UNIVERSITY *of* WASHINGTON

INTERNATIONAL AND MULTILINGUAL STUDENT ACADEMIC SURVEY

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EXECUTIVE SUMMARY

Demographics & Challenges

This study culminates a decade of research on the academic needs of international and multilingual students[1]. It is the third in a series of surveys begun in 2015 (the first two surveying Seattle-campus faculty and TAs). The student survey was completed by 1024 students (563 undergrads; 461 grads), with the largest number of responses coming from the Colleges of Arts & Sciences and Engineering. Results indicate that international and multilingual students bring a wealth of linguistic and cultural resources to campus along with substantial experience in English. Students list 70 home languages; more than 40% of undergraduate respondents report receiving secondary school instruction in English. Their academic and professional goals are ambitious. Seventy-seven percent of undergraduate students plan to pursue further study in the US; approximately 60% of both graduate and undergraduate students are aiming for non-academic employment in the US. While generally confident in their academic skills (with confidence increasing over time), this strong desire to remain in the US may help to explain why language challenges (particularly writing and presentation skills) present as a robust theme throughout; the vast majority of respondents indicate that they would benefit from additional language support. Our students are not only aiming to be "good enough," they want to be good enough to gain graduate slots and employment.

Campus Resources

Students are creative and purposeful in their use of campus resources, and a wide variety of support is mentioned by at least some students. When asked where students seek help, highest marks went to instructional staff and online resources, followed by other students, advisors, writing and tutoring centers, and librarians. Undergraduate respondents reported using the writing centers twice as much as graduate students (30% vs. 14%, respectively). Both graduate and undergraduate students expressed a strong desire for genre-specific writing support.

Campus Climate

Responses addressing academic and social climate were mixed. A majority of respondents found faculty valuing their contributions in class discussions and believed that "UW values contributions from different varieties of people." But fewer than 50% of respondents fully agree that their US classmates value their oral and written contributions and that their differences in language and culture are valued by faculty in their academic work overall. There were calls for more training of faculty and staff in responding to the changing demographics of UW students.

A Category of Concerning Responses

One disquieting set of open-ended comments identifies concerns around discrimination and inclusion. Although by no means dominant, these are posed forcefully and, taken together, echo broader calls at UW to address racial disparities and threats. Curricular inclusion defines another set of comments. Despite an impressive range of faculty survey responses on globalizing the curriculum, these accommodations have been by no means universal, and there remains room for improvement.

Student Suggestions

Student suggestions largely track these findings. One of the most frequently mentioned suggestions is to **provide academic support tailored to the needs of I/M students**, particularly in the areas of language and communication. Students' top choices for academic support (closely ranked) are online resources, courses, and one-to-one peer support. Graduate student comments, in particular, identify classes in academic and professional writing. Within the writing centers, undergraduates are also hoping for more work on the mechanics of writing. Another theme that appears throughout is the desire for **more opportunities to socialize with US students.** Other categories of suggestion are **raising faculty and staff awareness** of the strengths and needs of international students, **creating a more inclusive campus**, **providing more career support**, and **calls for financial support** (87 comments reference this).

The Final Question

When asked if they would recommend UW to a friend, more than 86% of all I/M respondents indicate that they probably or definitely would. While undergraduate responses dip in the sophomore and junior years, responses of seniors rebound somewhat. Graduate students recommend UW at a rate of 89%.

INTERNATIONAL AND MULTILINGUAL STUDENT ACADEMIC SURVEY

INTRODUCTION

The Context

This study culminates a decade of research on the academic needs of international and multilingual students. In July 2008 the Provost's English Language Working Group issued the first set of academic recommendations designed to respond to the increasing globalization of the University of Washington. Its report set in motion an institutional focus on "developing an appropriate array of support programs to help all students of whatever language background succeed in their university coursework." In response to increasing numbers of international students and other multilingual (I/M) speakers (the number of international undergraduates has more than tripled since 2008), the university has been in the process of developing a range of support systems. To best understand current needs, in 2015, the College of Arts & Sciences with campus partners surveyed the Seattle campus voting faculty and TAs on the academic needs of I/M students as well as the pedagogical needs of those who teach them. Reports on those surveys were released in 2016, reporting responses by 377 faculty members and 522 TAs.

Faculty and TA Surveys

By and large, the results of these surveys were encouraging: The vast majority of faculty and TA respondents confirmed the benefits that I/M students bring to their classes through a greater variety of perspectives that widen the scope of learning and its applications for both classmates and instructors. Qualitative responses were notable for their thoughtfulness and inventiveness, showing faculty, in particular, adjusting content and delivery in response to increasingly globalized classrooms. Comments also reminded us that international/multilingual students are as diverse as any other group and that improvements in pedagogy have aided all students.

At the same time, more than 100 faculty and 200 TA qualitative responses expressed concern over English language skills. Hoping for additional support for students was a robust theme. Along with language support, 144 faculty respondents hoped to be able to offer more academic resources particularly in the areas of writing support, oral participation skills, and acculturation to US academic norms and expectations (including plagiarism). Instructional support also figured in the comments. Two-hundred and fifty faculty and 355 TAs indicated that some form of in-person pedagogical support would be useful. Seventy percent of TA respondents reported receiving no formal training in teaching I/M students. In the wake of the reports' release the Center for Teaching and Learning (CTL) saw a substantial increase in requests for departmental and program workshops on teaching I/M Students. While most of the reports' qualitative comments were constructive, there were those that expressed considerable pique regarding a lack of student support and the need to recognize the impacts and challenges of large class sizes.

The Current Survey
Complementing the faculty and TA data, the International and Multilingual Student Academic Survey was administered through December 2017, garnering 1024 respondents. We surveyed both visa students (primarily "international students") and permanent residents (assuming the latter group would comprise other multilingual students). Modeled, in part, on a Dartmouth survey, it sought to document the range of backgrounds and resources that students bring to campus as well as their goals, confidence levels, challenges, and overall satisfaction. This proved a rich data set. Student comments are quoted at some length, adding nuance and clarity to quantitative results.

RESULTS

1. DEMOGRAPHICS

The full survey was completed by 1024 students (563 undergrads; 461 grads). The largest number of undergraduate responses came from the largest undergraduate college, Arts and Sciences, followed by Engineering. This ranking was reversed at the graduate level. Below is the full break-down of responses.

Table 1. Breakdown by College

Undergrads	n	%	Grads	n	%
Total	563	100	Total	461	100
A&S	405	71.9	Engineering	121	26.2
Engineering	83	14.7	A&S	105	22.8
Business	28	5	Business	34	7.4
Environment	15	2.7	Interdisciplinary Grad	29	6.3
Public Health	12	2.1	Law	25	5.4
Education	7	1.2	Information School	23	5
Information School	4	0.7	Built Environments	21	4.6
Built Environments	3	0.5	Environment	18	3.9
Intercollege	3	0.5	Education	17	3.7
Nursing	2	0.4	Intercollege	17	3.7
Social Work	1	0.2	Public Policy	14	3
Pharmacy	0	0	Nursing	10	2.2
Public Policy	0	0	Social Work	9	2
Interdisciplinary Grad	0	0	Public Health	8	1.7
Dentistry	0	0	Medicine	6	1.3
Law	0	0	Pharmacy	2	0.4
Medicine	0	0	Dentistry	2	0.4

2. LINGUISTIC & EDUCATIONAL BACKGROUND

Home Languages
I/M students bring a wealth of linguistic resources to campus. When asked what languages they use at home, more than 70 were listed. The following are the top 15 languages reported by survey respondents.

Table 2. Home Languages

Language	Frequency
Chinese	401
English	136
Korean	85
Spanish	36
Cantonese	34
Hindi	32
Japanese	23
Vietnamese	23
French	16
Arabic	15
Portuguese	13
Russian	13
Marathi	10
Tamil	10
Indonesian	9

Beyond what is used at home, the number of languages students "understand or communicate in" is impressive:

Table 3. Other than English, How Many Languages do you Understand or Communicate in?

	Frequency	Percent
1	426	41.6
2	332	32.4
3	144	14.1
4	46	4.5
5 or more	22	2.1
0	54	5.3
Total	1024	100.0

At the same time, ***English dominates students' prior and current instruction.***

Primary Academic Languages

With the exception of graduate students describing their secondary education, at every level, for both undergraduates and graduates, *more students report English as the primary instructional language than any other.* Chinese was the only other language that appeared in more than 5% of responses. Together, English and Mandarin Chinese account for 83% of the secondary school mediums of instruction for I/M undergraduates. More of the responding undergraduates had received secondary school instruction in English than Chinese (44% vs. 34%, respectively; subtracting those listing multiple languages: 39% vs. 30%), perhaps reflecting strategic decisions of those planning to apply to anglophone institutions of higher education. Not surprisingly, for undergraduates reporting their undergraduate education and graduate students reporting their graduate, English dominates.

Table 4. Primary Languages of Instruction (English & Chinese) by Undergraduate and Graduate Students

	Undergraduates		Grads	
LANGUAGE	n	%	n	%
Secondary				
English	248[1]	~44	137[2]	~30
Chinese (Mandarin)	193[3]	~34	157	34
Undergraduate				
English	508[4]	~90	189[5]	~41
Chinese	7	1	145[6]	~31
Graduate				
English	n/a		378[7]	~ 82
Chinese	n/a		19[8]	~ 4

[1] Of those, 30 listed an additional primary language.
[2] Of those, 8 listed an additional primary language.
[3] Of those, 26 listed an additional primary language.
[4] Of, those, 6 listed an additional primary language.

[5] Of those, 15 listed an additional primary language.
[6] Of those, 15 listed an additional primary language.
[7] Of those, 6 listed an additional primary language.
[8] Of those, 6 listed an additional primary language.

Educational Background

The location of students' schooling reflected the range of students' home countries.

Table 5. Location of Schooling

	Location of secondary school		Location of undergraduate school		Location of graduate school	
	n	**%**	**n**	**%**	**n**	**%**
China	320	31.6	132	13.1	10	2.1
United States	134	13.2	569	56.4	399	81.9
India	88	8.7	74	7.3	6	1.2
Taiwan	53	5.2	29	2.9	6	1.2
Korea, South	51	5.0	26	2.6	9	1.8
Canada	27	2.7	20	2.0	7	1.4
Hong Kong	23	2.3	4	0.4	2	0.4
Malaysia	21	2.1	0	0.0	0	0.0
Iran	20	2.0	14	1.4	3	0.6
Japan	20	2.0	13	1.3	3	0.6
Singapore	20	2.0	4	0.4	0	0.0
Vietnam	18	1.8	1	0.1	0	0.0
Indonesia	14	1.4	4	0.4	0	0.0
Brazil	13	1.3	8	0.8	3	0.6
Germany	9	0.9	5	0.5	6	1.2
Mexico	9	0.9	7	0.7	2	0.4
Thailand	9	0.9	5	0.5	2	0.4
Russia	8	0.8	4	0.4	1	0.2

3. STUDENT GOALS

Adapted from the Dartmouth study, this section was designed to gauge students' linguistic and professional goals. While the language teaching field has for some time embraced a goal of communicative competence—in which language users acquire language skills for success in carrying out target tasks—we wondered to what extent our students had more ambitious goals, hoping to be error free. We had anticipated that Options 1 and 2 in Table 6 ("error-free" English) would be taken as either/or contrasts to Options 3 and 4 (language that does "well enough" to meet academic needs and blends cultural conventions). Students wanted both; the majority of students, elected three of the first four items below. Considerably fewer students found it appealing to maintain accents and "culturally preferred ways of arguing and organizing ideas" (Option 5).

Table 6. Language Goals

	Not at all a goal, %	Somewhat a goal, %	Very much a goal, %	n
1. To communicate like students who use English as a first language, producing error-free English when writing and speaking	9	30	61	1009
2. To communicate like students in the U.S., using ways of arguing and organizing ideas preferred by U.S. readers	11	31	57	1007
3. To communicate well enough to meet the speaking and writing demands of study in the U.S.	9	23	68	1010
4. To blend my cultural ways of communicating with U.S. ways of communicating	13	45	41	1010
5. To keep differences in my speaking and writing due to my accent and culturally-preferred ways of arguing and organizing ideas	34	40	26	1008

These ambitious linguistic goals may be explained by the finding that students' academic and professional goals center in the US (Table 7). *Seventy-seven percent of undergraduates and 41% of graduate students plan to pursue further study in the US. Approximately 60% of all students report aiming at non-academic employment in the US.*

Table 7. What are your Goals Following your Degree? (Check all that apply)

	Undergraduate		Graduate	
	n	%	n	%
To pursue further study (another degree or a post-doc) in the U.S.	434	77	190	41
To pursue further study in a university outside of the U.S.	164	29	67	15
To be employed in an academic position in the U.S.	165	29	179	39
To be employed in a non-academic position in the U.S.	338	60	285	62
To be employed in an academic position outside of the U.S.	118	21	152	33
To be employed in a non-academic position outside of the U.S.	196	35	180	39
To publish scholarship in English	103	18	163	35
To publish scholarship in a language other than English	52	9	48	10

4. CONFIDENCE, EASE, AND CHALLENGES

A survey section titled "How you use English" was designed to better understand how comfortable students feel using academic skills including critical thinking, research, writing, reading, and presenting in English. Overall, students expressed some confidence in their skills (marking "Confident" or "Very confident" on a 4-point Likert scale), and few indicated facing significant difficulties. Table 8 lists responses ranked by "Very confident" responses. Combining "Confident" or "Very confident" responses in answer to the question *How confident do you feel using each of the following academic skills?* each item received at least 60%, but no item indicated more than 41% of respondents feeling "Very confident."   Language-related skills (academic reading, writing, and presentation skills) were considerably lower (36% , 29%, and 28%, respectively), echoing responses in the sections below on Challenges, Resources, and Suggestions from Students. Resonant with faculty and TA concerns, Presentation Skills received the fewest marks in the "Confident" or "Very confident" columns.

Table 8. How Confident do you Feel Using Each of the Following Academic Skills?

	Not at all confident, %	Somewhat confident, %	Confident %	Very confident, %	n
Critical thinking skills	2	22	35	41	1021
Quantitative skills	3	21	37	40	1017
Research skills	2	23	38	37	1020
Academic reading skills	3	22	39	36	1020
Lab skills	6	22	37	35	852
Writing skills	6	30	35	29	1018
Teaching or tutoring	9	26	36	28	951
Presentation skills	8	30	34	28	1020

In response to the next Likert-scale question—*How easy or difficult do you find the following aspects of academic work?—students indicated that they could do most aspects of academic work with at least some ease, but few find academic writing and speaking "Easy."* In a stark contrast to the faculty and TA survey results, which were mostly united in concern about international students plagiarizing, *the aspect that received the highest percentage of marks in the "Easy" column was Following Policies for Academic Conduct (e.g., acceptable sharing of work, avoiding plagiarism, etc.).* Sixty-three percent of students who responded to this item indicated that they found this "Easy" to do, and 28% marked it as "Somewhat easy," for a total of 91% of 1,015 respondents. Only 1% of respondents indicated that this was "Difficult."

Table 9. How Easy or Difficult do you Find the Following Aspects of Academic Work?

	Difficult %	Somewhat difficult, %	Somewhat easy, %	Easy %	n
Following policies for academic conduct (e.g., acceptable sharing of work, avoiding plagiarism, etc.)	1	8	28	63	1015
Communicating with TAs	1	10	37	53	929
Understanding lectures	2	15	34	49	987
Understanding other course materials and expectations	2	16	39	43	1017
Taking notes in class	2	17	39	42	1018
Meeting deadlines	3	18	41	39	1017
Communicating with other students	2	19	42	37	1016
Communicating with professors	2	19	44	34	1018
Understanding course readings	2	24	40	33	1016
Adapting to instructors' different teaching styles	3	20	44	32	1018
Working with other students on projects or lab work	4	22	44	31	1018
Participating in class discussions	9	31	35	26	1019
Succeeding on tests and quizzes	6	27	41	25	1013
Succeeding on written assignments	7	30	40	23	1016
Giving class presentations	9	32	38	21	1015
Finding opportunities for research	15	39	29	17	1015

Not surprisingly, *time spent in the US educational system has a positive impact on levels of academic confidence and ease.* This is the case both in comparing international students with permanent residents (the latter presumably with more time in the US) and tracking all I/M undergraduate students as they move through class ranks.

While permanent residents and international students are similar in many ways, the former have a leg up as can be seen comparing "Very confident" responses: *Critical thinking skills* (PR: 51%, Int'l: 38%) *Working with others* (43%, 28%), *Research Skills* (43%, 36%), *Writing skills* (34%, 27%), *Quantitative skills* (45%, 37%), *Lab skills* (44%, 33%), and *Presentation skills* (37%, 26%).

On scales measuring ease, 36% of permanent residents rate *Participating in class discussion* "Very easy" contrasted to 24% of international students; 43% of permanent residents rate *Working with other students* "Very easy" versus 28% of international students. An area where this pattern is reversed is *Succeeding on tests*. While 69% of international students rate this "Easy" or "Very easy," only 56% of permanent residents rate it so, perhaps reflecting the preparatory test-taking that has trained many of our international students.

A similar pattern of time advantage is evident as I/M students move through class ranks. Moving from first-year to senior status, the percentage of students feeling "Very confident" in *Critical thinking* moves from 28% to 52%, for *Research* from 24% to 46%. With respect to ease of *Participating in class discussion*, the percentage of students finding this "Very easy" increases from 23% to 34%, for *Reading* from 22% to 36%. An increase in scholastic confidence over time confirms the findings of the 2013-14 UW *International Student Survey* (International Student Services and International Admissions). While many of the increases reported here are gratifying, the final scores are not always particularly high. ***Class participation, reading, and writing are areas flagged by faculty and TAs as needing more support; these are confirmed in this study as areas of concern.***

In response to the open-ended question *What are the greatest challenges for you studying at UW?* students' responses fell within the categories listed in Table 10. In the discussion below, these are grouped by related themes, not always by the frequencies documented in Table 10.

Table 10. What are the greatest challenges for you studying at UW? (Top themes)

Theme	# of Responses
English language communication	188
Cultural differences	137
Time management (esp. in quarter system)	114
Finances and funding	66
Writing	56
Other	53
Reading	49
Adjusting to a new education system	38
Discrimination / Lack of inclusion	31
None/I'm fine	26

English Language Communication
The theme containing the highest number of responses (approximately 188) was English language communication, which included both brief overall comments such as "English" or

"language," as well as naming specific elements of English communication, such as public speaking. (Note that reading and writing in English have been placed into separate categories; ***taken together, language-related themes comprise ~30% of the Challenge comments***.) Representative comments on language challenges include:

> *Language is one of the big challenges for me because sometime I can't fully understand the meaning.*

> *The great challenge that I have been trying to overcome is language barrier. I can never be 100% confident in myself when it comes to communicating and public speaking just because I am not an English native speaker.*

> *At times, my accent is not well understood.*

> *Not being able to express my ideas fully*

> *I'm pretty fluent in English, so I don't need it, so I wonder if there's enough help for other students who struggle with English.*

Writing
Challenges related to writing, particularly writing in English, flagged both particular writing genres (such as "writing essays" or "writing grants") as well as the challenges related to how student writing is assessed, as with the last comments here.

> *Academic writing*

> *Writing essays*

> *Writing grants and manuscripts*

> *Writing exam during the class.*

> *Our writing is evaluated at the same level as native english speakers get.*

> *I tend to mix British English in a lot of my writing (like spelling colour with a U), and I get points taken off for it….*

Reading
These responses included reading in English, comprehending academic texts, and the large quantities of assigned reading.

> *Academic Reading*

> *To read huge amount of academic papers and books for one course.*

During course work, it is extremely important to develop skills to read faster, and more effectively and efficiently.

Reading and Writing takes twice, three times or four times longer than native English speakers, and that puts extreme amount of pressure (mentally and physically) on me, leaving absolutely no room for self-care, any kind of social life, and destroying personal life. And the most painful thing is that native English speakers do not understand and acknowledge this challenge.

An additional category of concern referenced a lack of language and academic support (something we find throughout the survey). ***The following comments index both the continuing need for support as well as a need to make existing resources more visible***.

I haven't found any resources for English Second Language students.

Not enough resources for international students.

Academic help is limited. the only recourse is office hour.

Getting help for research, connecting with mentor.

Cultural Differences
Cultural differences were mentioned separately from, or even explicitly in contrast to, language differences:

Feeling of between cultures. Isolation. Cultural differences.

The core challenge is the culture difference. Not saying I really want to fit myself in American society, but I wish I would have less time thinking of cultural barriers in daily life. It is not a big issue, but it is not avoidable stress.

Cultural differences.

Not language related, mostly cultural. Transitioning from secondary to undergraduate level academics plus the lifestyle change that came with experiencing American and other international cultures took some time to navigate at a comfortable level.

Adjusting to a New Education System
Thirty-eight responses mentioned the challenge of adapting to American academic practices.

The greatest challenge for me at UW is adjusting to a new academic system (i.e. being graded on homework, participation, etc. and not just on exams) as well as doing group work projects

Trying to adapt to the American education system.

Adapting to a new university (new ways of teaching, working and grading).

Time Management (Especially in the Quarter System)

The third most-often noted theme was time management, including making time for students' studies, work, family, and other significant activities. Many of these comments also mentioned the particular challenges brought on by the quarter system:

Managing time - as ours is a quarter based system, each course lasts only around 10 weeks. Learning a new subject is fairly difficult in such a short time.

The time necessary to do assignments tend to be higher for non-native speakers.

Balancing studying with a challenging full time job.

Creating time so that I do not forget my native language.

Finances and funding

Along with observations common to all students (lack of affordable housing, cost of tuition), several of the financial comments noted the particular challenges faced by international students, including the need to work for some, or the lack of opportunity to work for others.

Living cost. Compared to RA, TA salary, rent is too expensive.

Being an international student, facing all those limits for us . . . finance, work.

Funding for international students

5. CAMPUS RESOURCES

The survey asked what types of resources students use, what additional support they would find useful, and how likely they were to utilize different support modalities (e.g., courses and workshops, online resources, peer support).

What types of resources do students use?

Two questions considered where students seek help. *Where do you generally go for academic help?* asked students to check all that applied within a list of categories. Table 11 lists items checked by 10% or more of respondents.

Table 11. Where do you generally go for academic help?

Undergraduates	%	Grads	%
TAs	72	Professors/instructors	86
Professors/instructors	68	TAs	47
Online resources	60	Online resources	46
International students	40	International students	42
Academic advisors	35	Academic advisors	36
Writing centers	30	Domestic students	35
Domestic students	25	Writing centers	14
Tutoring centers	24	Librarians	12
Librarians	10		

Professors/Instructors, TAs, and Online Resources held the top three positions for all students, but the first two were reversed for undergraduates and graduate students. Professors were ranked first by graduate students, presumably reflecting the stronger relationships graduate students have with supervising faculty. The categories provided in this question may well have shaped responses to the subsequent open-ended *Which university resources have you found most useful for supporting you academically?* Responses here added more nuance and texture. Discussion of qualitative and quantitative data is combined below in an overview of support categories.

Faculty and TAs. Both undergraduates (68%) and graduate students (86%) marked Professors/Instructors as an important resource they generally utilize for academic support. This was echoed in comments about the most useful resource:

> *I found directly meeting the professor the most helpful way to get academic support since I can ask for explanation exactly on the content I didn't quite understand or agree upon.*

> *I love e-mailing my professors, they are very helpful*

> *Lectures. Professors in UW are amazing!! Their lectures are clear and organized for students to understand easily*

Many of the student comments referenced the importance of professors' behavior outside of class and the importance of instructors holding office hours and being available to students.

For undergraduates the most utilized resource (with Professors/Instructors a close second) was TAs (72%). Representative comments from the "most useful" question on the survey also echoed these:

> *Must be TAs, they often hold exam review session which is wonderful for student having a lot of questions*

> *Emailing the TA's*

> *TAs, specially in TA ran discussion sections, can be very helpful and understanding, particularly because it seems they relate to the undergraduates experience a little better.*

Online resources. Online resources were the third most utilized resource for academic help for both undergraduates and graduate students. Student comments pointed to the diversity of online resources utilized in this regard. The UW library resources were mentioned several times:

> *The databases located in the library page.*

> *I only use the UW library website.*

On-line technologies that support teaching were also mentioned, including Canvas, Panopto, and online discussion boards. Other online resources included YouTube, Wikipedia, Google, and Google Scholar. The importance of on-line learning resources is addressed in discussions of student preferences later in this section. Student comments about discussion boards echo findings from the faculty and TA surveys noting that international students are more confident in on-line discussion spaces. This suggests that assessing student participation in on-line formats, not solely on in-class participation (where some international students can feel less confident), might be a more equitable teaching practice.

Fellow Students. Both graduate and undergraduate respondents saw students themselves as important sources of academic help. While fellow international students were marked as the most helpful, domestic students were also frequently cited (by approximately 30% of all students). Again, this was echoed in comments on the "most useful" resource, where students wrote:

> *International Student from same country*

> *Helps from other domestic students*

> *Working with study other students in the same class, preferably domestic students. A problem with this is international students like myself might find it harder to socialize in a class setting with domestic students.*

This might indicate that teachers who scaffold intentional study groups in their courses can help the learning of both domestic and international students. This also points to the importance of peer-to-peer learning centers on campus.

Peer-to-Peer Learning Spaces. Indeed, for undergraduates in particular, peer-to-peer learning spaces, including writing centers and other tutoring centers, were noted as important for academic help. Student quotes included:

> *OWRC, CLUE and different departmental writing center. TA and Professors are sometimes helpful but really depends on the person*

> *I have found the University study and tutoring centers extremely useful to finish my work.*

> *Tutoring from the course department*

Even beyond the peer-to-peer model, a variety of tutoring centers were noted as helpful by students, such as the Introductory Programming Lab, the Instructional Center, and the Chemistry Study Center. The reliance on writing vs. tutoring centers shifts over time. In the sophomore year 36% of students report using tutoring centers, 30% writing centers. This pattern is reversed for seniors, with 35% using writing centers and only 21% tutoring centers.

Academic Advisors. After international peers, academic advisers were noted as important academic help for both graduate and undergraduate I/M students (noted by 36% and 35%, respectively). This was echoed in the qualitative feedback. For undergraduates, both general and departmental advisers were noted.

> *All the advisers are really helpful. I appreciate their efforts.*

> *Academic advisors, they offered important suggestions to me, and helped me to clarify my questions/*

> *Advisers in my graduate program.*

> *"Department advising office.*

What resources would benefit students?

When asked to what extent undergraduate and graduate students would benefit from additional support, with a single (close) exception all categories surveyed garnered at least 30% in the "Greatly" category. Tables 12 and 13 below are ranked by "Greatly" responses.

Table 12. To what extent would you <u>benefit</u> from additional support in the following areas?

Undergraduates	Not at all %	Somewhat %	Greatly %
Writing job/internship letters of application and resumes	4	32	64
Writing conference proposals, abstracts, and papers	8	38	54
Writing theses and dissertations	7	39	53
Strategies for writing	7	41	52
Writing papers for courses	9	44	47
Writing for publication	12	41	47
Developing effective presentations	10	48	42
Opportunities for more social interaction with U.S. students	15	42	42
Strategies for reading academic texts	11	48	41
Practice with non-academic spoken English	20	43	38
Practice with non-academic written English	22	45	33

Table 13. To what extent would you <u>benefit</u> from additional support in the following areas?

Graduates	Not at all %	Somewhat %	Greatly %
Writing for publication	9	23	68
Writing conference proposals, abstracts, and papers	7	27	66
Writing job/internship letters of application and resumes	8	26	66
Writing theses and dissertations	7	28	65
Strategies for writing	7	39	54
Developing effective presentations	8	40	51
Writing papers for courses	12	38	51
Opportunities for more social interaction with U.S. students	18	39	44
Practice with non-academic spoken English	27	37	37
Strategies for reading academic texts	18	49	33
Practice with non-academic written English	29	42	29

Both undergraduate and graduate students rank genre-specific forms of academic writing as the areas in which they would benefit most. Perhaps predictably, graduate students ranked Writing for Publication highest (68% would benefit "Greatly"), while undergraduates' top ranked was Writing Job/Internship Letters of Application and Resumes (64%; it was also ranked

near the top for graduates). For both groups, Writing Conference Proposals, Abstracts, and Papers; Writing Theses and Dissertations; and Strategies for Writing came next. ***Developing Effective Presentations was ranked just after most academic writing.*** Recall that writing and class presentations were consistently flagged by faculty and TAs as areas benefitting from more support. ***A consistent theme throughout these findings is the desire for more interaction with domestic students***. More than 40% of both undergraduate and graduate students would benefit "Greatly" (more than 80% if we combine both "Somewhat" and "Greatly" categories) from Opportunities for More Social Interaction with U.S. Students. Combining categories, the same is true for Strategies for Reading Academic Texts. While the results are robust across the board, ***graduate student responses tend to be higher in the extent to which they would benefit from additional support, particularly in writing.***

What Support are Students Likely to Use?

A final section on resources used a three-point Likert scale ("Not at all likely," "Somewhat likely," "Very Likely") to query how probable it was that students would take advantage of support in four academic areas. The rankings of students' preferences, based on "Very likely" responses follows. Within each academic area, the top three modes of support are also ranked on the basis of "Very likely" responses.

Research writing (e.g. for conferences, theses, and publication)
- 68.0% (n = 332) "Very likely" to use online resources
- 60.7% (n = 293) "Very likely" to take a course
- 59.8% (n = 290) "Very likely" to take advantage of one-to-one peer support

Academic reading and writing
- 69.7% (n = 297) "Very likely" to use online resources
- 67.5% (n = 284) "Very likely" to take a course
- 66% (n = 279) "Very likely" to take advantage of one-to-one peer support

Understanding US academic norms and expectations
- 68.8% (n = 264) "Very likely" to use online resources
- 67.4% (n = 256) "Very likely" to take a course
- 65.6 % (n = 250) "Very likely" to take advantage of one-to-one peer support

Academic listening and speaking strategies
- 70.3% (n = 246) "Very likely" to take a course
- 70.1% (n = 248) "Very likely" to use online resources
  [Note: not all students answered each part of each question, thus leading to nonconsistent *n*'s]
- 67.0% (n = 235) "Very likely" to take advantage of one-to-one peer support

A recurring theme of these survey responses is a call for support tailored specifically to I/M students. Data in this section show that substantial numbers of I/M students report being very likely to use and benefit from additional support. Their modality preferences (very closely

ranked) are Online Resources, Courses, and One-to-One Peer Support. The first indicates a need for curated online resources that are easily available to students. These resources may fill a need for self-motivated students who seek help independently or for students who need relatively limited support. Appropriate courses would likely be different for undergraduate and graduate students. Peer-to-peer support can occur within individual classrooms as well as in learning centers.

6. CAMPUS CLIMATE

This section of the survey included eleven questions on a three-point Likert scale ("Not at all," "Somewhat agree," "Agree"). Between 998 and 1017 students answered questions about their perceptions of the campus climate with regard to:
  - grading
  - their own confidence in class
  - socializing with UW domestic students
  - how the UW community, professors and students alike, value their multilingual and multicultural perspectives and contributions in the classroom, both in speaking and writing

Quantitative responses

The responses in this section were mixed, providing some good news along with reasons for concern. On the positive side, the two questions for which a majority of students (more than 50%) answered "Agree" *speak well to perceptions of faculty and UW overall valuing I/M students' contributions:*

> *My professors value my contributions during class discussions as much as the contributions of U.S. citizens.* Agree = 55% (n = 1016).

> *The UW values contributions from different varieties of people.* Agree = 56% (n= 1015)

Open-ended comments throughout the survey showcased students who were entirely satisfied (25 under Challenges; a series appears below in the discussion of Student Suggestions).

The question with the largest number of students disagreeing ("Not at all") referred to the influence of students' cultural background on faculty with respect to grading:

> *When grading my papers, professors take into account my cultural background.*
> Not at all = 27%   Somewhat agree = 40%   Agree = 33% (n= 998)

The responses to this question from the Dartmouth survey are difficult to interpret. While "taking into account cultural background" may be a positive value in a US educational context, it is not a universal value. Thus, the wording is ambiguous, and negative responses may well have been intended positively. Evidence from other questions suggest that the faculty, by and large,

are doing a good job putting their focus where it should be, on content rather than "errors," with almost 90% of students agreeing at least somewhat to the following:

> *When responding to my papers, professors usually spend more time commenting on the content and organization of my paper than on grammatical errors.*
> Not at all = 12%   Somewhat = 40%   Agree = 48%   (n= 1009)

However, as we shall see in the student comments, ***there is also a perception that students pay a price for language errors.***

While overall, the quantitative climate data trends positive, not all of the feedback is unreservedly affirmative, and there is clear room for improvement. It is possible to overinterpret affirmative responses in the "Somewhat" category. In the responses below concerning both spoken and written contributions, almost 90% of students feel somewhat or entirely valued by their peers. This is undoubtedly good news. But the situation could be better. Fewer than 50% (46% and 45% of respondents, respectively), entirely agree:

> *When I participate in group projects, students from the US value my spoken contributions as much as those of US peers.*
> Not at all = 12%;   Somewhat = 43%;   Agree = 46%   (n = 1012)

> *When I participate in group projects, students from the US value my written contributions as much as those of US peers.*
> Not at all = 11%   Somewhat = 44%   Agree = 45%   (n = 1008)

Knowing that students find it difficult to participate in class and feel insecure about their writing, instructors can work to showcase and value I/M student contributions.

One finds similar ambiguities when gauging I/M students' perceptions of the way faculty value their linguistic and cultural contributions. In the first question below, only 40% of students feel their academic work is fully valued; but merging categories, 84% feel it is valued at least to some degree. This increases substantially when referencing class discussion.

> *I feel that my professors value what I bring to my academic work as a multilingual or multicultural student.*
> Not at all = 16%   Somewhat = 44%   Agree = 40%   (n = 1004)

> *My professors value my contributions during class discussions as much as the contributions of US citizens.*
> Not at all = 6%   Somewhat = 39%   Agree = 55%   (n=1016)

The faculty and TA surveys document deep appreciation of what I/M students bring to the campus. But these results suggest that from the student perspective, this appreciation may reside largely in class discussion.   Again, while these results trend positive, we can do more to create a welcoming climate. Questions that address the campus in general highlight this two-sided reality. The responses below can all be interpreted positively, with at least 86%

somewhat positive responses. ***They seem to represent a cline of appreciation, with linguistic differences least appreciated, cultural perspectives more appreciated, and general differences among people most highly valued.***

> *Overall, I feel that perceived differences in my language as a multilingual student are valued at the UW.*
> Not at all = 14%   Somewhat = 46%   Agree = 40%   (n = 1010)
> *Overall, I feel welcomed and valued for the cultural perspectives I bring to the classroom.*
> Not at all = 9%   Somewhat = 44%   Agree = 47%   (n = 1010)
>
> *The UW values contributions from different varieties of people.*
> Not at all = 4%   Somewhat = 40%   Agree = 56%   (n= 1015)

One way to achieve a more inclusive community may be by increasing opportunities for I/M and US domestic students to socialize, a suggestion students themselves make throughout the survey. The need for this is suggested here by the responses to the following question, with only 43% of students fully agreeing:

> *Students from the US are welcoming to me and feel comfortable socializing with me.*
> Not at all = 9%   Somewhat = 49%   Agree = 43%   (n = 1015)

This suggests that programs like FIUTS (Foundation for International Understanding Through Students) and Student Life's United UW, which bring domestic and I/M students together, are on the right track.

Qualitative Responses

In open-ended responses, students articulate ***a desire for more informed understanding of the situation of I/M students.***

> *I like the prof to be educated about cultural differences. When I joined UW, I moved across seas to be here leaving behind everything I know and everyone I love. Yet, the professors seem ob[li]vious to cultural differences that could hinder international students. When we seem to struggle, they perceived it as being unmotivated.*

> *More culture-humbleness in career and academic advising*

> *I often see people (domestic students, especially undergrads) complain about how international students stay together in their own cultural cliques, and criticize this heavily. I wish this attitude would go away. Being a foreigner, it gets tiring to speak in your second (or third) language as primary means of communication in academics, so yes, it helps, at the end of the day, to relax with others speaking the same language as you and getting the same jokes and references as you*

Some students provided suggestions that they hoped would address some of their challenges:

> *I hope that in the future all the assignments can be submitted anonymously so all the professor can see is the students' student number. Because there are times when my peers and I all agree that we got marked down because of our foreigner-looking names.*

> *Include name pronunciation in MyUW.*

> *Multilingual counseling programs, workshops, circles and groups related to cultural adaption and identities programs that increase the awareness of local students of other cultures will benefit both local and international students in class settings.*

> *Cultural/communication workshops for the American students. Many of them do not seem to know what it is like to be an international student and left alone in an unfamiliar place/culture/class.*

> *Specifcally introductions to the US academy, and training for professors in how to deal with students who don't know what the expectations are. Professors were very rude to me my first years here because I didn't write the way they expected me to without ever defining those expectations*

A Concerning Set of Responses: Discrimination / Lack of Inclusion

Thirty-one comments described what respondents experienced as discrimination, a lack of inclusion, or a lack of global perspective as the greatest challenges to their study. More than 90 comments reference these issues throughout the open-ended responses. Although by no means dominant, these are posed forcefully and, taken together, echo broader calls at UW to address racial disparities and threats.

Discrimination. Discrimination was named explicitly in student comments, sometimes in strong language.

> *Racists and xenophobes on campus, being given platforms for their hate.*

> *Belittling and denigration.*

> *Racial discrimination (...) In classroom people don't listen to my opinions because I am black.*

> *Racism, xenophobia, transmisogyny on daily basis.*

> *Racial Stereotyping.*

> *Being seen as less than, deficient, stupid, ignorant by some classmates/instructors.*

> *False assumption of my immigration status from departmental admin and some faculty members. Just because I look Asian doesn't mean I am an international student, nor should I be confused with every other female Asian student in my program on my third year.*

> *I had to prove myself before people took me seriously unlike the other students who are given the benefit of doubt.*

> *American students taking me seriously/paying me the same respect as they are to other American instructors/lecturers.*

Lack of diversity and inclusion.

> *The lack of diversity.*

> *I don't believe I had receive the same attention as the other students.*

> *Lack of resources around campus to create a more inclusive international students community for graduate students.*

> *Even though UW constantly preaches about diversity, it is evident that there is either a disconnect between the international community and the faculty, or the faculty simply does not care about international students.*

> *I think the greatest challenge is to actually be opened to other people, this is kind of a personal challenge but I also think this is determined by increasingly indifferent environment international student suffer.*

Lack of global perspective. Notwithstanding the rich faculty and TA survey comments documenting extensive efforts to globalize the curriculum (at least by those instructors), for some students, there remains a perceived lack of global perspective in coursework, with too much focus on the US.

> *Too much focus in the United States, lack of globalized analysis.*

> *The course syllabus focuses more on US issues instead of having discussions on international issues.*

> *No teacher has any culture background similar to me. The course design is heavily based on US.*

It is difficult to connect my academic knowledge with contemporary social issues in the United States and criticize them as I do not have any background knowledge in this society. In addition, while I am talking about global issues from another cultural/experience perspectives, American students and lecturers are discussing issues from American perspectives. Therefore, sometimes it is hard to understand or be engaged into their perceptions.

7. SUGGESTIONS FROM STUDENTS

The final open-ended question asked students what the university could do to improve their academic experience. Suggestions generally reflected themes emerging across the survey results. These can be broadly grouped into six categories: providing more targeted academic support, providing opportunities for socializing with other students, raising faculty awareness of the strengths and needs of international students, creating a more inclusive campus environment, providing more career support, and increasing financial support for international students.

Providing More Targeted Academic Support

One of the most frequently mentioned suggestions concerned providing more academic support tailored to the needs of international students, particularly in the area of language and communication. Both graduate and undergraduate students reported that they would like to see the university offer more courses that could help improve their academic writing, reading and speaking skills, which they see as key to their academic success.

I would love to see seminars about how to read, write, study, present more effectively since some of these skills were not highly necessary in my previous studies, but now they are crucial.

During course work, it is extremely important to develop skills to read faster, and more effectively and efficiently. But any help with developing writing skills, the culture around how to apply for jobs, behavior, vocabulary to use, how to write letter of intent, how to prepare an abstract, etc. are very important, especially for someone who is ambitious, intelligent and wants to pursue a career in academia

Have a provision for us to take classes teaching English writing and speaking skills.

Have more writing support for academic English at graduate level, e.g. support on paper writing for English-as-second-language students.

Perhaps organize a workshop on scientific writing in English for students in graduate school.

Set English class especially for us

Have more classes for international students only to help them writing, making a presentation and speaking. This really helps for building confidence. I feel like I lose my confident.

> *Have workshops for multilingual people about academic writing*

Students reported that while they receive support from writing centers, the services provided there do not always meet their particular needs. Beyond a focus on content and organization, **I/M students want specific help with the mechanics of writing.** Some indicated that their needs could be met by making writing center tutoring practices more responsive to the needs of international students, whereas others requested workshops and courses that explicitly teach the conventions of academic writing. Some even expressed their willingness to pay for such services. There were also calls for a broadly focused academic support center dedicated to international students.

> *Currently, the writing center offers more of content review, but not the review of grammar, punctuation or expressions which almost always makes my grade lower. So, I hope that we can find some support for that.*

> *Provide more writing tutors who are culturally sensitive.*

> *PLEASE set up a writing course, it doesn't matter if you need to charge us for that.*

> *Even if it is paid resources, I would love to have one-on-one session to evaluate my grammar for my papers. I am pursuing a graduate degree where things need to be professional. I would love my peers to critique the contents not my grammars!*

> *Establish an international student study center*

> *Have a different international support office for graduate students*

> *It would be great to have an advising center for multilingual and international students.*

> *I would like to have a Tutor for International students in my department, to whom I can talk about my progress, ask about academia and jobs in my field, and can guide me on how or where should I get resources to improve in different areas. There is not that kind of service for international grad-students.*

Providing More Opportunities for Socializing with Other Students

Echoing comments in the Campus Climate section, **I/M students report struggling to make friends with students from other cultural and linguistic backgrounds. Their responses encouraged the university to organize activities where diverse students interact.** Some acknowledged that such programs may already exist but they have not been aware of them.

> *I have been here in US for 4 years and I still don't have many non-Persian friends. I think UW could help in creating activities such as hiking and more fun events.*
> *Maybe more events that connects native and international students together.*

Actively involve international and multilingual students in mentorship opportunities to American born students who are studying foreign languages or preparing for study abroad programs. Create space and encourage them to not only learn but to educate others. It is a great way to utilize existing diversity resources for UW as well as empowering minority students.

Create more school association with same interest (ex.reading books, movie, animate) so that different students from different cultures can have fun with each other but not involved in traditional American parties which some of us just don't feel uncomfortable going to.

Inform international students more about different organizations on campus that connect international students and domestic students. I received no information about such organizations neither through emails or orientation sessions. I later found out that such organizations exist, but then the application to take part in such activities this quarter was already closed.

Raising Faculty, Staff, and Student Awareness of the Strengths and Needs of International Students

Another common theme was increasing understanding of the strengths and needs of international students, particularly among faculty and staff. Survey participants stressed that it becomes easier to communicate when they feel that their cultural differences are recognized and acknowledged. Several respondents noted that the responsibility of adapting should not fall solely on the shoulders of international students, that other members of the campus community should do their part in understanding the cultural backgrounds of I/M students and make an effort to accommodate these. (Comments also reference aiding domestic students in interacting with their I/M peers.) As co-creators of knowledge, respondents requested that their instructors and domestic counterparts be willing to learn from them as well. There were calls for offering specific training programs for faculty and staff on working with international students and similar programs for domestic students on how to interact with international students.

Maybe give all the faculties or people in the role of teaching at UW a class on how international students differ from domestic students and what are our strengths and struggles. So they would sympathize more with our situation and be more willing to help out when needed.

Letting domestic students know how to interact with international students
Educate the domestic students to be diverse and understand the struggle that the international student face so that they could be empathy/understand why we can't 100% speak fast like them. And also so that they know if they correct us in a polite way, we don't feel offended but thankful.

If professors can take our language barriers and cultural difference into account when valuing our coursework.

I strongly feel that instructors have an equal part in learning about students' language and cultural norms, as much as international students should learn about American cultural and language norms. Because that way, in class rooms, students feel welcomed and instructors will better understand how to communicate with those students without intimidating them. Cultural awareness, BOTH from teachers and students.

Eliminating cultural ignorance is not a simple thing. However, UW can help by making sure the faculty (advisors, professors, etc.) it hires and currently employs are more informed about cultural differences (or stigmas) and are more open-minded. They should also be willing to learn from the international community and students as well. A little patience goes a long way when it comes to interacting with international students. I hope UW improves on this, and that less and less international students feel disrespected everyday on this campus.

It would be great if professors would be understanding of differences that we have and accept our ways of learning. be more lineant when it comes to grading, not in terms of letting us have it easy but if something is not like he/she wants, give us a chance to explain why.

Getting more feedbacks (like what this survey) from international/multilingual students. Require adjusted rubric for these students to value their unique way of understanding and presenting ideas. (instead of forcing them to become "American").

Creating a More Inclusive Campus

Echoing comments above and proffered earlier in the survey, some respondents **asked for programs to reduce discrimination and implicit bias among faculty and staff**. Comments below suggest consequences for racist comments by fellow students in class, request a neutral body to adjudicate grievances of racism and discrimination, and suggest a forum where international students can share their experiences
.

Have faculty and staff go to undoing institutional racism training
Be more inclusive and reduce implicit bias among professor

Work to remove DISCRIMINATION and HARASSMENT of international students. Work to provide them with a neutral body within UW that hears their grievances and helps to bring them justice. Train your faculties and staffs in better communication and leadership skills.

Make classes more welcoming of other nationalities. Have repercussions for white students that say offensive and racist things in class.

To provide a really open and respective environment for students of diversity.
Have conference where we can talk about our experience.

Providing More Career Support

Another category of responses highlights the difficulty of finding internship, research, and job opportunities for international students. Typical comments below, by both undergraduate and graduate students, request more mentoring and institutional support in career building.

> *Career management support.*

> *Job opportunities in the US*

> *More effort from Career Development Services in finding internships, workshops on how to brand ourselves and market our foreign experiences. More support in terms of understanding what opportunities we can pursue.*

> *Our professors and Departments help and recommend international students for finding internship opportunities to complement our academic learning. We need more support as so many US companies ignore our abilities when it comes to hire new employees.*

> *Part time jobs and laboratory opportunities*

> *Getting work experience specially for international students*

> *Whenever we attend career fairs, 80% of the employers don't hire international students.*

Increasing Financial Support for International Students

Again echoing comments under Challenges, ***survey participants described their financial burden*** as a major concern and called for support in the form of lower tuition or more funding opportunities to alleviate their financial difficulties. They ***also requested more affordable childcare and housing*** so that they would be able to devote more time and resources on their studies.

> *Make it less expensive*

> *Reduce the tuition fee.*

> *More money and opportunities specifically for international graduate students so we have to worry less about having money to eat and more about our work.*

> *Provide more funding for international students and humanities subjects.*

> *Scholarship opportunities for internationals.*

Help with more childcare resources (so I have time to study and constantly worried that I can't afford it and try to study at nights).

Provide low income housing.

Finally, it is worth noting those students who described their experience at UW as quite positive and made no suggestions for change and improvement. Here are representative comments.

> *Everything's OK! :)*   *Nothing really. Everything has been perfect so far.*
> *I think it's already great.*   *So far so good.*
> *You're doing good*   *I like the way it is.*
> *It has been great already*   *UW is perfect!!!*
> *My experience at UW has been great. People are mostly very friendly and helpful.*
> *I think what UW as now is great. We have many ethnic student organizations and cultural events.*

8. THE FINAL QUESTION

On a five-point Likert scale, the final question asked whether students would recommend UW to a friend. The gratifying news is that **more than half (53%) of the I/M student respondents answered "Definitely yes." Eighty-six percent answered "Definitely" or "Probably yes**." These are very encouraging responses. However, Table 14 indicates that undergraduate students lose some enthusiasm over time. Fifty-six percent of first-year students would definitely recommend UW. That certainty falls to 47% then 42.5% in the sophomore and junior years, respectively, before rising to 46% as seniors. This may well reflect an undergraduate trajectory in which a honeymoon phase is followed by the realities of life in the major (particularly as juniors), then apparently some increased comfort.

Table 12. Would you recommend UW to a friend?

	Definitely not		Probably not		Don't know/Not sure		Probably yes		Definitely yes			Total
	n	%	n	%	n	%	n	%	n	%	M	Valid N
Fr	1	0.6	6	3.4	20	11.2	52	29.1	100	55.9	4.4	179
So	0	0.0	2	2.4	9	10.8	33	39.8	39	47.0	4.3	83
Jr	4	2.6	10	6.5	18	11.8	56	36.6	65	42.5	4.1	153
Sr	0	0.0	9	7.0	16	12.4	45	34.9	59	45.7	4.2	129
UG Total	5	0.9	27	5.0	63	11.6	186	34.2	263	48.3		544
Grad	5	1.1	9	2.0	35	7.7	130	28.6	276	60.7	4.5	455

For graduate students, rates of satisfaction are higher, presumably because of they have a more informed sense of why they came to UW; as well, they have smaller classes, more support, and generally have designated mentors. Sixty-one percent of graduate students are certain that they would recommend UW to a friend (89% "Definitely" or "Probably yes"), and fewer are unsure how they feel, 8% vs. the undergraduate 12% average.

CONCLUSION

UW does relatively well in attracting and retaining international and multilingual (I/M) students. Their overall satisfaction scores are high (86 % for all students; 89% for graduate students). Yet there are robust calls for improvement. Several major themes emerge from the data. Themes reprised below are accompanied by corresponding recommendations.

FINDING

I/M students set high goals for themselves and their corresponding requests for support.

- Consistent appeal for language support (particularly in a full range of writing tasks, academic reading, and oral communication, including presentation skills). This call echoes the one so clearly expressed in the 2015 faculty & TA surveys.
- Calls for a dedicated academic support space for I/M students.

RECOMMENDATIONS

The university needs to provide adequate dedicated language support, including:

- Funding Academic English courses that are included in tuition, not an add-on expense. Courses needed: academic reading and writing, in-class and public speaking. Formats needed: hybrid as well as face-to-face courses
- Funding to build out a language support center (with an English language specialist and tutors), possibly connected to OWRC or another academic support center on campus. Campus-wide writing centers (OWRC & CLUE) need increased capacity to meet the needs of I/M students.
- Offering dedicated workshops
  - Undergraduates: editing your work, writing the personal statement, strategic reading, participating in class, giving presentations
  - Graduate students: writing for publication, grant writing, delivering a conference paper

FINDING

The desire for more contact with domestic students and for concomitant resources that can link international and domestic students

RECOMMENDATION

Continued support for programs that bring together international and domestic students.

FINDING

- Largely appreciative of the faculty, respondents want more support for and from faculty, hoping that faculty will understand and accommodate the unique challenges I/M students face.

This finding confirms results of the 2014 Student Engagement at the Research University (SERU) survey, which compared domestic and international students. I/M students reported greater challenges developing open channels of communication with faculty.

- Respondents identify discrimination, racism, and lack of inclusion—the latter both at the individual level and in the curriculum—as substantive issues.

The SERU survey found that I/M students were less likely to indicate that they were being treated fairly and equitably by faculty. The contemporary national and institutional context makes these findings particularly concerning.

RECOMMENDATIONS
Faculty and TAs need a fuller array of resources supporting globalized instructional strategies and addressing climate issues.
- TAs need support in teaching I/M students, beginning with departmental TA orientations.
- Teaching I/M students needs to be prioritized, its excellence highlighted along with other kinds of teaching excellence
- Respondents called for mandated faculty education, particularly with regard to troubling climate issues. Can this kind of support be offered as part of the Race & Equity Initiative or in partnership with the Race & Equity Initiative Steering Committee?

FINDING
Respondents repeatedly cite the burdensome cost of education.
- International students face a particular challenge, with higher tuition and fewer options for financial support and employment.
- International students express an increased need for professional mentoring, especially in gaining internship and research opportunities).

RECOMMENDATION
More financial support and professional mentoring for international students.

OVERARCHING RECOMMENDATION
This research documents the need for the UW to coordinate academic support of I/M students. This support needs to be formalized and extended to include:
- unifying and spearheading academic support based on evidence generated locally and in surveys of our institutional peers;
- leveraging campus-wide expertise through coordination, dialogue.
- making academic support visible across the institution for faculty, students, and advisors;

Enacting these evidence-based recommendations will advance the UW's commitment "to cultivating cultural and global awareness, knowledge exchange, innovative research across national borders, and cross-cultural relationships." These recommendations acknowledge that our international and multilingual students "bring diverse perspectives, knowledge, and experiences that strengthen the 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" (UW International Student Success).

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