

## 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

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 request funds to support **45% of an hourly student OGA Study Abroad Fellow position and a second OGA Study Abroad Fellow position** to maintain minimal operations. We also seek support for **3 hourly student Language Lesson Facilitator positions**.

**OGA Study Abroad Fellows** provide critical support for UWT Study Abroad since there is currently only one full-time professional 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 newsletters about upcoming opportunities, offer info sessions in collaboration with other units, maintain website content, and collaborate with staff on special projects.

Leveraging the expertise of our students, we offer informal, non-credited **language lessons** that are open and free to UWT students. Because UWT only regularly offers courses in Spanish, this initiative significantly expands opportunities for language learning, celebrates students' linguistic and cultural diversity, and promotes intercultural learning.

### 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 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

10: Intentionally create spaces, programs and activities that encourage engagement with our campus

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

We plan to extend the reach of our **study abroad** advising, increase event programming and co-coordination, expand study abroad programs (in terms of length, format, geographic region, and disciplinary areas), overhaul the UWT Study Abroad websites, and engage student focus groups to improve usability.

For AU2025, 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 WI026, 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 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.

Now that we are partnering more closely with UW Seattle Study Abroad, we anticipate needing to serve even more UWT (and UWS and UWB) students, which we simply would not be able to do without 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 AU2025/WI2026, we utilized other funds to hire a Web Information Specialist to redesign our new Study Abroad website. Our 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.

**Language Lessons:** Based on robust survey results about students' interests in specific language options, we've offered a variety of lessons facilitated by a student worker who is a native speaker and is trained and supervised by OGA staff. In AU2024, we offered Mandarin and Hindi lessons and Korean and Japanese lessons in WI2025. Due to the reduction in SAFC allocations for the AY2025-26, we are couldn't offer language lessons.

Informal language lessons goals are:

- Create opportunities for informal language learning for students (in languages that are not offered for credit)
- Celebrate the linguistic diversity of our student body
- Promote intercultural learning and exchange among students

## STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)

**Language Lessons:** The informal language lessons began in 2017 and have been offered to students for free, initially with support from the Strategic Initiative Fund and since 2020 with support from SAFC. During 2021-22, 35 students and alumni participated in Japanese and Korean lessons. Some participants only attended one or two sessions, but many attended regularly over the course of a quarter or even the entire academic year. In 2021-22, 15 students regularly participated in Japanese lessons. In 2022-23, 20 students regularly participated in Japanese lessons. Though turnout was relatively low in Autumn 2024 for the Mandarin and Hindi classes (which got started rather late in the quarter), we already have 20 students regularly participating in the Korean and Japanese lessons.

Without SAFC funds, we will also need to cancel the non-credit language and cultural lessons that student Language Lesson Facilitators have previously offered. There has been a marked increase interest in this program, with an average of 15 students participating in weekly Korean lessons and 8 in weekly Japanese lessons last quarter. We have already received various inquiries from students about our course offerings for this academic year. UWT currently only offers a limited number of credit-bearing Spanish classes. Without these funds, those Spanish courses will be the only option for students to connect with others and engage in learning another language.

## COLLECTION OF FEEDBACK & IMPROVEMENTS

**Study Abroad:** 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 limited capacity the last two years, we haven't regularly assessed feedback about the impact of peer advising and other aspects of Fellows' work. We've shifted to use of Bookings to schedule peer advising appointments with our OGA Fellows to better capture data about use of services. We also began to use Dubnet so students register for events coordinated by our Study Abroad office. When tabling, students indicate interest in learning more on a sign-in-sheet. Once better systems are in place, we will 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 collaborative outreach efforts. We also plan to implement surveys to solicit feedback about our programming, advising, and other services.

**Language Lessons:** We have begun to use Dubnet to track interest and participation in our language lessons. We also administer language lesson evaluations at the end of each quarter. The evaluations ask a series of closed-ended and open-ended questions modeled after the teaching evaluations used by academic units. Students typically provide detailed feedback, including what they liked most, what they liked least, and what change(s) they would like to see implemented. The staff member responsible for supervising language lesson facilitators also observes at least two lessons per quarter and provides feedback to the facilitator throughout the quarter.

**SERVICE BENEFITS TO STUDENTS**

**Study Abroad:** 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.

**Language Lessons:** In the end-of-quarter teaching evaluations of informal language lessons, students consistently share their excitement and gratitude for being able to learn a new language from one of their peers. (The language lesson facilitators are trained bilingual student workers). Students also report developing a better understanding of the cultures and countries in which the languages are spoken and often express a desire to engage with the language more frequently. They also identify the benefit of creating community over a shared interest in language learning. We have begun to use Dubnet to track interest and participation in our language lessons. This program also benefits the leadership development of our student language lesson facilitators.

**Staff Budget Requests**

Category	Details	Amount Requested
Student Staff <sup>3</sup>	<b>0.45 of Study Abroad OGA Fellow #1 \$17.13/hr x 4.5 hrs/wk x 52 wks</b> E001	
	Student Staff Wages:	<b>\$4,008</b>
	Fringe @ 16.2%:	<b>\$649</b>
Student Staff <sup>3</sup>	<b>Study Abroad OGA Fellow #2 \$17.13/hr x 10 hrs/wk x 52 wks</b> E002	
	Student Staff Wages:	<b>\$8,908</b>
	Fringe @ 16.2%:	<b>\$1,443</b>
Student Staff <sup>3</sup>	<b>Language Lesson Facilitator #1 \$17.13/hr x 7 hrs/wk x 24 wks</b> E003	
	Student Staff Wages:	<b>\$2,888</b>
	Fringe @ 16.2%:	<b>\$468</b>
Student Staff <sup>3</sup>	<b>Language Lesson Facilitator #2 \$17.13/hr x 7 hrs/wk x 24 wks</b> E004	
	Student Staff Wages:	<b>\$2,888</b>
	Fringe @ 16.2%:	<b>\$468</b>
Student Staff <sup>3</sup>	<b>Language Lesson Facilitator #3 \$17.13/hr x 7 hrs/wk x 24 wks</b> E005	
	Student Staff Wages:	<b>\$2,888</b>
	Fringe @ 16.2%:	<b>\$468</b>
PERSONNEL TOTAL:		<b>\$25,076</b>

