

Introduction

Through conversations initiated by Chancellor Mark Pagano, University of Washington, Tacoma, Drs. Gil Latz and Monica Porter were engaged to conduct a review of international programs on the Tacoma campus.

As stated in initial written communication from the Chancellor, ...the goal of the review is to help UW Tacoma better position its globally-focused education and service strategies in the coming years (4 September 2015 email). This goal was expanded on in the 9 September 2015 charge to the consultants as follows:

- In light of the University of Washington Tacoma's fundamental purpose to educate students for life as global citizens, its desire to promote success in a global environment, and its goal to provide robust recruiting, admissions, and academic support for its international students, and a rich globally-aware campus environment for faculty, staff, and students, it endeavors to utilize the success and expertise of outside consultants to advise the campus.

The five questions to be addressed as found in the 9 September charge are:

1. Review the current administrative structure in each internationally-related area on campus including but not limited to; *International Programs*, *International Student Services*, and the *Institute for Global Engagement*, as well their interaction with each other and their closest counterparts on the flagship UW campus in Seattle. Propose possible administrative structure(s) to best position UW Tacoma for future growth and enhancement in its global initiatives.
2. Recommend the type of leadership and staffing that would best promote UW Tacoma's fundamental purpose and goals in global education and awareness, considering interactions with other campus academic and administrative units as well as similar globally-focused units in Seattle and Bothell.
3. Evaluate the business model currently being used for each of the units reviewed, and propose how they might be combined and/or improved. Consider appropriate uses of general funds, international student tuition revenue, and revenue from other sources.
4. Recommend appropriate facilities, as well as their arrangement, for the activities associated with the recommendations made in 1 through 3 above.
5. Recommend the level of English language proficiency required for international students and recommend the services needed for those students on our campus.

Three preparatory conversations, in addition to the Chancellor, took place and included: Mr. Cedric Howard, Vice Chancellor for Student and Enrollment Services, 21 October 2015; Dr. Bill Kunz, Interim Vice Chancellor for Academic Affairs, 4 November 2015; and Dr. Divya McMillin, Director, Institute for Global Engagement and Professor of Global Media Studies, 5 November 2015. Other material reviewed prior to the campus visit included: Extraordinary

Learning, Institute for Global Engagement, Five and Ten Year Plans, authored by Dr. McMillin; and the University's web pages.

The campus visit took place from 8-10 November 2015 (schedule placed in appendix). Material received during the interviews included: Student and Enrollment Services Divisional Org Chart; International Student Recruitment Transition Initial Recommendations (2013); and two letters transmitted to the administration from faculty leading study abroad programs and affiliated with the Office of International Program, dated 20 October and 6 November.

Subsequent to the campus visit, we received and reviewed the University of Washington Tacoma CE Report: Writing Programs Recommendations (2013) and the UWT Organization Chart. On 4 December, the consultants conducted a phone interview with Dr. Jeffrey Riedinger, Vice Provost, Global Affairs, UW Seattle.

Consultants

Monica Porter, Ph.D., Assistant Vice Chancellor, Enrollment Management and Student Life; Director, Office of International Affairs, University of Michigan – Dearborn.

Gil Latz, Ph.D., Associate Vice Chancellor for International Affairs and Professor of Geography and Philanthropy, Indiana University-Purdue University Indianapolis; and Associate Vice President for International Affairs, Indiana University.

International Commitments of the Campus

Senior Administration Team

The Chancellor and his senior administrative team have identified the importance of global learning and international partnerships for the UW Tacoma campus. There is recognition of the campus history regarding internationalization and, looking forward, the responsibilities and opportunities facing the campus as the Seattle-Tacoma region is connected to the world in new ways as a result of globalization processes.

Organizational Infrastructure

The current organizational structure of the campus includes an Office of International Programs (OIP), an Institute for Global Engagement (which includes a Global Honors Program (GHP)), and support operations for International Student Services (ISS) (processing and advising) for 400 international students on the campus (of the international students served, 176 are returning, 134 are new, and 90 are on OPT). International student support includes access to a Teaching and Learning Center. Support mechanisms for study abroad are found in both the OIP and in GHP, as well as at the UW Seattle Global Affairs Office.

Committed Faculty

There is an impressive history of faculty-led study abroad programs at UW Tacoma, associated with both the OIP and GHP; the energy and passion of the faculty was evident in meetings across the campus. These commitments include the identification of roles for a Faculty Advisory Board and from a Faculty Assembly. The faculty also participate in study abroad programs organized by the UW Seattle. As we met with members of the faculty and staff across the campus, their desire for university programs and policies to be more inclusive, intentional

and supportive was evident. Specifically, faculty requested a more cohesive administrative structure that will benefit the UW Tacoma students. Each group that we met with appreciated the opportunity to be heard as well as the establishment of a venue to voice their concerns, and expressed a willingness to move forward to create a more comprehensive support system for faculty, students and staff. UW Tacoma's faculty are eager to continue providing learning experiences students, as demonstrated by their active research, study abroad and service learning leadership to such countries as: Brazil, Vienna, Germany, Vietnam, Peru, Costa Rica, China, England, Canada, and Russia.

Student Voices

International student numbers have grown rapidly over the past five years, despite the absence of a full time recruiter, highlighting UW Tacoma's deep working relationship with local community colleges. Inauguration in the past year of the peer mentoring program for international students (P3) was praised and UW Tacoma receives high marks from students as a smaller campus, with smaller classes, and supportive faculty.

Community Engagement

Community engagement is an important characteristic of UW Tacoma; it figured in the founding of the campus and is being further realized through the work of its Institute for Global Engagement as well as the campus strategy for advancement. As an urban-serving university, there is growing campus and community interest in how UW Tacoma can best respond to the ongoing and accelerating transformation of the South (Puget) Sound due to globalization forces.

Observations and Recommendations

Moment in Time

A primary observation through meetings, interviews and review of materials related to international commitments is that UW Tacoma is now poised to define a more comprehensive role for global research and learning for the campus. Within the last year, a new Chancellor has been selected who now inaugurates a strategic planning process. Concurrently, the Chancellor has prioritized campus internationalization. Beginning in 2016, a new Executive Vice President for Academic Affairs will join the senior administrative team. Campus interest in and support for international education is reflected by strong, positive support from faculty, students and staff interviewed during our visit to the campus. In particular, a consistent theme was recognition of the need to reset the current campus organizational structure in support of internationalization.

The observations and recommendations found in this report are organized as follows:

- Strategic Planning;
- Organizational Reset;
- Envisioning the Future: Establish a UW Tacoma "Gateway for Global Learning";
- Financial Models; and
- an Appendix.

Strategic Planning

In order to capitalize on the opportunities facing the campus, a strategic planning process now takes place. However, as of the date of the consultants' visit, UW Tacoma's strategic

planning process does not include a range of faculty and other campus representatives with international expertise and interests.

Recommendations:

- One necessary assignment to be undertaken as part of the strategic planning process is development of a White Paper that identifies, through campus conversation, the campus' unique international program history and the rationale, looking forward, for:
 - global research (including its incorporation into the promotion and tenure process);
 - global learning (with a focus on student learning outcomes and assessment);
 - campus research and pedagogical needs and opportunities (for: domestic and international students; international scholars; international exchange students; international graduate students; and through study abroad);
 - partnerships (both with foreign institutions and by defining South Puget Sound as more than a geographically bounded area, that is, to understand the Seattle-Tacoma metropolitan region not only in terms of geographic proximity but also in terms of intersecting “spheres of engagement,” from local to global (discussed further, below));
 - identification of an appropriate, collaborative support role on the UW Tacoma campus for activities led by the Office of Global Affairs, UW Seattle (discussed further, below); and
 - creation of an International Advisory Board comprised of campus and community representatives to monitor progress of the strategic planning process, in particular community/university partnerships that can advance UW Tacoma as an urban-serving university.
 - In sum: a re-definition of UW Tacoma's mission and vision statements presents an opportunity to incorporate principles of internationalization which, in turn, can aid in the foundation and execution of a strategic plan. By doing so, a series of goals and action steps can be identified, for both the university's academic and support units, leading to an alignment of services and resources that will allow UW Tacoma to encourage faculty development and the graduation of students with a ‘global frame of mind’.
- Best practice suggests a comprehensive internationalization model that includes six interconnected target areas (as adjusted to campus scale and priorities). By definition, comprehensive internationalization is not limited to study abroad.... (It) is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions. The six interconnected areas are:
 - (1) *articulated institutional commitment;*
 - (2) *administrative leadership, structure and staffing;*
 - (3) *curriculum, co-curriculum, and learning outcomes;*
 - (4) *faculty policies and practices;*
 - (5) *student mobility;* and

(6) *collaboration and partnership*.¹

- In this organizational model, an Office of International Affairs leads campus internationalization and reports to the Chief Academic Officer (at UW Tacoma, the Executive Vice President for Academic Affairs).

Organizational Reset

As the strategic planning process unfolds, representing a critically important alignment of priorities and resources for campus internationalization as well as the campus rationale for any reorganization of administrative structures, there is an immediate need at UW Tacoma to create an interim structure for international programs on the campus.

The Office of International Programs, the Institute for Global Engagement, and its Global Honors Program, will benefit from creation of a plan and a set of action steps that coordinates and addresses faculty support for study abroad in form and function. In addition, International Student Services needs to review with senior administrative leadership its:

- (a) position within Student and Enrollment Services and the Student Success division;
- (b) staffing capacity to provide support services to international students post arrival to the campus;
- (c) and potential for new forms of collaboration with the Center for Teaching and Learning to meet international student success (where 60 percent of the appointments for learning assistance are made by international students).

Currently, UW Tacoma's student population is at 4,600 students with the goal of growing to over 7,000. International students make up 6.73% of the student population, well beyond previously established campus targets. Intentional planning to support these students has yet to be adequately addressed. More resources are needed to accommodate international student growth.

UW Tacoma's International Student Services are responsible for F1/J1 processing and advising, OPT/CPT assistance, orientation and programming. Two advisors are located in the academic units and one in the International Student Services (ISS) office. Recruiters are located in Admissions with responsibility for identification of potential international students from area community colleges. After students are admitted, ISS provides international transfer students with a newsletter, orientation, workshops, and monthly outings and peer-to-peer partnerships. We found the ISS team is not well-connected to the faculty, International Programs, Institute for Global Engagement, or the Teaching and Learning Center.

Over the past 15 years, study abroad initiatives have grown substantially. There is a need to establish processes and protocols in support of current and future growth. UW Tacoma, like many universities across the country, has experienced changes in the leadership and administration. With new leaders, there are opportunities to review campus strengths and garner support for areas that demonstrate great potential. UW Tacoma has a variety of global exchange opportunities to offer students. Global engagement is supported by the administration in that students pay their program fees only when they participate in faculty-led experiences; such financial support encourages faculty to provide students with learning experiences outside the classroom.

¹ American Council on Education, Center for Internationalization and Global Engagement's *Model for Comprehensive Internationalization*, <http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>.

While the Institute for Global Engagement and its Global Honors Program were widely recognized for advancing study abroad in terms of accomplishments, capacity, and coherence, a significant subset of faculty question whether the overall campus aims for study abroad best fit in an honors program. The primary objection appears to be the perceived elitist nature of Global Honors programs, which by definition have high entry requirements and are therefore unable to appeal to all students with an interest in study abroad.

Recommendations:

- As of the consultants' campus visit, the OIP had two vacancies (director; support staff); these vacancies need to be addressed immediately through an interim appointment (Brian Coffee was mentioned during our meetings). Issues to address: authorization of study abroad; academic rigor; and budget.
- Best practice suggests consolidation of the Office of International Programs and study abroad aspects of Institute for Global Engagement into a Study Abroad Office. The location of such an office should be within some kind of comprehensive service unit, such as an Office of International Affairs. A single director should champion not only study abroad, but also all aspects of global research and learning on campus and with the community (an example of such an organizational structure and its functions can be found in the following section, *Envisioning the Future: Establish a UW Tacoma "Gateway for Global Learning"*). Specific issues to address through a consolidated study abroad office are to ensure the quality of syllabi, on the one hand, and risk assessment (including utilization of the UW Seattle Travel Registry, as noted below), on the other. Consolidation should not adversely affect the critically important role that Global Honors now plays in the development of model courses for global learning, on campus and in partnership with the community beyond the campus.
- As faculty continue to take the initiative in creating, developing and leading students on global exchange opportunities, the preparatory work, demands of teaching abroad, and associated briefings, should be assessed in the tenure review process across departments and disciplines. The Center for Teaching and Learning can play an important role in working with faculty on developing curriculum, co-curriculum, and learning outcomes.
- There are concerns regarding student international travel and safety and pre-departure preparation. Currently, faculty submit syllabi for departmental approval, but safety practices and plans are not centrally reviewed on the UW Tacoma campus. Students can utilize UW Seattle's travel registry; however, participation is not mandatory, leaving the campus vulnerable. It is critical that the faculty know safety protocols. UW Seattle could provide travel protocols, and briefing sessions on the Tacoma campus and/or through telecommunication linkages. Participation in safety and security protocols should be required of those who lead study abroad.
- As UW Tacoma's organizational structure is reset, OIP should take advantage of the opportunity to establish a closer working relationship with the Office of Global Programs, UW Seattle. Such cooperation should begin immediately but be subject to annual review, with possible extension based on concurrent progress to create UW Tacoma-specific campus policies and procedures for safety and security. As noted by the UW Seattle Vice Provost's recommendations (6 November 2015), the benefits of a collaborative arrangement are:

- Students and faculty would register in the UW's Travel Registry, allowing the university's administration to determine where UW faculty, staff and students are located during cases of emergency.
- Study abroad students would use the same application process, conduct and risk documents across the three campuses. Consistency in administrative processes would be easier to maintain.
- UWT faculty would benefit from the program director trainings provided by UW Study Abroad (parenthetical note: the consultants' confirmed through our meetings at the UW Seattle campus that the Director of Study Abroad is supportive of providing faculty trainings on the Tacoma Campus).
- UWT programs would be able to advertise and recruit on the UW Study Abroad website, allowing them to reach a wider applicant pool.
- UW Seattle Study Abroad can provide UW Tacoma faculty-led programs with full administrative support, allowing staff to focus on program director recruitment and program content development.
- Organizational reset also opens up opportunities for International Student Services to:
 - Align ISS to assist faculty with Study Abroad initiatives;²
 - Reconsider the current campus-wide distribution of DSOs and facilitate their efficient interaction;
 - Address the absence of a central point of responsibility to bring in international faculty scholars and/or visiting student scholars to the campus;
 - Collaborate more closely with Admissions to ensure that incoming students are supported (discussed further, below); and
 - Consider whether the office can support international scholar services over the course of their stay on the UW Tacoma campus.
- The campus should address the need to centralize and provide oversight for partnership agreements with foreign institutions.
- Best practice identifies that international student recruitment can be a part of Enrollment Services, or be placed in an Office of International Affairs.
- In the longer term, best practice suggests consideration of a suitably qualified staff person, or half-time appointment of a suitably qualified faculty member to lead a reformulated Study Abroad Office.
- In the longer term, the support system for international student services should be placed in an organizational structure such as an Office of International Affairs, with suitable leadership at a director level who is entrusted with addressing all aspects of international student success. The broad outline of such an entity, a Gateway for Global Learning, is outlined in the next section. Its activities would include: communicating visa requirements, orientation to campus upon arrival, addressing housing needs, and academic advising in partnership with the Center for Teaching and Learning or another unit with responsibility for teaching an English for Academic purposes course.

² As found at some universities, ISS helps with the logistics of study abroad, allowing the faculty to concentrate on the course curriculum.

Envisioning the Future: Establish a UW Tacoma “Gateway for Global Learning”

We recommend that senior administration consider creation of a Gateway for Global Learning in order to centralize and advance campus internationalization by maximizing campus resources and support. This approach requires that faculty and staff work together in a seamless process. A Gateway recognizes two challenges associated with internationalization that characterize the UW Tacoma campus:

- (a) a non-traditional population of students who face significant challenges in participating in study abroad due to work and family commitments as well as limited resources;
- (b) and the need for an organizational framework that allows strategic prioritization and follow through by campus leadership in order for global learning to be integrated comprehensively into the teaching, research and service functions of the university.
- The University’s strategic plan should drive, through a Gateway for Global Learning, in/out bound opportunities, international research and partnerships, and key support services, as follows.
 - Gateway for Global Learning functions:
 1. In-bound international support services (I20s, SEVIS Advising, OPT/CPT, and Programming).
 - Undergraduate student transfers;
 - Graduate students;
 - Visiting Scholars;
 - Guest undergraduate international students.
 2. Out-bound international opportunities:
 - Faculty-led study abroad, field work, research, honors capstone projects (integrated within faculty-led programs);
 - Non-UWT faculty (both at UW Seattle and third party) led study abroad, field work, internships.
 3. Institute for Global Engagement: support for its alignment with the University’s strategic plan.
 4. International research: faculty participating in international research is supported through campus resources that fund projects, course release, and tenure-related teaching, research and service.
 5. Budget processes for support services, faculty-led trips, honors programming, and student scholarships that are need and merit based (a budget team will be critical for overseeing multiple Gateway activities; See financial models section, below).
 6. Health and travel safety services:
 - Vaccinations and health insurance for inbound students and scholars;
 - Travel approval for all faculty-led international opportunities;
 - Registered international trips through the UW Seattle’s Travel Registry for outbound students and scholars;
 - Pre-departure briefings and return debriefings for outbound faculty, students and scholars developed in partnership with UW Seattle.
 7. International Partnerships Agreements (exchange of faculty, students, and in support of research):
 - Campus-wide articulation agreements—for research, students, partnerships, etc.;

- College-specific international agreements—for research.
8. An International Advisory Board should be established to monitor the campus-wide internationalization initiative; the Board could work closely with faculty and staff and the director of the Gateway in support of recruitment, research initiatives and potential partnerships not only between universities but with community partners at the local level.
 9. International housing services—assist with identifying quality housing for international students, scholars, and visitors.
 10. Invest in tutoring centers, math labs and ESL in support of international student success and retention efforts:
 - The level of English language proficiency required for international students, and the recommended support services needed on the UW Tacoma campus, should be considered in terms of the fact that international students study at thousands of colleges and universities in all fifty US states.³ These students pursue university degrees with an array of English skills acquired through study in their home countries, with third party providers, or in community colleges. In all cases, international students have completed some type of English language training program and their university entrance is subject to English as a Second Language (ESL) admission requirements. However, as is the case with any second language learner, supplementary support and assistance strengthens a student's ability to perform successfully in pursuit of the undergraduate or graduate degree. At UW Tacoma, such support has been partially met by the Center for Teaching and Learning (CTL) through provision of academic advising and tutoring for international students. An important goal of the proposed Gateway is for UW Tacoma to provide ESL support similar to that found on the UW Seattle and UW Bothel campuses; such specialized services are not currently available at the CTL.
 - Functionally, this goal could be realized through a Student Success Center and the creation of English Language Enhancement Program (ELEP) offering advanced ESL courses to support academic success. Many ESL programs at US universities also have partnership courses with academic units, allowing faculty to work with the ELEP to identify courses with large concentrations of international students. Courses offerings can include: accent reduction; senior thesis design; senior presentations, writing and oral presentation of research; and graduate-level text analysis reading, writing and vocabulary, etc.

³ Source: *Open Doors Fast Facts, Open Doors 2013: International students in the United States and study abroad by American students are at all-time high*, <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-releases/2013/2013-11-11-Open-Doors-Data>.)

Thoughts on Financial Models in Support of Internationalization

In reviewing appropriate budget models in support of the foregoing recommendations, the consultants conclude that it is premature to address this question in detail prior to completion of UW Tacoma's current strategic planning process. This conclusion is based on the widespread best practice recommendation that an imperative of internationalization is for priorities and resources to be aligned through a strategic planning process.

With this understanding, two general observations can be offered. UW Tacoma should consider how the campus goal for internationalization can be supported through campus outreach to community partners and alumni, on the one hand, and creative funding strategies, on the other. UW Tacoma's advancement leadership, in combination with the Chancellor and internationally oriented faculty and students, are key to realizing this opportunity. UW Tacoma's location in the greater Seattle metro area allows for identification of common goals with corporate, governmental, and non-profit community partners; such partnerships should be encouraged to support faculty-led study abroad, virtual overseas opportunities and experiences locally, faculty/student research on global questions, and support for visiting scholars. Pursuit of such partnerships also addresses a consistent theme discussed during the consultants' visit, the desire by UW Tacoma faculty, students and staff to connect with and serve community needs. Finally, linking internationalization with campus outreach serves a larger goal by identifying ways for UW Tacoma, as an urban-serving university, to stand apart in a marketplace where many institutions look alike.

As UW Tacoma continues to work on developing and communicating its identity as an urban-serving university (for branding and otherwise), it will become critical to encourage community leaders to share their needs with university leadership. Including alumnae and business leaders on the strategic planning team will be beneficial. Tacoma and the greater Seattle metro area are known for high-technology businesses, container handling port activities, international trade, art, agricultural and forest products, manufacturing, health care, financial and professional services, and the military. There is an opportunity to align academic majors, joint research projects, internships, co-ops, OPT/CPT, and certificate programs based on the needs of these local industries. Active partnerships will provide a stronger donor base within the community. Such thinking can be summarized as follows,

Metropolitan universities in the United States are driven by the intertwined missions of broadening educational access and serving their surrounding communities. International education historically has been placed somewhat apart from such missions. This separation has little justification in these globalized times, however – a realization that changes how such institutions might approach the civic engagement and stewardship at their core. Metropolitan areas must now be understood not only in terms of geographic proximity but also in terms of intersecting “spheres of engagement,” from local to global. Cities, their universities, and the graduates they produce, must learn to operate across these spheres with skill, wisdom, and responsibility. The result is the internationalized academic stewardship of urban places.⁴

⁴ Gil Latz, Susan Sutton, and Barbara Hill, “An Internationalized Stewardship of Urban Places”. *Metropolitan Universities Journal*. March 2015. Vol. 25 Number 3: 83-98.

The strategies associated with an ‘internalized stewardship of urban places’ include: contributing to public awareness and understanding of the ways in which global forces have shaped urban areas in the past and are reshaping them once again today; and shaping the university’s international programs at least partially to reflect the specific international connections of local businesses, agencies, groups, and organizations.⁵

In terms of campus business models that might be generally applicable to the next stage of UW Tacoma’s internationalization, we would recommend consideration of the Responsibility Center(ed) Management Model (RCM), a financial management system that supports the realization of academic priorities at the School or College level within the University. RCM delegates operational authority to schools, divisions, and other units within an institution, allowing them to prioritize their academic mission. For UW Tacoma, such budgetary thinking identifies and supports the relationship between global learning and campus internationalization priorities. In the RCM model, each unit receives all of its own revenues and income, including the tuition of its enrolled students. In this way, units effectively compete for students and, at the same time, establish structures of accountability. Each non-academic service unit, such as an International Affairs Office or similar organizational structure, benefits from a tax assessment to support their respective administrative operations (where applicable). In short, RCM units are responsible for their own expenses as well as for provision of a portion of expenses incurred by the university’s general operations.⁶

⁵ Ibid, pp. 88-90.

⁶ Source: *Hanover Research, 6 Alternative Budget Models for Colleges and Universities*, <http://www.hanoverresearch.com/insights/6-alternative-budget-models-for-colleges-and-universities/?i=higher-education>.

Appendix

Consultants Schedule



Sunday, November 8

3:45	Car service will pick up consultants from the airport and transport them to the Courtyard Tacoma Downtown (Marriott)	SeaTac
6:00-7:30	Dinner meeting with Mark A. Pagano, Chancellor, and Bill Kunz, Interim Vice Chancellor for Academic Affairs	Pacific Grill - next to the Marriott Hotel (reservations under Pagano)

Monday, November 9

7:30-8:30	Breakfast meeting Participants: Divya McMillin, Director, Institute for Global Engagement, Professor of Global Media Studies Brian Coffey, Founding Director of the Office of International Programs	Bistro Café at the Marriott (no reservations needed)
8:30-8:45	Travel Time	
8:45-9:30	Meeting with Office of International Programs- Faculty Advisory Board Participants: Amos Nascimento, Associate Professor, School of Interdisciplinary Arts and Sciences Akane Yamaguchi, Assistant Director, International Student Services Heather Hucks, Academic Advisor, School of Interdisciplinary Arts and Sciences Guillermo Sandoval, Student Ambassador	JOY 201
9:30-10:15	Meeting with Faculty Assembly Participants: Chris Demaske, CAC Division Chair and Associate Professor, School of Interdisciplinary Arts and Sciences Ellen Moore, Lecturer, School of Interdisciplinary Arts and Sciences Cheryl Greengrove, Interim Dean and Associate Professor, School of Interdisciplinary Arts and Sciences Erica Cline, SAM Division Chair and Associate Professor, School of Interdisciplinary Arts and Sciences Jennifer Harris, Lecturer, School of Interdisciplinary Arts and Sciences Marcie Lazzari, Chair of the Faculty Assembly and Graduate Coordinator and Professor, Social Work	JOY 201
10:15-10:40	Break	Noreen Slease will

		escort consultants to CP 311A
10:45-11:30	<p>Global Honors students, staff and faculty and Institute for Global Engagement</p> <p>Participants: Divya, McMillin, Director, Institute for Global Engagement, Professor of Global Media Studies Paul Carrington, Program Administrator Alexis Wheeler, Program Coordinator</p> <p>Students: Roman Fedorak Mengmeng Liu Nhan Hoang Browyn Clarke Kate Drohman Charles Messinger</p>	CP 311A (Global Honors Meeting room)
11:30-12:15	<p>Global Honors Faculty</p> <p>Participants: Divya McMillin, Director, Institute for Global Engagement, Professor of Global Media Studies Christine Stevens, Associate Professor, Nursing and Healthcare Leadership Chris Knaus, Professor, Education Huatong Sun, Assistant Professor, Interdisciplinary Arts and Sciences Orlando Baiocchi, Professor, Institute of Technology Eugene Sivadas, Associate Professor and MBA Program Director, Milgard School of Business</p>	CP 311A (Global Honors Meeting room) - escorts will be provided to the meeting and then consultants will be escorted to the SWISS to meet with the faculty for lunch.
12:15- 1:45	<p>Lunch meeting</p> <p>Participants: Mark Pendras, Associate Professor, Urban Studies Mary Hanneman, Associate Professor, School of Interdisciplinary Arts and Sciences Turan Kayaoglu, Associate Dean of Faculty Affairs and Associate Professor, School of Interdisciplinary Arts and Sciences</p>	The SWISS
1:45-2:30	<p>International Student Services</p> <p>Participants: Sara Alstrom, DSO, International Credential Specialist, Office of Admission, Students and Enrollment Services Dr. Jeri Carter, Dean, Student Success, Students and Enrollment Services Annemarie Martin, DSO, International Student Counselor, Milgard School of Business Akane Yamaguchi, PDSO, Assistant Director of ISS, Student Success, Students and Enrollment Services</p>	JOY 201
2:30-3:15	<p>Enrollment Services</p> <p>Participants: Stephon Harris, Associate Director of New Student Programs, Student</p>	JOY 201

	<p>Transitions, Student and Enrollment Services Ed Mirecki, Dean of Student Engagement, Student Engagement, Student and Enrollment Services Ted Olsen, Associate Director of Admissions Operations, Office of Admissions, Student and Enrollment Services Sara Alstrom, International Credentials Specialist, Office of Admissions, Student and Enrollment Services Myria Stevens, Credentials Evaluations Supervisor, Office of Admissions, Student and Enrollment Services Megan Beresford, Associate Director of University Recruitment, Office of Admissions, Student and Enrollment Services Karl Smith, Associate Vice Chancellor & Chief Admissions Officer, Enrollment Services, Student and Enrollment Services Christina Santos, Admissions Advisor, Office of Admissions, Student and Enrollment Services</p>	
3:15-3:30	Break	
3:30-4:00	<p>Teaching and Learning Center and Advising</p> <p>Participants: Jennifer Quinn, Interim Associate Vice Chancellor for Academic Affairs Lorraine Dinnel, Associate Director, Academic Advising Center Kelvin Keown, English Language Consultant, Teaching and Learning Center; UWP Research Fellow, University Writing Program</p>	JOY 201
4:00-5:00	<p>International students who are attending UW Tacoma</p> <p>Students: Karin Chan Nabil Sutjipto Kamatchi Subramanian Mengmeng Liu Yingying Kwong</p>	JOY 201
5:00-6:00	Break- Consultants return to the Hotel for a rest	
6:00-7:30	<p>Dinner meeting</p> <p>Participants: Josh Knudson, Vice Chancellor for Advancement Loren Cohen , UW Tacoma Advisory Board Member</p>	The Koi (reservations under Josh Knudson)

Tuesday, November 10

9:00-10:00	Meeting with Gayle Christensen, Assistant Vice Provost for Global Affairs	Gerberding 134C
10:00-10:45	Meeting with Peter Moran, Director of UW Study Abroad	Gerberding 134B

*****Phone meeting to be scheduled at a later date with Dr. Jeffrey Riedinger, Vice Provost Global Affairs