

BUDGET PROPOSAL CONTACT INFORMATION

Department Name:

Create Date:

Due Date:

Submitter Name:

UW Email Address:

Phone Number:

Department Head Approval:

Department Head:

Requested Amount:

Departmental Information

STUDENT UTILIZATION

Particularly in this sociopolitical moment, OGA's programs that are based on equitable access to global education, cultural humility, anti-racist practices, and honoring the cultural assets, histories, and lived experiences of our campus communities are critical. We are requesting funds to support a portion (55%) of one OGA Study Abroad Fellow position due to changes in our study abroad operational model effective in FY2026 that essentially eliminated all revenue that used to support the study abroad admin budgets, which had previously been the source of funding for our two part-time undergrad student positions.

OGA Study Abroad Fellows provide critical support for UWT Study Abroad since there is currently only one full-time Study Abroad staff position. Many students don't realize we offer study abroad and for those who do, most assume it's not feasible for them. The most effective way for students to learn about these transformative opportunities and how to make study abroad work for them (in terms of finances, credits, juggling responsibilities, etc.) is hearing it from fellow students that have been in their shoes.

In addition to peer advising, OGA Fellows coordinate events, create marketing and outreach materials, prepare biweekly comprehensive newsletters about upcoming opportunities, offer info sessions in collaboration with other units, maintain website content, and collaborate with staff on special projects. These student staff thus play a vital role in creating more equitable access to global learning opportunities.

CORE VALUES/MISSION ALIGNMENT

Our programs aim to reduce disparities in achievement, experience and opportunity across diverse groups of students, create opportunities for students to learn about our diverse communities, and foster a sense of belonging, in alignment with the strategic plan:

1: Advance student success academically, professionally, and personally.

- 84% of study abroad alumni felt their studies abroad helped them build valuable skills for the job market (AIFS Study Abroad Outcomes Study), but typically only about 2% of UWT students study abroad. Our programs bring together international, domestic and multilingual students and engage them in global learning right here on campus. Research indicates participation in these kinds of cocurricular activities positively correlates with students' academic and personal development and contributes to their success.

1D: Ensure every student has opportunities to engage in high impact practices (HIPs).

- Participants range from first-year to graduate-level students, and the program enables meaningful and sustained interaction: Students develop international perspectives, gain cultural humility, and potentially learn a foreign language. An explicit goal of the program is to challenge students' ways of thinking and to facilitate interactions with individuals who have life experiences different from their own.

8A: Expand opportunities for students, faculty and staff to engage in the work of social justice and anti-racism.

8B: Expand opportunities for training and community conversations to enhance a culture of inclusive excellence, mutual respect and social justice

- Most of our study abroad programs engage with social justice issues through a global lens. During pre-departure meetings, for example, students engage in reflective conversations about how perceptions of our identities, assets, and allyship will contribute to a transformational study abroad experience, and learn about and from experiences and perspectives different than their own.

10A: Create and expand opportunities to activate our campus.

- Our programs build community among students and help create a sense of belonging. We provide an opportunity for students to develop relationships with those they might not otherwise meet, which can lead to broader social and professional networks for all participants.

SAF-FUNDED PROGRAM OR SERVICES GOALS AND OUTCOMES

Current goals are to extend the reach of our study abroad advising, increase our event programming and co-ordination, expand our study abroad programs (in terms of length, format, geographic region, and disciplinary areas), and to review UWT Study Abroad websites to ensure accurate and updated content and engage student focus groups to improve usability.

For Autumn 2025, the average number of in-person contacts was 10-15 students/week. That's primarily because our student staff did tabling events weekly for most of the quarter; they also had 1-3 drop-in advising appointments most weeks as well. There were also a variety of campus events like the Majors Fair, where they spoke with 20 students/hour, for example. In addition, we co-coordinated a Gilman Scholarship, Gilman-McCain Scholarship, and IIGE Study Abroad Award Info Session with IIGE/Global Honors, and have been involved in various Admissions, CEI, and Husky Success events.

Winter Quarters are usually our busiest because that is when many study abroad program applications are due, study abroad scholarship applications are due, and students are having to make decisions about confirming participation in upcoming programs. We are on track to follow that trend for Winter 2026, with increased drop-in and scheduled advising appointments, increased contact with students via tabling (e.g., literally hundreds of students at the tri-campus January Study Abroad Fair). We are in the process of developing co-coordinated info sessions with First Gen, CEI, Career Development & Education, and the VMRC, as we've done in the past, to take place in Winter and Spring 2026.

The requested SAFC funds will ensure that we'll be able to increase capacity for scheduled and drop-in advising, events, and more. Now that we are partnering more closely with UW Seattle Study Abroad, we also anticipate needing to serve even more UWT (and UWS and UWB) students, which we simply would not be able to do with just one or two student positions. (In the past, UWT students that were participating in Seattle programs would typically work with staff in Seattle to address questions and concerns. For some context, Seattle usually runs about 40 faculty-led programs whereas Tacoma managed 6-8 per year. We will now be responsible for more closely supporting and advising students who are interested in all programs tri-campus.)

During Autumn 2025 and Winter 2026, we utilized other funds to hire a temporary Web Information Specialist to redesign our new Study Abroad website. Our Study Abroad student staff provided feedback on various iterations. We expect to launch it later this quarter and Study Abroad Fellows will lead efforts to solicit feedback from students.

STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)

In the last two years, approximately 100 UWT students studied abroad on faculty-led programs or other academic exchanges or internship programs abroad annually. This is an increase from even three years ago, when the numbers were closer to 70 and reflect the steady increase post-pandemic (though we haven't yet bounced back to pre-pandemic levels like our counterpart at UW Seattle). We take great pride in knowing that the demographics of UWT students who study abroad mirror the demographics of our broader student body in terms of race, ethnicity, first-gen status, Pell-eligibility, etc. This is certainly not the case at other institutions nationally and we strongly believe it's due largely to our OGA Fellows, who help students "see" themselves in terms of identities and lived experiences and assist students with finding ideal options and navigating processes to make studying abroad work for them.

In Autumn 2024, Winter 2025, Spring 2025, and Summer 2025, we had two student staff positions, but one student took most of Winter 2025 off due to parental leave and then worked exclusively remotely. That being said, we only had one student staff member with any in-person student contact Winter 25, Spring, 25, and Summer 25. Being so short staffed was very detrimental to our outreach and student contact options. We've been able to accomplish much more outreach and provide more advising and other support for students during the past (Autumn 2025) quarter, with three students on our study abroad team.

- For Winter 2025, our one full-time professional staff member hadn't yet been hired. Winter Quarters are usually our busiest because that is when many study abroad program applications are due, study abroad scholarship applications are due, and students are having to make decisions about confirming participation in upcoming programs. As noted above, we had just one student managing nearly all study abroad tasks. (In previous years, that had been handled by two professional staff positions and two student staff positions.) She managed all student appointments and drop-in advising sessions (roughly 10-15/week), participated in info sessions with various student groups ranging in size (e.g., leading sessions with First Gen, CEI, etc.), and also participated in the UW Seattle Study Abroad Fair, where she talked with dozens of students in just one day.
- In Spring 2025, the same sole student staff member was handling all of the appointments (roughly 3-4 students/week) and had direct contact with students at every tabling event (e.g., Husky Fest, spring celebrations, orientations, etc.).
- In Summer 2025, our in-person contact with students was minimal since our sole student staff member worked remotely. Though not 1-on-1 with students, she updated our Teams content, our website, and our content in Canva, which is where the content for all promotional materials for our programs and student-focused events is located.

COLLECTION OF FEEDBACK & IMPROVEMENTS

We regularly analyze study abroad participation data and take great pride in knowing that the demographics of UWT students who study abroad mirror the demographics of our broader student body. At the end of our faculty-led study abroad programs, students provide program feedback about a wide range of elements of their experience before and during their time abroad.

Due to extremely limited capacity, we haven't been able to regularly assess feedback about the specific impact of peer advising and other aspects of the Fellows' work during the last two years, nor have we implemented an effective tracking mechanism. We recently shifted to use of Bookings for students to schedule peer advising appointments with our OGA Fellows; this will enable us to better capture data about use of services. We are also beginning to use Dubnet to request that students register for events coordinated by our Study Abroad office. When tabling at events, we ask that students indicate interest in learning more on a sign-in-sheet. Once better systems are in place, we will be able to identify which student groups are underrepresented (e.g., certain majors, certain demographic characteristics, transfer students vs. first-time-in-college, etc.) so we can proactively engage in new and collaborative outreach efforts. Now that we have a full-time professional staff member dedicated to study abroad (after a long vacancy in 2024-25), we also plan to develop and deploy surveys to solicit feedback about our programming, advising, and other services, following the model that OGA's International Student and Scholar Services currently uses.

SERVICE BENEFITS TO STUDENTS

Participation in study abroad not only contributes to personal transformation but is also associated with positive outcomes related to retention and graduation rates and career success. According to a survey of 8000 alumni, study abroad (even short-term experiences like the UWT faculty-led programs we often offer) helped students build career skills like adaptability, communication and interpersonal skills, intercultural communication, navigating difference, creative problem-solving (Forum on Education Abroad "Global Learning for a Competitive Workforce 2025) and, per another 2025 study, a higher starting salary (by 6.3%) in students' first job after graduation (Forum on Education Abroad "International Experience as Career Asset").

We regularly hear from students who have decided to explore, or commit to, studying abroad that they felt driven to do so after conversations with our Fellows at tabling events, in class visits, during advising appointments, or random chats in a shared class. While hearing from faculty and full-time staff helps students understand the personal and professional benefits of studying abroad, peers are more effective in conveying that information and more in a unique way that makes students feel comfortable discussing the possibilities and what to expect, how to pay for it, etc. These students are on the front lines, making the transformative experience of study abroad visible to their peers and, through describing their own experiences, helping them to see that studying abroad is doable and extremely beneficial for their future academic or professional prospects.

Without SAFC funds, we will have no means to fund study-abroad student staff to offer peer advising, host peer-to-peer info sessions about upcoming programs or how to pay for study abroad, collaborate with other units and RSOs on campus events and activities, and provide critical operations like website maintenance, creation of marketing/outreach materials, and more. This funding also provides the opportunity for leadership development of the students whom we get to hire into these positions.

Staff Budget Requests

Category	Details	Amount Requested
	\$17.13 per hour for 12 months (5.5 hours per week) = \$4899.18	E001
Student Staff ³	Student Staff Wages:	\$4,899
	Fringe @ 16.2%:	\$794
	PERSONNEL TOTAL:	\$5,693

Other Budget Requests

Category	Details	Amount Requested
	SUPPLEMENTAL TOTAL:	\$0

PERSONNEL TOTAL:	\$5,693
SUPPLEMENTAL TOTAL:	\$0
COMPLETE PROPOSAL TOTAL:	\$5,693

Supplemental Documents



SAMPLE STUDY ABROAD NEWSLETTER



STUDY ABROAD SCHOLARSHIP INFO SESSION FLYER