

**Report on International Education and Student Success**  
**February 26, 2018**

**Public History (on record)**

**2007 Faculty Senate**

Dr. David Hargreaves proposed a working group (a subcommittee of the International ED committee was formed) to help address faculty concerns in supporting international students-many international students need substantial help improving their English writing and linguistic skills, "lack of coordinated academic infrastructure to support their educational development", President Minahan indicated WOU was hiring an ESL expert and an activities director.

**2012 Faculty Senate**

Eiken Proficiency Examination for International Students approved for use

**2012 Faculty Senate**

Letter of concern from WOUFT with eight action items for administration to consider implementing:

- Use TOEFL rather than IELTS as the standard language comprehension test for international student admissions.
- Raise the minimum score for admission.
- Expand recruitment in countries other than Saudi Arabia and China. Revitalize WOU's historic sister-school partnership with Saitama University.
- Encourage use of the Campus Judicial Affairs process and enforcement of the Student Code of Responsibility as it relates to Academic Dishonesty.
- Require students in 2+2 programs to take courses in Writing, Speaking, Listening, and Academic Vocabulary at WOU as a component of their academic work.
- Rehire former IEP instructors in order of seniority to teach remedial credit-bearing classes through DEP (akin to Math 70 & 99).
- Create a process by which faculty members can refer a student to remedial instruction in order to increase their likelihood of success in a course.
- Survey faculty members about their perceptions of barriers to international student success to identify other areas of attention/need besides those that have been brought to the attention of the faculty union.

**2016 Faculty Senate**

International Student Success in Creative Arts: presented concerns for international student success

**November, 2017 Faculty Senate**

Academic Affairs Council meeting topic: International Education & Development. Three questions posed to at the meeting and then posed to WOU faculty:

- a) From your perspective, where is WOU successful – or failing—to effectively serve or support, international students?
- b) What do you need from members of this group or from other offices on campus?
- c) If WOU were to decide to focus on increased recruitment for international students, what would be needed to support the resulting increased enrollment?

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**Summary of statements received**

**Theme 1: WOU faculty support for international students**

- Faculty are unwilling to let these students far from home slip through the cracks of the university bureaucracy and system. WOU integrity is at stake.
- Faculty like having international students on campus.
- Faculty want to have more international students from different countries on campus.
- WOU is successful with some support systems that are very effective such as the writing center and library. Rob Troyer's position, separate writing sections for international students, and LING 136 are important and helpful but not enough.

**Theme 2: International student preparation**

- Many students are underprepared or have challenges in their language skills. Mostly concerned about writing. We have some supports in place. We need more. How can we make that happen?
- WOU faculty spend a great deal more time with many international students to help ensure success.
- Faculty have been reporting to faculty senate for years about wanting international students but also needing the proper support and resources to help faculty help students be successful. It is time to make this happen.
- Faculty are supportive of academic excellence and student success. However, if international students are not prepared and need significant language support it places a high burden on faculty to help students bridge the language gaps in addition to helping them understand content.
- Some international students have different notions of academic honesty and dishonesty compared to what we accept as academic honesty and dishonesty. That is problematic by itself. That also requires a large time investment when academic dishonesty occurs.

**Cultural supports for international students**

- Many international students live off campus because it is cheaper. However, that lessens their opportunities for interaction with domestic students. Is there an international community housing option? Can we make on campus housing more affordable for them?
- Not just academic- cultural. International students need more opportunities to interact with domestic students in and out of class and vice versa. Best practices?
- Faculty support international students culturally - donate time and \$\$ to events and transportation to help students have a better experience here.

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**Curriculum Concerns**

- If a program has larger numbers of international students through agreements with countries, how does that program get additional resources to support increasing numbers of international students?
- Delivering courses in other countries, questions about responsibilities-
  - Who oversees/is responsible for curriculum, instruction?
  - Who is responsible for finding faculty to teach courses for programs that have agreements?
- What incentive is there to make agreements if it adds a significant workload to faculty and staff?

**International Education Office**

- Important office but seems overwhelmed.
- The strained relationship with the Assistant Vice President for International Education and Development is real across campus.