on student business. Another pro would be the more effective communication between departments because there would be a common objective and more collaboration.

Some individuals also brought up the negative connotations of internationalization, specifically surrounding international students and integration on campus. In order for

internationalization to be successful, the whole campus needs to be involved, which is a daunting task for a school of such a large size. On the UW campus there are conversations about integration and how international students from one country will stick together and rarely interact with other students. This would be something to watch out for as internationalization takes place because while the campus might house international students, if students, both international and domestic, are not interacting, neither group is getting anything out of the other group being on campus. While it is important that international students feel comfortable and are able to show their culture, it is also important to form cross-cultural relationships.

McKinnis brought up the potential for demographic shifts if international students were to outnumber domestic students and what kind of changes that could cause on campus. Domestic students could feel like international students are taking away their spots on campus and that those students are only there because of the financial implication. McKinnis also brought up that something could happen globally that prevents students from studying abroad, which would impact any goals relating to internationalization from an outbound perspective.

What Does it Mean to be a Global Campus?

So what does all of this research mean in terms of UW becoming a global campus and where does it fit into the larger theme of internationalization? When posed the question of "What does it mean for the UW to be a global campus?" the individuals I interviewed had insightful responses. For McKinnis, it means hiring faculty and staff from different countries and backgrounds because having those individuals physically present on campus encourages those individuals to form professional and personal relationships with colleagues. It allows other faculty and staff to understand different cultures better.

At the same time, for the UW to be an internationalized campus, to McKinnis it means

engaging students in “conversations that are global whether it be from the political lens, sociology lens, research lens..[and] being able to engage the students in conversations around current events but then also historical events” (Personal communication, January 10, 2017). This means engaging students both inside and outside of the classroom. While professors can take some of the responsibility to internationalize curricula, FIUTS and other departments can engage students outside the classroom.

Similarly, being a global, internationalized school means having a presence internationally. It means ensuring that students have the opportunity (financially and academically) to study abroad, represent the UW proudly, and share their cultures and experiences. As McKinnis puts it, it means “being able to see outside [the] box and see a value outside of the box” (personal communication, January 10, 2017). This means that one must be able to go outside his or her comfort zone to learn about new things, challenge oneself, and to be able to recognize the importance of said things. At the same time, being an internationalized school means giving students the opportunity to experience Seattle and the rest of Washington. FIUTS embraces this role on campus by having financially accessible trips and events all over the state to do a variety activities. This allows international students and domestic students the opportunity to explore their region.

Finally, internationalization means welcoming everyone and making campus resources accessible and understandable to everyone. Creating an internationalization policy puts the words onto paper but does not automatically start a shift in everyone’s minds. The policy enacted must also be followed through by the administration and students in order to be successful. It must be clear and inclusive towards all stakeholders while illustrating the future path of the University. It should be attainable and seen as a way to make the University proud.

Internationalization in this case should be used to create a more effective communication system that encourages collaboration between departments, while first and foremost recognizing the value that those departments bring to the University. This research demonstrates the process universities should go through in order to start officially internationalizing while pointing out the challenges one specific university faces. It serves as a reminder that being vague about internationalization makes it difficult to work together and serve everyone's needs.

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Appendix A

Number of International Students at the University of Washington (UW) Over 10 Years

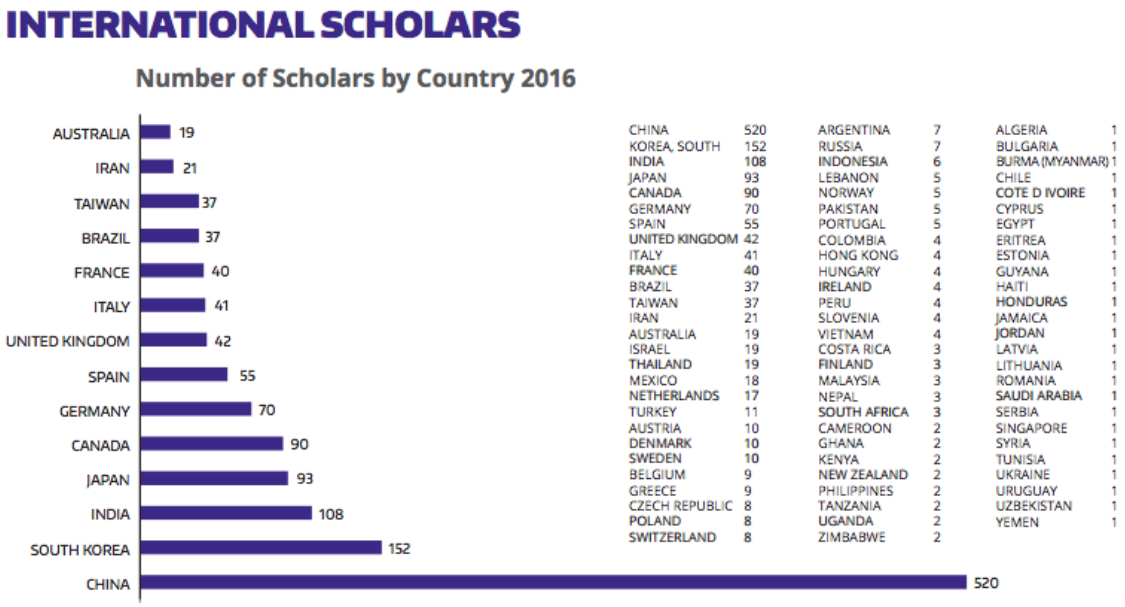
Ten-year profile (excluding students on practical training)

Year:	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total:	2620	2643	2720	2970	3304	3782	4853	5874	6788	7299

(International Students Profile, 2014)

Appendix B

Number of International Scholars at the University of Washington (UW) by Country in 2016



(Fact Sheet 2016, 2016)

Appendix C

International Student Success Committee Statement (ISSC) on International Education

The University of Washington is committed to cultivating cultural and global awareness, knowledge exchange, innovative research across national borders, and cross-cultural relationships. Central to this commitment is the value of international education, including but not limited to the enrollment of international students and encouragement of study abroad, as a means to foster a critically informed and responsible student population prepared to engage in an increasingly globalized world. Our international students bring diverse perspectives, knowledge, and experiences that strengthen our classrooms, research, and cross-cultural competencies of every UW student, faculty, and staff member. Their presence creates a deeper learning environment and generates innovative research that addresses local and global challenges. Through our education and campus programming, the University of Washington aims to:

- Promote inclusive engagement and create spaces where all students, including international students, feel welcomed and accepted into the UW community
- Develop intentional programming that connects and encourages students from diverse backgrounds to build relationships and learn from one another
- Support open-minded learning and campus engagement for international and all students
- Help students navigate the challenging demands of academics, mental health, self-care, interpersonal relationships, and professional development
- Inspire all students to contribute new perspectives, knowledge, and skills to the classroom, research and campus environment
- Encourage all students to develop and practice a wide range of skills for global employment, including inclusive leadership, problem-solving, and independent thinking

- Foster opportunities to build communication skills and interpersonal connections

Cultivate opportunities for all UW students and alumni to become effective participants on a global scale