

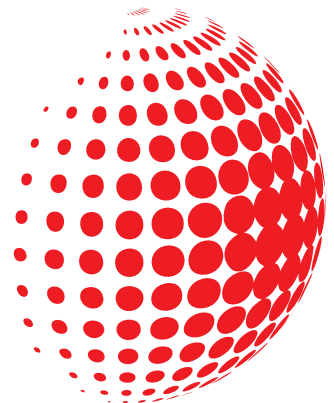


PROPOSAL FOR SUPPORT OF INTERNATIONAL STUDENT GROWTH AND CAMPUS GLOBALIZATION

**DIVISION OF UNDERGRADUATE EDUCATION
DECEMBER 20, 2013**



UNIVERSITY OF CALIFORNIA
SANTA CRUZ



December 20, 2013

JOSEPH KONOPELSKI
Chair, Academic Senate

Dear Joe,

Re: Proposal for Support of International Student Growth and Campus Globalization

I am pleased to provide, for consultation, Undergraduate Education's *Proposal for Support of International Student Growth and Campus Globalization* to the Santa Cruz Division of the Academic Senate.

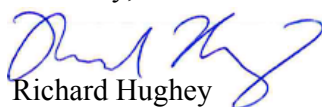
UC Santa Cruz is in a time of special opportunity – people in all parts of campus see the importance and value of international undergraduate student growth, and are fully engaging in the success of this significant change. There are many issues to solve: big ones from recruitment and orientation, and first-year curriculum, and less expected ones, such as meal choices. This proposal includes solutions to known needs, and the structures for meeting future needs, as we collectively propel our international, and our non-international students to graduation.

UC Santa Cruz is also poised to become a globalized research university, making available a full range of international experiences for research, study, service, and collaboration to all members of our campus. The scope is broad, and achieving this goal will require the continued strong leadership of the Academic Senate and Chancellor Blumenthal, as we chart our course for the next step. This proposal includes preliminary structures to support these efforts throughout campus.

Campus globalization and international student growth require engagement of all members of the campus community in the benefits of these initiatives, both the broadening of our campus perspectives and opportunities, and the financial return from our coming success. For these reasons, I am proposing allocating **2% of non-resident tuition to faculty** initiatives and program support; **5% of non-resident tuition to students** through need-based financial aid and to globalization scholarships; and **10% of non-resident tuition to prospective students** to ensure the diversity and retention of our non-resident student cohorts. Beyond this allocation of **2%-5%-10%**, about 7% of non-resident tuition will be needed for student recruitment and support, a modest investment to generate about \$33 million net annually in non-resident tuition for other campus priorities.

The Senate's response by February 15, 2015, would be highly appreciated.

Sincerely,



Richard Hughey
Vice Provost and Dean
of Undergraduate Education

cc: Chancellor Blumenthal
Administrative Leadership Team
Deans' Advisory Council
Special Advisor Maitra

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To view this report online, visit:

www.ue.ucsc.edu/UE_International_Proposal_2013

Report design: Peter Minogue

Introduction

Vision

To become a model of a distinctive Internationalized Research University for inbound and outbound students, scholars, faculty, and visitors.

Overview

In our fiftieth year, UC Santa Cruz is on the threshold of becoming a truly internationalized research university. Faculty excellence has led to impressive international rankings in research influence. Student participation in international study and research has placed us in top national rankings. Staff energy and dedication has resulted in our first international cohort and a dynamic environment for student support.

As the Academic Senate's Committee on International Education (CIE) stated in its January 2013 report, [The Parlous State of International Education at UCSC](#),

- Increasing the number of international students on campus is an important way to embrace the first two of UCSC's Principles of Community: diversity and openness.
- International enrollment provides a unique financial opportunity to increase tuition receipts and generate revenue for various campus ventures.

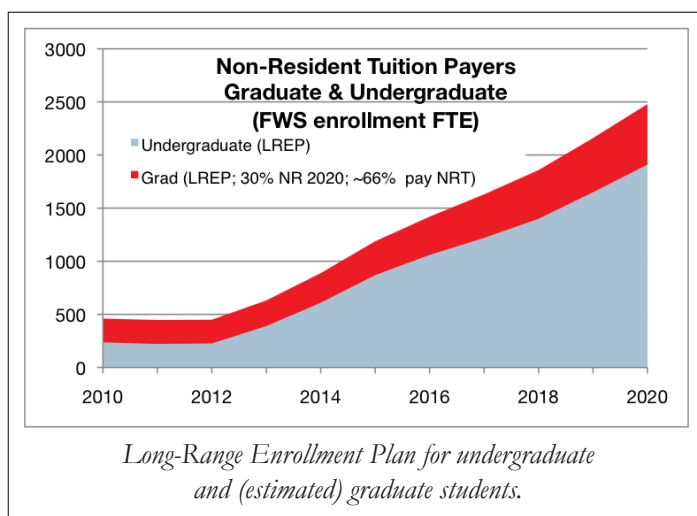
Recruitment of the Fall 2013 cohort began in 2011, EVC Galloway's Five for 2015 goal, campus reorganization, additional staffing, and the Undergraduate Dean's Award for recruitment and yield. Through these efforts and the Senate's strong support, we exceeded campus non-resident projections of just one year ago by 30% (Enrollment Projections, 12/18/2012) and surpassed the Senate's "stretch" international goal. Our trajectory is excellent, but we cannot succeed without long-term and significant investment in student support, campus-wide engagement, and establishment of long-term structures and facilities.

The campus draft Long Range Enrollment Plan (LREP)

targets undergraduate non-residents who will pay non-resident tuition (NRT) to grow to 10.7% of the student body by 2020. For comparison, non-resident undergraduate enrollment was 6% in 2000 (UCOP, including NRT waivers), and dropped over several years of tuition increases. The NRT enrollment was 1.5% in 2012, and is about 2.2% in 2013. Looking to 2020, graduate non-resident students may double through a combination of overall graduate growth and an increasing percentage of non-resident students (e.g., 23% in 2013 increasing to 30%). These plans will result in immense growth in the number of international students on our campus, bring regional diversity, financial opportunity, enhanced quality of education for all students, and new responsibilities to faculty and staff in student support.

At the undergraduate level, incoming international undergraduates (NRT) have increased from 14 in Fall 2012 to 103 in Fall 2013, and are expected to continue growing rapidly to 500–600 new international undergraduates in Fall 2020 and a total population of at least 1100–1200.

Total undergraduate non-resident tuition funding (NRT, at current levels, not including additional resident tuition, campus fees, and housing) in 2020 will be over \$44M, with an additional \$5–8M in graduate student NRT. The



proposal below suggests that about 22% of total NRT be dedicated to specific priorities for the recruitment and support of international non-resident students, and to the support of campus globalization. The remainder of these funds would be expected to support general campus priorities.

Non-resident undergraduates are similar to resident “over-enrollment” undergraduates, in that they do not generate state support beyond tuition and student fees (\$13,398, minus 30% return-to-aid). But, the non-resident students do additionally pay non-resident tuition (\$22,878, with about 20% return-to-aid to the Undergraduate Dean’s Award). Over-enrollment comes with certain costs, especially instructional. The campus distributes some of the over-enrollment resident tuition as Temporary Academic Staff (TAS) funds to cover instructional costs within the divisions (\$1700 per student above baseline, \$2.2M for 2014–15), while the remaining student fees support their education in the same way as state-funded enrollments. Teaching Assistant (TA) needs are similarly dependent on enrollment. The incremental costs of TA and TAS funding are not included below, as there are existing campus processes for funding distribution and because costs are independent of student residency.

In summary, significant expenditure will be required to ensure direct support and continued attendance of these students and achieve campus aspirations to become a truly globalized and internationally-recognized research university.

This Proposal

This proposal represents an initial plan to enroll and support increasing numbers of fee-paying non-residents, and to support campus efforts to become a globalized research university. The largest focus is on inbound, matriculated undergraduate students, but we also discuss ways to support broader internationalization efforts in programs and increase numbers of inbound graduate students and scholars, outbound students (studying abroad), and institutional collaborations in research and education.

Specifically, we propose strategies and resource needs to:

- Expand capacity to fulfill campus enrollment goals
- Determine and meet student needs
- Assist faculty and campus in becoming a globalized research university.

Shaping the Proposal

As a proposal for comment, we are seeking input, including improvements to these ideas and areas of concern that are not addressed. The various components have been developed as a result of extensive consultation with the senate and individual senators during the past year, much of which is available on the Undergraduate Education (UE) website, ue.ucsc.edu. Most recently, this includes the [Senate’s extensive analysis](#) of the consultant report UE commissioned last spring.

The proposal is also informed by the many units and staff who are working to successfully achieve campus goals with respect to non-resident students and, more broadly, internationalization, as well as comparisons with other UCs and best practices.

Although items are extensively interrelated, we have divided approaches into 5 groupings: Globalization Leadership and Engagement; Recruitment and Branding; Transitions to UC Santa Cruz; Student Success; and Students Abroad, International Scholars & Immigration Compliance. In each category, we provide a brief review of accomplishments, list of next steps, and information in resources, priorities, and timelines to 2020.

In the summary table of next steps (Appendix 4), we identify items as being either related to campus undergraduate non-resident enrollment goals or to the broad issue of campus globalization. While the items and phasing of the first group are vital to successful achievement of the campus enrollment plan, the timeframes of implementing campus globalization initiatives depend on how soon the campus wishes to achieve the stated goals. These efforts are interrelated; a strong effort in globalization will significantly and positively affect attainment of non-resident enrollment plans.

Globalization Leadership and Engagement

Vision

UC Santa Cruz faculty, staff, and students are fully engaged in our campus as an international research university. UC Santa Cruz has established an organizational and leadership structure that continues to propel our campus forward internationally in research, service, teaching, students, and employees. All members of the campus community see the advantages of efforts to broadly diversify the study body, as well as the resulting diversification of the campus funding base.

Accomplishments

- EVC Galloway's 2011 allocation of funding, approval of Undergraduate Dean's Award, and campus reorganization enables intentional recruitment of the Fall 2013 international class.
- Committee on International Education's (CIE's) [January 2013 report](#) catalyzes broad, campus-wide focus on international education and non-resident recruitment and enrollment.
- Committee on Admissions and Financial Aid (CAFA) approves separate admissions pools for domestic and international non-resident students, enabling achievement of specific targets within each category.
- Undergraduate Education (UE) engages consultant to [review and analyze](#) possibilities related to international student recruitment and yield, student success, and globalization, with senate engagement and extensive analysis of the resulting report.
- Chancellor appoints [Special Advisor for International Initiatives](#). Foci include enhancing the university's global visibility, helping to establish strategic international partnerships, guiding and supporting faculty engagement in our internationalization efforts, supporting campus fundraising activities, and collaborating with campus leaders for undergraduate education and graduate studies and research. The appointment is congruent to the Strategic Partnerships recommendation of the CDB report, but at a structurally higher level.
- UE appoints [Interim Associate Dean of International Education](#) (50%) with focus on inbound and outbound students.
- Chancellor and Special Advisor to visit India in December with Dean of Humanities, Associate Chancellor, and Director of Admissions.



Campus Globalization is a joint effort among Senate, Faculty, Staff, and Administration.

Next Steps

A1 & A2. Leadership

Globalization is a full-campus endeavor, requiring leadership within and from all divisions, units, faculty, staff, and administrators. Most important is a full-time, dedicated faculty administrator serving as Chief International Officer.

A1. Associate Vice Provost of International Education (100%). With the geometric growth of the international undergraduate population, increase this position to 100% time. Focus on inbound and outbound students; programmatic partnerships such as dual-degree; realization of opportunities, such as government programs; and leadership and support of campus globalization. Secondary focus on recruitment and (with the Special Advisor) institutional partnerships. Leadership in communication regarding globalization and international student support. Faculty leadership of the the International Education Office (IEO). Initially reports to VPDUE, working as needed with EVC, Chancellor, Special Advisor, Deans, Academic Leadership Team (ALT), Senate, and others.

A2. International Initiatives. The Special Advisor is working to jump-start “UCSC’s presence and engagement on the global stage,” building international relationships to the benefit of research, scholarly engagement, students, and non-resident enrollment. As the scope of these engagements grow, continue to examine the leadership structures and support for achievement of our campus’ place as an internationally-known, globalized research university.

A3 & A4 Engagement: 2% Faculty and Programs

Faculty and programs are the heart of innovation at UC Santa Cruz. Thus, it is crucial that globalization initiatives large and small be supported through a competitive innovation fund and direct incentive funding based on major enrollment.

A3. Globalization Innovation Fund. We propose establishment of a Globalization Innovation Fund, indexed to non-resident tuition revenue. Appropriate projects could include new degree programs, revisions to courses or curriculum, new support programs to address the needs of international students, new opportunities for all undergraduates, engagement with student recruitment, development of new outbound programs, program material translation, joint degree initiatives and startup, and other items. A possible process would be a call for proposals in Fall, followed by review of proposals by the Committee on International Education or a new Joint Subcommittee, with final award decisions made by the Vice Provosts (Academic Affairs, Graduate Studies, and Undergraduate Education) and Special Advisor.

A4. Academic Program Incentive. A campus reflects its values in many ways, perhaps most importantly through its research and academic programs. A true engagement with globalization must be reflected in our program offerings. The Committee on International Education’s preliminary discussions about a globalization certificate or minor program are an excellent start. In the future, a variety of majors may appropriately have internationalized concentrations or combined majors. Additionally, majors of high interest to students globally should be considered, with an accredited undergraduate business degree (CDB p23) being a potential target. Other possibilities include a broad range of Bachelor/Master programs, and particular programs that analysis shows will be of interest to prospective students. We propose to have direct incentives to programs, much as with the master’s program incentives (though at a much lower per-student amount) to ensure broad campus engagement. Senate and program leadership are vital to ultimate success.

A5 & A6 Engagement: 5% Students

The engagement of students, international, national, and resident, in campus globalization, both the experiences and the financial return, is equally important. To enhance such engagement, we propose a 5% allocation to students.

A5. Global Experience Fellowships. Part of globalization is a growth in undergraduate participation in the Study Abroad programs and international field work. While UC Santa Cruz has high participation, we seek to break into the top 10 in multiple measures of globalization. Following a model used by some schools, we suggest a fellowship fund indexed to non-resident revenue to support students studying abroad, known to increase retention and be a transformative student experience. A portion of these funds could also be used for student outreach to home institutions.

A6. General Financial Aid. It is also appropriate to allocate a portion of undergraduate NRT to general financial aid. Again, this is to provide the students and campus a clear message that the financial gain of increasing non-resident students is one that clearly and specifically benefits resident students.

A7 Engagement: 10% Student Recruitment, Yield and Retention

The Undergraduate Dean's Award (UGDA) has provided a clear, compelling, and simple message to prospective students: we know tuition is high, we value you as a prospective student at UC Santa Cruz, and we are prepared to help. Careful analysis will enable a gradual reduction as we move out of our startup phase.

A7. Strategically Target the Undergraduate Dean's Award. The award currently provides all NRT frosh \$4k each of the first two years, and \$6k each of the second two years (transfer students receive \$4k the first year and \$6k the second year). The UGDA represents a 20% return-to-aid (RTA) on the NRT. With strategically-targeted use of the UGDA, we propose reduction of the award to 10% of NRT by the year 2020, with reduction beginning with the Fall 2016 cohort. While this may reduce yield of NRT students, it will also enable additional funds to be used elsewhere. This is predicated on sufficient assessment to gain insight on the price elasticity for admitted students allowing us to systematically target the awards in consultation with CAFA.

A8 Engagement: Graduate Growth

Globalization is an issue for all students, undergraduate and graduate. Campus focus on graduate growth may make this an opportune time to have a special focus on international graduate students.

A8. PhD/MFA NRT Incentive. Committee on Planning and Budget (CPB) suggests that an incentive program similar to the new Master's incentive program might be considered. While the current proposal is most focused on undergraduates, the potential for significant internationalization at that graduate level is also a vital component of globalization. Such a structure may promote higher levels of program support and involvement in internationalization.

Resources & Timeline

Resources

The AVPIE (A1) will require a 100% time position; current EAP director funding will cover a portion of this. The position will require administrative staff support, combined with support of Fulbright growth (E4).

The Special Advisor (A2) is presently a part-time 2-year position. The long-term structure to begin new institutional strategic initiatives, and to support existing ones, will need to be regularly examined. The campus

investment may continue to be at this level, with additional support through fundraising and the international initiatives themselves.

2% Non-Resident Tuition for Faculty and Programs. The Globalization Innovation Fund (A3) is recommended to be launched with \$200,000 annually, shifting to 1% of the total non-resident tuition when NRT exceeds \$20M (or, 2% of international NRT, if preferred). The Fund would be of similar size to the Committee on Research grant fund by 2020. The Academic Program Incentive (A4) could be 1% of NRT proportioned according to declared majors (around \$500 per major, depending on the portion of declared students), with required annual report above a specific threshold amount. Overall, faculty and programs would receive about 2% of non-resident tuition.

5% Non-Resident Tuition for Students. Global Experience Fellowships (A5) suggested at 2.5% of total NRT, and General Financial Aid (A6, need-based) 2.5% of total NRT. Overall, students would receive 5% of NRT in the form of direct student aid.

10% Non-Resident Tuition for Student Recruitment, Yield and Retention. Following the consultant's assessment, the Undergraduate Deans Award (A7) incentive is recommended to continue at the 20% level through the 2015-16 academic year, and phasing down 2 percentage points per year to 10% by 2020-21. To aid in phase-down, beginning in 2014-15 or 2015-16, the UGDA funding pool should be converted to an explicit 20% NRT fund, with all ongoing commitments to be covered by this funds (e.g., rather than calculating the size of the fund centrally based on specific student needs) so that its use can be responsive to annual recruitment foci, such as need, merit, majors with capacity, and/or geographic diversity, in collaboration with CAFA.

The PhD/MFA NRT incentive (A8) could be considered in the context of the (non-PDST) Master's incentive on NRT, which divides tuition into approximate thirds between return-to-aid, programs and divisions, and central funding.

Timeline

For 2013-14:

- Establish structure for Global Innovation Fund (GIF) call.
- Recruit Associate Vice Provost for International Education (AVPIE).

For 2014-15:

- Begin 100% AVPIE position.
- Solicit GIF proposals and make first awards.
- Global Experience Fellowships.
- Minor or certificate, growth in Bachelor/Grad programs in targeted areas.

For 2015-17:

- UGDA changed to block allocation as percentage of NRT to enable reduction to 10% by 2020.
- Start of phase-down and targeting of UGDA (Fall 2016 cohort).
- PhD/MFA NRT Incentive Program phase-in.

For 2017-20:

- Re-assess leadership structure.
- Establish new majors and programs of interest to non-resident students
- New majors and programs focussed on globalization.
- UGDA to 10% in 2020.

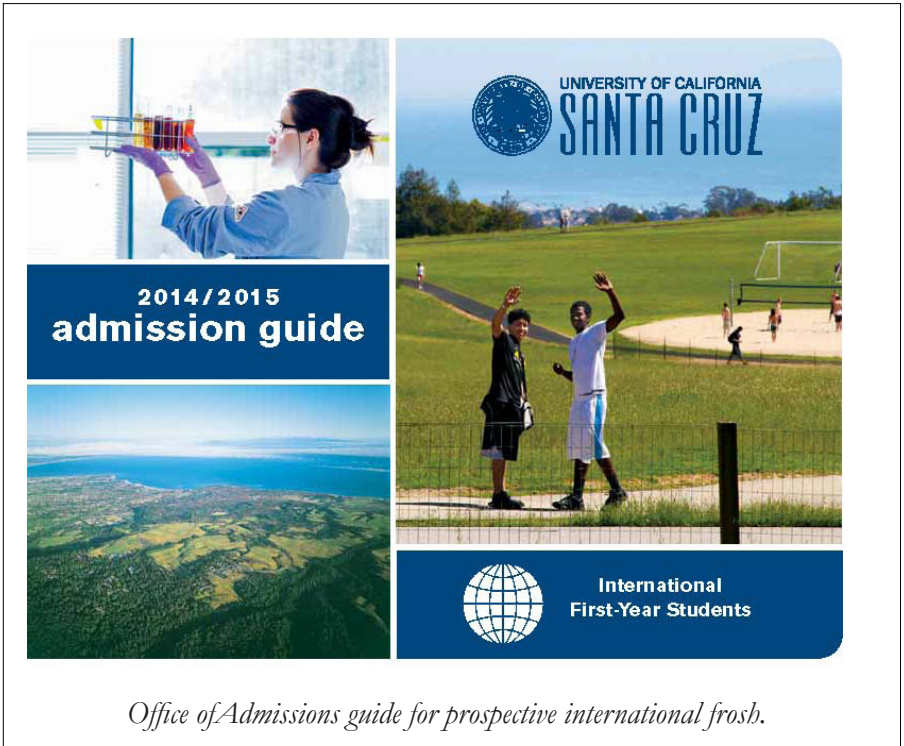
Recruitment and Branding

Vision

UC Santa Cruz is a well-known, international destination campus for undergraduate and graduate study, and is broadly recognized for the impact, quality, and quantity of its research and scholarship. Our campus has a diverse, multi-country student body prepared to succeed, excel in their education, and contribute their perspectives to our community of scholars.

Accomplishments

- Received fall 2013 frosh applications from the United States and 82 additional countries.
- Increased applications from international frosh for fall 2013 by 67%, an increase of 995 applications. Fall 2014 preliminary international frosh applications are 50% higher than last year (+1,204).
- Increased the applications from international transfer students for fall 2013 by 22%, an increase of 96 applications. Fall 2014 preliminary international transfers are 20% higher than last year (+106).
- Engaged with Senate's Committee on Admission and Financial Aid (CAFA) on major admissions policy issues to enable rapid expansion of admit pool.
- Increased by 2.5 times the number of international admits, from 589 to 1,504 in Fall 2013 ([UCOP](#)).
- Developed and executed our first recruitment strategy for non-resident international students, resulting in 103 new international NRT enrollees, an seven-fold increase.



Office of Admissions guide for prospective international frosh.

Next Steps

B1. Applicant pool. Continue to expand applicant pool through a combination of broad-based and country-specific strategies. Focus on building a broadly diverse class prepared to succeed. Recruit through staff and faculty travel, development of country-specific marketing, and focus on international students in California Community Colleges. Work with selected vendors to expand reach. Increase marketing efforts through web and publications, including translation of key web pages for family members and other influencers. Highlight the unique aspects of Santa Cruz and UC Santa Cruz, including values of sustainability and social justice, research impact, location, First-Year Honors Program, Undergraduate Research, exceptional faculty, and similar items.

B2. Evaluation. Moderately increase the number of admissions evaluators to ensure speedy assessment of applications as the pool grows. Expand Admissions Office expertise for appropriately evaluating and applying international course work (both at the high school and collegiate level) for selection purposes, as well as in the awarding of transfer credit for resident students.

B3. Yield and Melt. Further expand staffing dedicated to the support of prospective international students. Add dedicated admissions staff to facilitate the increased communication needs as these prospective students navigate the many steps required prior to arrival on campus.

B4. Undergraduate Dean's Award. Maintain and revise the Undergraduate Dean's Award for student recruitment, yield, and retention (A7).

Resources & Timeline

Resources

Recruitment and travel (B1) is expected to grow 10-20% annually and vendor relationships 5-10% annually. Direct marketing is expected to grow 5-10% annually. These expenses are expected to be covered by increases in application fee revenue, although the current incremental growth distribution of 80% to the Office of Admissions and 20% to the central budget will need to be re-examined. These categories will require close attention to ensure that this funding is sufficient.

The Office of Admissions is increasing expertise throughout its operations, providing some redundancy to the international specialists. But, the complexity of analyzing international high school and college records will continue to climb with expanding recruitment efforts, leading to the need for an evaluation/selection/assessment FTE (SAO II/SAO III) within the next 2 years (B2), sooner if annual application growth exceeds 50%, and later depending on possible systemwide infrastructure. This position would also be able to address growth in reviewing international collegiate records, such as transfer courses, from continuing UCSC students. Additional evaluation staff (B2) will be needed with an expectation of about one staff member per two years of 50% growth, or equivalently, each factor of 2.25 increase in international applications. Systemwide efforts on transcript evaluation may reduce this need, if successful.

The most pressing need is a staff member (B3) dedicated to the personalized communications that international students expect, especially admitted and SIRED students. This position could also travel during peak recruitment times.

Timeline

For 2013-14:

- Hire communications staff.

For 2014-15:

- Hire evaluator (Fall 14 if rapid growth, Spring 15 if expected growth).

For 2015-17:

- Hire evaluator (Fall 16 expected, Fall 17 with UCOP support).

For 2017-20:

- Second prospect communication staff member. Also, consider overall staffing based on realized application and marketing growth.

Transitions to UC Santa Cruz

Vision

High-achieving students from many countries and cultures join UC Santa Cruz prepared to succeed in courses and graduate within either two or four years. UC Santa Cruz offers an array of programs and services to provide culturally relevant academic, personal, and emotional support to international students newly identified as UC Santa Cruz Slugs to ease the challenges they will face attending college in a new country.

Accomplishments

- IEO issues visa documents (I-20s) within 10 days of receiving necessary financial documents from students and Admissions through a concerted effort to streamline processes. Express shipping is now used to speed student receipt of the completed I-20.
- Two multi-day international orientations were rapidly designed and offered. Fees were subsidized by the Chancellor's Office and Undergraduate Education.
 - Sixty students attended the four-day program, which included airport pickup, sessions on understanding US culture, laws, classroom norms and expectations, as well as social activities. Students also received information and support with opening bank accounts, paying tuition and navigating campus.
 - Fifteen students attended the ten-day program, which additionally included sessions on writing, accent reduction and research citation.
- Increased Registrar's Office staffing with one-time funds for residency determination and automated the collection of residency information in AIS.



Orientation Leaders.

Next Steps

C1. Streamline I-20 Process. Investigate the viability and benefit of working to enable students to submit financial documents needed before visa issuance online (which may save several days in mailing documents to us) and much earlier in our process. Streamlining receipt of I-20 documents is important, the sooner the I-20 is sent the more likely the student will enroll. May include combination of UCOP support, AIS, and/or the financial aid document management system.

C2. SEVIS Coordinator. UCSC now has sufficient volume of international students and scholars to warrant hiring a dedicated SEVIS (federal immigration database) specialist. With this hire, advisors will no longer have to each interface with the database and will be able to manage a higher immigration advising workload.

C3. College Distribution. Establish a more even distribution of matriculated international students among the 10 colleges to ensure that all colleges and students have the benefits and challenges of a diverse student body (e.g., cultural exchange, advising support). Broad distribution will also encourage our international students to make the cross-cultural connections that are often difficult to make when housed with peers from your homeland in a single location.

C4. Summer Start. Develop a summer program for matriculated international frosh to include a set of courses specifically developed to enhance their future success at UCSC. The optional program will include writing, advanced spoken English, and a university success course, and will meet the minimum hourly requirement for a visa. Less than 15% of fall 2013 international frosh passed the Analytical Writing Placement Examination (AWPE), one way of satisfying the Entry Level Writing Requirement (ELWR). The low pass rate is not unusual in the UC system. Also, there are reports of students having difficulty following course lectures because of the fast pace and different accents of instructors. The summer start program is designed to get international students through the writing requirements one quarter earlier than they might otherwise, increase classroom listening skills, and to improve overall academic performance. This 7-week program will begin in Summer Session II and end at the start of the 10-day international orientation, discussed next.

C5. International Orientation. Require all new fall international students to attend a revised 10-day international orientation that covers immigration and visa requirements, introduction to university academic and social resources, support for enrolling in classes and paying tuition, tours of campus, discussions of expectations of students in an American university, and trips to local landmarks.

C6. Leverage UC. Learn from and investigate partnering with sister UCs that are offering orientations and tests (such as the Advanced Writing Placement Exam) in other languages or countries to meet the needs and timing constraints of incoming students.

C7. Facilitate Banking. Allow and encourage international students to make tuition payments via bank wire transfer or credit card. Provide international students a specific on-campus housing address, with mail box number, in advance of arrival to speed the ability to open a domestic bank account.

C8. Residency Evaluation. Monitor potential need for incremental funding to ensure that the Registrar's Office can make residency determinations promptly; many enrollment decisions depend on rapid formal determination of residency for tuition purposes. Staff have seen a significant increase in inquiries since we began our non-resident recruitment efforts.

C9. Break Housing for International Students. The rapid increase in international students will place new strains on the number and financial support needs of hotel stays for students displaced during break with nowhere else to go. CHES subsidizes hotel stays for a very limited number of available rooms, but close monitoring of international student needs will be required to ensure that their perception of UCSC's support during campus closure is positive. Possible solutions include creation of a home-stay program, or designating several floors for break housing, with a discount for the students packing up their belongings funded by the students using the break housing.

C10. Continue Four-year Housing Guarantee for Non-Resident International Students. Consider for all non-resident students.

Resources & Timeline

Resources

Streamlining the I-20 Process (C1) can be accomplished within existing resources or modest one-time funding. SEVIS Coordinator (C2) is a new technical position, with a likely salary of \$65k plus benefits and support. The addition of a joint Student/Employee visa advisor (C1, E6) will ensure the ability to meet student, visitor, and researcher visa requirements in a financially effective way. Summer Start (C4) will be funded by student tuition within the Summer Session financial model.

A ten-day international orientation (C5) is expected to cost \$1500 per student (35% housing and dining, 27% mentors, 23% programming, 15% administration and other), potentially a deterrent to choosing UC Santa Cruz (other campuses charge \$150 to \$400 for their (shorter) orientations). To maximize attendance and success, the cost to students should not exceed \$750, with the remaining \$750 per student coming from campus (NRT) funds for the two-year pilot. If successful, longer-term funding could be merged into the UGDA block allocation. Two-year pilot approved by Chancellor and EVC.

Residency evaluation (C8) is presently being hired on one-time funds, and will need to be shifted to permanent funds. It is expected that a single position will be sufficient for the foreseeable future.

The next steps related to housing (C9, C10) may have costs, potentially self-funded that are as yet unknown, requiring further study, experience, and comparisons.

The remaining Next Steps (C3, C6, C7) are policy items requiring no additional funds.

Timeline

For 2013-14:

- Set mandatory fee level for orientation.
- Hire a SEVIS Coordinator.
- Hire a combined Student/Employee Visa Specialist.
- Pilot summer session 2014 summer start program.

For 2014-15:

- First pilot year for 10-day mandatory orientation.
- Expand attendance in summer start.
- Online financial documents for the I-20.

For 2015-17:

- Second pilot year (2015-16) for 10-day mandatory orientation.
- Consider continuation of mandatory 10-day orientation in 2016-17.
- I-20 process fully integrated with the Academic Information System (AIS).

For 2017-20:

- Evaluate workload to determine whether additional visa specialist capacity is required.

Student Success

Vision

UC Santa Cruz is a supportive environment for international undergraduates. Faculty, staff, and students are culturally competent and welcoming to students from many countries. An expanded first-year curriculum provides a seamless transition for students with different first languages. International students are provided with the support that they need to best take advantage of their decision to earn a degree from UC Santa Cruz.

Accomplishments

- Offered specialized courses in writing and speaking with the Writing and Language Programs in the fall 2013 quarter for international students.
- Hired an IEO International Student Advisor with responsibility for international student retention. Early projects included hosting informal check-in sessions with international frosh; meeting with campus partners to alert them to special needs of this population; adopting the International Student Barometer (ISB) survey; and working closely with Institutional Research to measure international student experiences over time, including customization of the UCUES and College Choice surveys.
- Increased Fall programming, including sponsoring The Dialogue, a guided discussion and intercultural film screening. Additionally conducted programs for international students including an International Friends Program pairing returning native EAP students and matriculated international students, and several International Mingles. Conducted numerous international student workshops, including sessions on U.S. employment, taxes and culture shock.



International Education Office International Mingle.

Next Steps

D1. Cultural Sensitivity and Intercultural Communication Training. Partnership of IEO, CHES, and the Office of Diversity, Equity, and Inclusion (ODEI) to train staff on the variety of ways that students from different cultures communicate, manage stress, interact with authority, ask for support, and other issues. Initially focus on residential life, academic advisors and other student services staff.

D2. Writing and Language. Evaluate and modify the specialized writing and language courses that were offered in the fall quarter of 2013 to further improve their effectiveness in meeting international student needs. This year about 13% of international students passed the Analytical Writing Placement Examination (AWPE), well below the campus average of 39%. (For comparison, last year, 19% of international students at UCLA and 11% at UCR passed the test.) Writing program instructors state that the needs of international speakers are substantially different than those of native students.

D3. First Year Honors Program. Make permanent and expand the first-year honors program (FYHP) if it is verified as an important tool for non-resident recruitment. The FYHP seeks about one quarter non-resident students to justify continued investment. If this target is achieved, then the program should be made permanent.

- D4. Retention Specialists.** Make permanent the position of IEO Retention Specialist, currently a limited term hire. If enrollment projections are met, additional retention specialists will need to be added to provide personalized and necessarily intensive support to international students throughout campus in 2016 and 2019.
- D5. Academic Advisor.** Allocate a partial FTE associated with UE or colleges advising to work part-time co-located with the IEO.
- D6. CAPS.** Provide recurring funding for Counseling and Psychological Services (CAPS) training on working with newly arrived international students. Consider ways to offer counseling in Mandarin to help serve the largest group of international students.
- D7. Co-curricular Support.** In addition to academic support, international students will need access to culturally sensitive programming and identified opportunities to connect. A co-curricular program coordinator would coordinate airport transport (in conjunction with Orientation), establish conversation partnerships, host movies and discussions, organize World Cup competitions, and other activities that would be attractive to international students (and scholars) and also to the campus community at large.
- D8. Peer Mentors.** Develop a peer mentoring program for international students. To capitalize on the connections made in the initial introductions to campus, hire orientation leaders that are interested in continuing their relationships with new students and with UCSC's IEO office. Peer mentors would be hired after orientation and transition to be supervised by the IEO retention specialist. The program would cover the first two years of enrollment, the most important retention years. Peer mentor programs are a great way to provide support to international students, increase the ease of integration, enhance cultural awareness (for mentor and mentee), and provide a direct means for receiving immediate feedback issues related to individual students or cohorts.
- D9. International Center.** Locate space suitable to develop the IEO into a full International Center. One initial possibility would be a remodelling project in Hahn to meet needs for the next 3-5 years. Further growth may be needed after 5 years. This center could also "provide support services to those who work with international students outside of the classroom (advisors, tutors, RAs)" (CEP, 10/25/13).
- D10. Student Association(s).** Cultivate the development of additional undergraduate student groups focused on international issues, ideally including both international students, students of international descent, and students interested in the specific region or country. Encourage current student associations such as the Asian Pacific Islander Association to increase their outreach and support to international students from Asia and the Pacific Islands or to have them partner with the equivalent international student group. Seek faculty and staff mentors for the groups.
- D11. International Graduate Students.** Coordinate with and provide support for the Graduate Division, for example by considering creation of an in-house Graduate Division language support program, expanding on the current training offered by the Graduate Division in Accent Improvement for prospective teaching assistants.

Resources & Timeline

Resources

Cultural training (D1) may be covered with existing and new (IEO) staffing.

Long-term Writing and Language (D2) needs are presently unknown. As a stopgap, allocate \$100,000 for 2014-15, and \$150,000 for 2015-16, with the intent that a curricular solution with a continuing enrollment-based funding stream can be determined for 2016-17. The amount roughly corresponds to 2 additional 20-person 5-unit courses per international student.

One issue that came up in informal discussion with the Committee on Planning and Budget (CPB) was the lack of familiarity for many international students with the standards of academic writing. Thus, instructors are having to spend some time teaching students about attribution, paraphrasing, and the like. One aid to faculty and students would be a paper analysis tool that students could use prior to submission, and faculty and TAs use after submission. [Senate review of such a tool](#) showed a broad range of support, though not uniform. Estimates for Turnitin are about \$35,000 per year IT costs and 0.5 FTE (\$56,000) per year for support, possibly reducing over time.

First Year Honors Program (D3) if successful in 2014-15, permanent funding would be \$100,000 initially, and \$150,000 when potentially expanded to four colleges and about 200 students in 2016-17. If FYHP is not successful in 2014-15, the final pilot year, the program would be phased out and eliminated.

Retention advisors (D4), approximately \$60k plus benefits and support, per each 450 students. At projected enrollments, we will need to hire additional advisors in 2015-16 and 2018-19, and 2020-21.

Academic advisor (D5), 0.25 FTE SAO II, rising to 0.75 by 2020.

CAPS (D6) training, \$5000 year. Full-time CAPS counselors are about \$100,000; combining the need for international students with other campus needs could result in a full-time career staff need in 1-3 years.

Co-curricular support program (D7) requires a program person (\$45k plus benefits), co-leading the peer mentor program, conversation partners, establishing an airport transit program, international community building events, cultural competency, and \$75 in programming costs per international undergraduate student per year.

The peer mentor program (D8) will require funding indexed to the number of first- and second-year international undergraduates, one mentor per 15 students. For 162 new international students in Fall 2014 and 103 second-year students, 17.7 mentors are required. These will be hourly positions, 5 hours per week for 30 weeks per year. Mentors would be required to spend 5 hours per week connecting with and supporting international frosh and sophomores.

International Center (D9), including current IEO, new student and permanent staff, and student spaces, will require about 4000 asf, larger if the international population expands further. IEO currently occupies 2,570 ASF in the Classroom Unit building. Renovation needs to be determined. As CPB noted (Internationalization Consultation & Report Feedback, 12/11/2013): “The office must also have authority and resources, as well as provide a social “home” for international students. This is crucial for making international students feel safe. This location should be functional by the arrival of next year’s cohort at the latest.”

Student Associations (D10) and International Graduate Student Support (D11) would most likely be within existing student support structures.

Timeline

For 2013-14:

- Develop location strategy for International Center. Hire a co-curricular program coordinator and implement peer mentor program for 2014-15.

For 2014-15:

- Develop facilities plan for International Center.

For 2015-17:

- Hire retention advisor. International Center.

For 2017-20:

- Hire retention advisor.



Open studios.

Students Abroad, International Scholars, & Immigration Compliance

Vision

UC Santa Cruz is widely known for its distinctive international experiences available to all students. We support developing and offering faculty-led courses that maximize academic rigor and cultural experience with an acceptable level of campus risk. International scholars, researchers, faculty, and dependents receive accurate, supportive, and timely visa sponsorship. UC Santa Cruz continues to meet all federal regulations related to visa sponsorship and responds quickly to government inquiries.

Accomplishments

- Sought US Department of Homeland Security approval to provide visas for international students in programs offered in Silicon Valley and at Long Marine Lab.
- Provided mandatory visa support, including quarterly verification, for 325 scholars, 490 students, 100 incoming (reciprocal) EAP students, and approximately 100 dependents. Ensured accurate reporting of data to the federal government through the SEVIS system.
- Conducted a Fall welcome dinner and a Spring picnic for international scholars and their dependents.
- Responded successfully to an increased number of unannounced federal audits of individual cases. Over 30% of UCSC H-1B visas are audited by US Department of Homeland Security, requiring staff to provide documentation, answer questions, and explain processes in unannounced inspections with the potential for campus and personal liability. To date no issues have been found.
- Maintained high participation of UC students in study abroad programs. Fully 12.5% of UCEAP students are from UC Santa Cruz – only Berkeley and Santa Barbara have higher representation; and 3.5% of our undergraduates study abroad, the second highest in UC after Berkeley. Our 1:226 advisor-to-EAP-student ratio is the highest in the system (Berkeley is 1:164 and Santa Barbara is 1:139). UCSC's emphasis on study abroad has made national headlines – we are among the top 20 schools nationally in the number of students studying abroad in long-term programs.
- Developed an outline for managing risk in faculty-led programs with Risk Management Services.
- IEO received approval for a study abroad application fee. The funds raised from this new fee enabled IEO to hire an additional 0.5 FTE study abroad advisor, and reduced our advisor ratio from 1:283 to 1:226.
- Reestablished the IEO's Assistant Director Programs Abroad position, previously cut, to work with CIE, Risk Management, and others to develop a structure for faculty-led program development, in addition to advising half-time.



The International Education Office in Classroom Unit.

Next Steps

- E1. Faculty-Led Programs.** An internationalized campus is one which also offers a variety of its own faculty-led programs during regular quarters and summer session. Establishing the academic, financial, and administrative structure for such programs is a top internationalization priority. Such a system will result in a regular call from IEO and CIE for course proposals, and establish the infrastructure required for student and instructor support and risk management.
- E2. Assistant Director Programs Abroad.** Make permanent the position of IEO Assistant Director Programs Abroad, currently a limited term hire, to work with CIE, Risk Management, and others to develop a structure for faculty-led program development, in addition to advising half-time.
- E3. Faculty-Led Program Support.** A realistic ratio of staff to programs under development is 1:4. This ratio can change as programs and practices become standard and renewable. Staff efforts begin at least 18 months prior to the start of a new program, and because we must first establish campus procedures and practices, more time and support will be required.
- E4. Expanded Fulbright Program.** Expand support and expertise for the Fulbright Program by shifting support from Undergraduate Advising to the IEO, and expand collaboration with the Graduate Division on this program.
- E5. International Program Risk.** Currently faculty are taking students on study trips abroad without oversight, logistical support, emergency procedures, complying with federal crime reporting (Clery Act) requirements, informing students of program risks, or being provided standard procedures. UCSC does not have guidelines for faculty- or student-led programs abroad, including emergency procedures, a considerable risk to participants and campus. IEO and Risk Services are preparing to develop and implement guidelines appropriate for our campus, including an operationally focused international oversight committee and a global incident management committee.
- E6. Inbound Employees and Visitors.** Increase capacity for tenure-track faculty, lecturers, post-doctoral scholars, and visiting researchers and scholars. IEO provides visa support for approximately 400 international scholars and dependents who are coming to UCSC to work, do research or collaborate informally with faculty on campus. This includes H-1B, Permanent Residents, J-1, and assorted other visa categories less commonly seen on our campus. We have 1.3 FTE dedicated to employment-based visas. The result is costly overtime, frequent inability to meet academic department requested hiring dates, and the potential for mistakes that may jeopardize our ability to sponsor these visa categories. With an additional 0.5 FTE (split with 0.5 student immigration), many of these negative impacts would be eliminated.
- E7. Classification Realignment.** Growth in programs and staffing within the IEO also will (and has) required adjustments in job classifications and responsibilities. Importantly, the position classifications should reflect those of other UC campuses to address the historical issues of rapid turnover that, can lead to significant delays in visa processing, EAP activity, and student advising.
- E8. Global Experience Fellowships.** Provide financial support to students studying and researching abroad (A5).

Resources & Timeline

Resources

Programs and courses abroad (E1) are covered by a mix of tuition, participation fees, and support of local and third party expenses. When students attend UCEAP, their tuition goes to UCEAP, and a similar structure would be needed locally to support programs abroad during the academic year and during summer session. The longer term goal would be for programs sponsored by UC Santa Cruz to be revenue-neutral, but this would not be possible initially.

The Assistant Director of Programs Abroad (E2) will be the key administrator for developing the processes for programs abroad, including, with Risk Services (E5), best practices. The Assistant Director will also be responsible for ensuring success of the Expanded Fulbright Program (E4).

Programs will require one experienced program assistant (E3) in IEO per four faculty-led programs to help develop and manage the programs, including faculty and student pre-departure orientations, risk management, marketing, budget development, outbound visa support and logistics in the U.S. and abroad. The staff and faculty costs (from tuition), will vary depending on the program and the compensation model. Some campuses pay faculty an amount (e.g., \$500 per student attendee) up to a maximum (e.g., \$12,000) plus a set amount for additional work on program coordination and per diem. Others establish a set salary to include all costs for the faculty (a flat-rate as it were) and still others pay salary, expenses and per diem. Risk management recommends that two responsible adults (faculty and TA, perhaps) attend each program.

Inbound Employees and Visitors (E6) will requires a split visa specialist (student and employee). If internationalization and faculty recruitment grows to include significantly more, expanded staffing per 300 additional scholars and visitors will be needed to ensure minimum compliance with federal immigration statutes and meet the requests of departments, divisions, and individuals requesting visa support.

Job function and classification (E7). The IEO staff positions are generally compensated well below those of comparable UCs. Parity with campuses in the Bay Area is essential to successfully engage in internationalization, reduce the administrative expense due to high turnover, and capitalize on the relationships and expertise developed over time.

It may be appropriate to consider fee for service models, typical in UC, for some visa categories or services to enable more rapid adjustment in temporary staffing or contracting to meet demand. Some units have adopted a local “voluntary” donation to defray costs of hosting international visitors. We recommend a campuswide approach to covering the divisional, departmental, and IEO costs associated with hosting visitors. As a comparison, the fees other UCs charge for handling J-1 visa requests range from \$200 to \$700, with an average of \$400. And, typical charges are \$500-\$2000 per H-1B petition and \$400-\$6400 per Permanent Resident (PR) petition.

Phasing

For 2013-14:

- Develop faculty, administrative, and financial structures for a concerted effort in faculty-led programs.
Establish risk management plans and policies.
- Student/Employee visa specialist (C1, E6).

For 2014-15:

- Call for applications of new programs.
- Hire Programs Abroad Coordinator to manage 1-2 new faculty-led programs and oversee Fulbright Program on campus (\$50k plus benefits)

For 2015-17:

- Additional Coordinators as Programs Abroad expands.

For 2017-20:

- Programs Abroad Coordinator position(s) become self-supporting from participant tuition and program fees.

Appendices

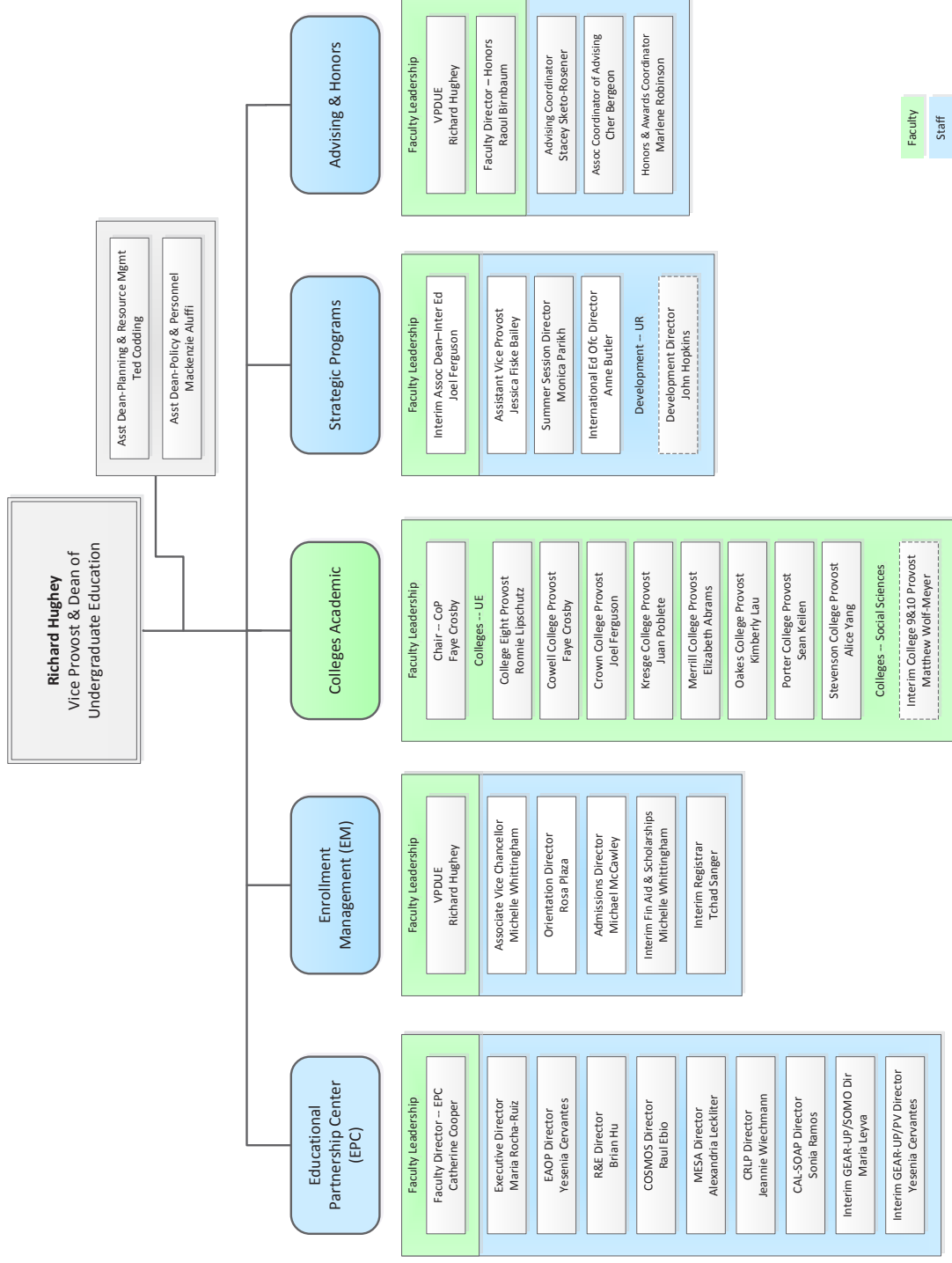
1. Enrollment Projections
2. Organization Charts
3. Staffing Plan
4. Resource Plan

DISCLAIMER: This document is not the “be all to end all” authority on Non-Resident (NR) and International Issues at UCSC. What this document attempts to do is summarize most of the primary issues relating to the growth and servicing of the NR student population, with a focus on international students in the near-term (1-5 years) and begin addressing the longer-term issues. This document includes a number of estimates for NR enrollments, NR tuition, staffing levels, expenditure levels, and the like. Please keep in mind that these numbers are our best attempt at estimating enrollments, expenditures, and service levels with the degree of uncertainty that always exists when trying to predict the future.

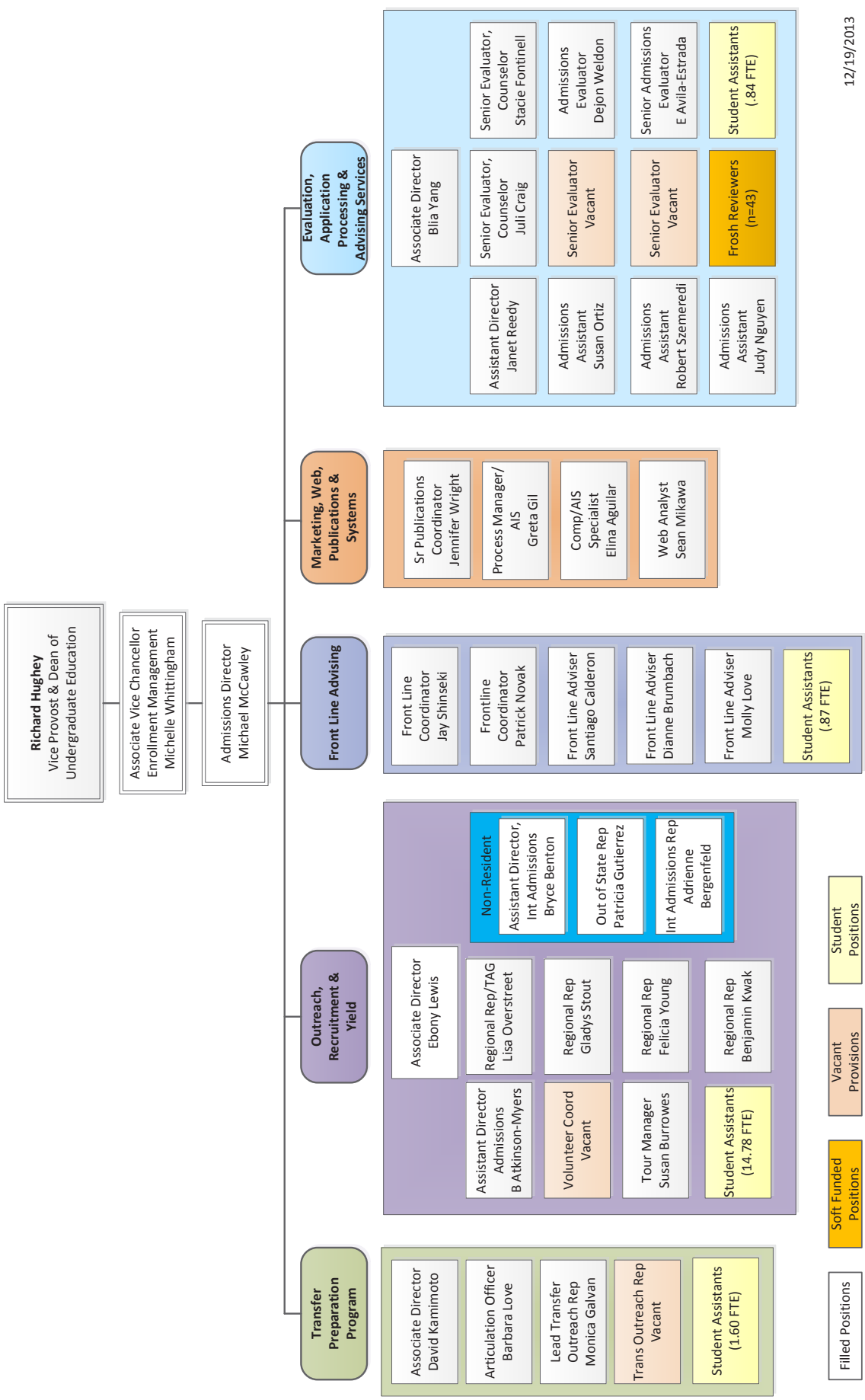
APPENDIX 1 — ENROLLMENT PROJECTIONS

CATEGORY	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
LREP (uNR Enrollments)	227	390	610	870	1,060	1,220	1,400	1,650	1,910
Estimated uNR (incl OoS) - new only	120	275	390	455	525	590	705	830	950
Estimated U Intl - X% of growth	47	131	230	399	533	655	798	996	1,178
Estimated U Int New - X% of growth	14	103	162	208	259	310	398	497	581

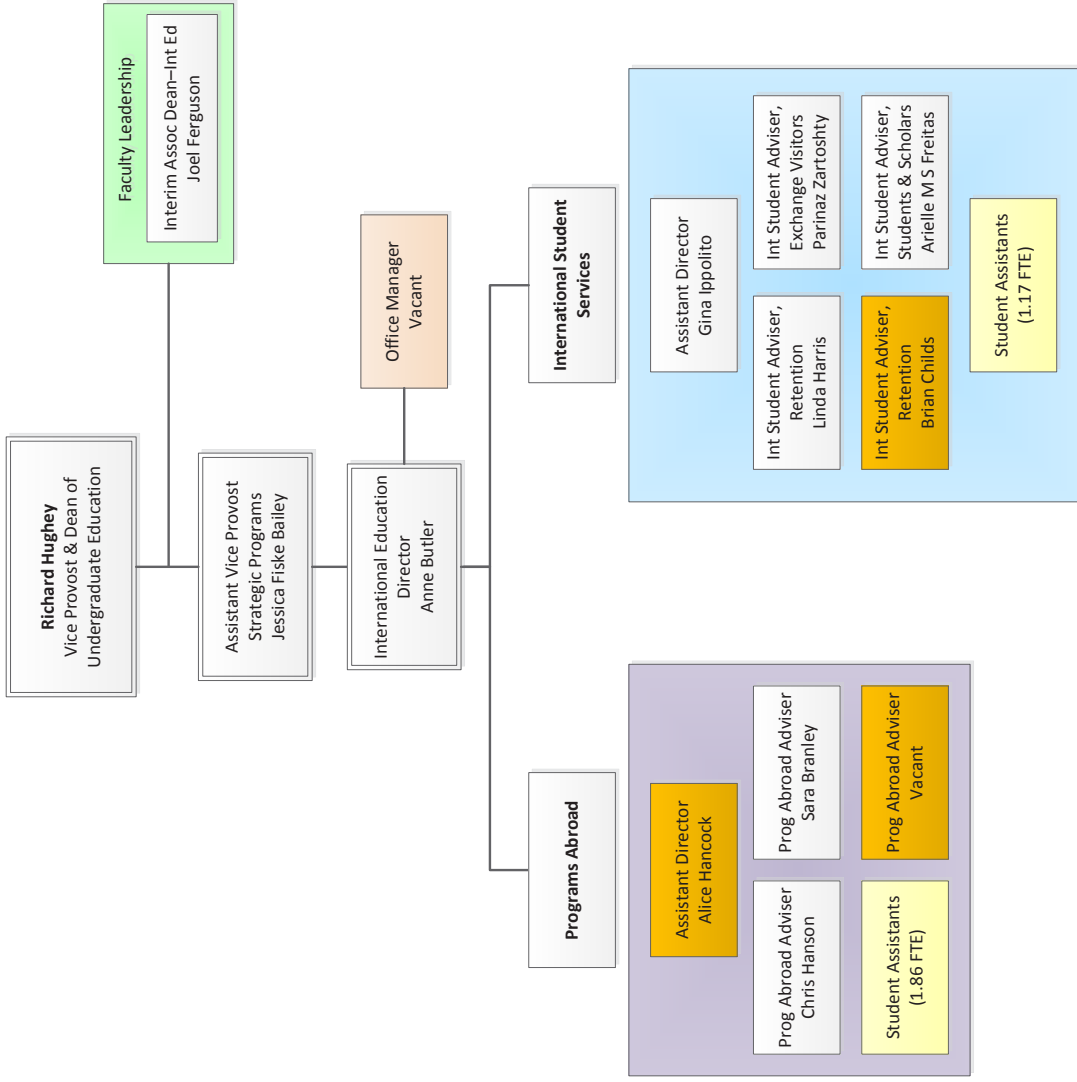
DIVISION OF UNDERGRADUATE EDUCATION Leadership & Management Group



DIVISION OF UNDERGRADUATE EDUCATION
Enrollment Management
Admissions Office



DIVISION OF UNDERGRADUATE EDUCATION
Strategic Programs
International Education Office



Filled Positions

Vacant Provisions

Student Positions

Soft Funded Positions

APPENDIX 3 — STAFFING PLAN

DIVISION OF UNDERGRADUATE EDUCATION Proposal for International Student Growth and Campus Globalization Staffing Plan New FTE Inputs by Fiscal Year

	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
International Initiatives	A1 Special Advisor +1.00 FTE							
	A1 SA Admin Supt +1.00 FTE							
Strategic Programs	A2 IAD Intl Ed +0.50 FTE	A2 AVP Intl Ed +0.50 FTE						
	A2 AVP Admin Supt +0.25 FTE	A2 AVP Admin Supt +0.75 FTE (0.25 Fulbright)						
International Education Office	C2 SEVIS Analyst +1.00 FTE	D4 Retention Spec +1.00 FTE				D4 Retention Spec +1.00 FTE		
	D4 Retention Spec +1.00 FTE							
	D5 Acad Adviser +0.25 FTE			D5 Acad Adv +0.25 FTE				D5 Acad Adv +0.25 FTE
	D7 Prog Cord +1.00 FTE				D7 Prog Coord +1.00 FTE			
	E2 AD Prog Abrod +1.00 FTE				E3 Fac-Led Prog Adv Self-Funded -1.00 FTE			
	E3 Fac-Ld Prog Adv +0.25 FTE	E3 Fac-Ld Prog Adv +0.75 FTE						
Admissions	E6 Visa & Std Adv +1.00 FTE	D8 Peer Mentors +17.67 Students	D8 Peer Mentors +7.00 Students	D8 Peer Mentors +6.47 Students	D8 Peer Mentors +6.80 Students	D8 Peer Mentors +9.27 Students	D8 Peer Mentors +12.47 Students	D8 Peer Mentors +12.20 Students
	B3 Prosp Comm +0.50 FTE	B2 Eval Support +1.00 FTE B3 Prosp Comm +0.50 FTE		B2 Eval Support +1.00 FTE	B3 Prosp Comm +1.00 FTE	B2 Eval Support +1.00 FTE		B2 Eval Support +1.00 FTE
Registrar	C8 Res Evaluator +0.50 FTE	C8 Res Evaluator +0.50 FTE						
Information Technology Services		D2 Turnitin Coord +0.50 FTE						
New Cumulative	4.50 4.75 0 4.50 4.75 0	4.50 17.67 13.75 17.67	1.00 7.00 14.75 24.67	1.25 6.47 16.00 31.13	1.00 6.80 17.00 37.93	2.00 9.27 19.00 47.20	0 12.47 19.00 59.67	1.25 12.20 20.25 71.87
Filled - Soft Funded		FTE Position		Student Position		12/20/2013		

APPENDIX 4 — RESOURCE PLAN: Single Page

DIVISION OF UNDERGRADUATE EDUCATION
Proposal for International Student Growth and Campus Globalization
Resource Plan

Estimated Undergraduate Non-Resident Enrollment & Tuition, and Proposed Investment by Fiscal Year														
					FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	
					227	390	610	870	1,060	1,220	1,400	1,650	1,910	== LREP (uNR Enrollments)
					5,193,306	8,922,420	13,955,580	19,903,860	24,250,680	27,911,160	32,029,200	37,748,700	43,696,980	== uNR Supplemental Tuition
LINE	TITLE	ITEM	PURPOSE	DESCRIPTION										
1	Strategic Partnerships	A1	INTL	Special Advisor to Chancellor on Intl Initiatives w/ Blank Admin 3		200,830	200,830	200,830	200,830	200,830	200,830	200,830	200,830	Filled, Special Advisor & Admin Supt
2	AVP of International Education	A2	uNRT	Title 1344, Asst Prof Step 2 (Bus/Econ/Eng - Fiscal Year, excl benefits)		18,847	90,900	90,900	90,900	90,900	90,900	90,900	90,900	Interim, Sub 2, 19900-407660
3	AVP Administrative Support	A2	uNRT	Title 4722, Blank Asst 3, Step 8, 0.50 FTE increasing to 1.0 FTE		18,111	72,445	72,445	72,445	72,445	72,445	72,445	72,445	Also Fulbright (E4)
4	Globalization Innovation Fund	A3	INTL	\$200K; indexed to rise to 1% when NRT > \$20M		200,000	200,000	200,000	242,507	279,112	320,292	377,487	436,970	
5	Academic Program Incentives	A4	uNRT	Starting 2014-15; 1.0% of NRT			139,556	199,039	242,507	279,112	320,292	377,487	436,970	
6	Global Experience Fellowships	A5	INTL	Starting 2014-15; 2.5% of NRT			348,890	497,597	606,267	697,779	800,730	943,718	1,092,425	
7	General Financial Aid	A6	uNRT	Starting 2014-15; 2.5% of NRT			348,890	497,597	606,267	697,779	800,730	943,718	1,092,425	
8	Retargeting Undergraduate Dean's Award (UGA)	A7	uNRT	Reducing to 10% in 2020-21		1,784,484	2,791,116	3,980,772	4,365,122	4,465,786	4,484,088	4,529,844	4,369,698	
9	PHD/MFA NRT Incentive Program	A8	GRAD	Exploring options for incentive programs										Not the focus of this report
10	Applicant Pool (Outreach, Partnerships)	B1	uNRT	Estimated increase 10%-20% annually										Covered by App Fee
11	Applicant Pool (Marketing Support)	B1	uNRT	Estimated increase 5%-10% annually										Covered by App Fee
12	Evaluation Support	B2	uNRT	Title 4353, SAO 2, Grd I; indexed to increase 1.0 FTE every 2 years			77,327	74,830	152,157	149,660	226,987	224,490	301,817	
13	Yield & Melt (Prospect Communicator)	B3	uNRT	Title 4354, SAO 1, Grd H; 0.50 increasing to 1.00 FTE		36,762	68,530	68,530	68,530	137,060	137,060	137,060	137,060	Add 1 Specialist in 2018
14	Streamline I-20 Process	C1	uNRT	Streamline I-20 process			40,000							One-time IT Development
15	SEVIS Analyst	C2	uNRT	Title 7243, Admin Analyst, Grd I		96,227	93,730	93,730	93,730	93,730	93,730	93,730	93,730	
16	College Distribution	C3	uNRT	Ensure distribution of Intl Students across colleges										
17	Summer Start Program	C4	uNRT	Develop set of courses for Intl students (funded by Summer Session)										
18	Required International Orientation	C5	uNRT	10 Day Program \$750 student cost, \$750 Central; 2 yr pilot, poss. cont.		31,500	121,500	156,000	194,250	232,500	298,500	372,750	435,750	Begin 2014-15, \$750 * U Intl New
19	Leverage UC Program	C6	uNRT	Learn from other UCs										
20	Facilitate Banking Program	C7	uNRT	Facilitate wire transfer & credit card payment										
21	Residency Evaluation	C8	uNRT	Title 4354, SAO 1, Grd H; Make permanent 1.00 FTE in Reg Office		34,265	68,530	68,530	68,530	68,530	68,530	68,530	68,530	Vacant, Sub 2, 19900-680550
22	Break Housing	C9	uNRT	Further study and analysis required										
23	Four Year Housing for NR Students	C10	uNRT	Consider 4-year housing guarantee for Intl/NR students										
24	Cultural Sensitivity/Intercultural Comm Training	D1	uNRT	Potential addition to Diversity Certificate Program										
25	Writing & Language Programs	D2	uNRT	\$100K managed by AVPIE & Dean of Humanities; increasing to \$150K			100,000	150,000	200,376	246,241	300,000	374,474	442,895	Enrollment-based on U Intl in 2016-17
26	Turnitin	D2	uNRT	Paper analysis tool; includes License, rSmart Integration & maintenance			97,065	500	500	48,229	53,052	58,357	64,193	Per ITS quote
27	Turnitin Coordinator	D2	uNRT	Title 7277, PA 2; 0.50 FTE for Turnitin Coordinator in ITS			56,417	56,417	56,417	56,417	56,417	56,417	56,417	Per ITS quote
28	First Year Honors Program (FYHP)	D3	uNRT	\$100K in 2014-15, expanded to 4 colleges and \$150K in 2016-17		100,000	100,000	100,000	150,000	150,000	150,000	150,000	150,000	
29	Retention Specialists	D4	uNRT	Title 4353, SAO 2, Grd I; increases by 1.00 FTE in 2016 and 2019		74,840	74,840	152,177	149,680	149,680	227,017	224,520	224,520	Filled, Sub 2, 19900-680546
30	Academic Adviser	D5	uNRT	Title 4353, SAO 2, Grd I, 0.25 FTE increasing to 0.75 FTE by 2020		24,355	21,858	21,858	43,715	43,715	43,715	43,715	65,573	
31	Counseling & Psychological Services (CAPS)	D6	uNRT	Provide \$5K for training		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	
32	Co-curricular Program Coordinator	D7	uNRT	Title 4354, SAO 1, Grd H; plus \$75 per U Intl student for programs		71,027	85,780	98,455	108,505	117,655	128,380	143,238	156,888	
33	Peer Mentors	D8	uNRT	Title 4919, STDT 4, Grd I, indexed at 1 per 15 1st & 2nd yr U Intl student			32,913	45,954	58,001	70,670	87,934	111,159	133,888	1 peer mentor at \$12*Hrs*30 weeks
34	International Center	D9	uNRT	Expand and renovate 4,000 ASF at \$367/ASF for IEO			1,468,000							One-time funding
35	Student Associations	D10	uNRT	Cultivate the development of student associations										
36	International Graduate Students	D11	GRAD	Explore options for creating a Grad Div language support program										Not the focus of this report
37	Faculty-Led Programs	E1	INTL	Explore UCEAP-like structure										
38	Asst Director Programs Abroad	E2	INTL	Title 4356, SAO 3 Supv, Grd J		87,430	87,430	87,430	87,430	87,430	87,430	87,430	87,430	Filled, Sub 2, 19900-407668
39	Faculty-Led Programs Adviser	E3	INTL	Title 4353, SAO 3, Grd I; self-supporting in 4 yrs		19,332	77,327	77,327	77,327	0	0	0	0	
40	Expanded Fulbright Program	E4	GRAD	Expand support and move to IEO										Also A2
41	International Program Risk	E5	INTL	Explore options for reducing Intl program risk										
42	In-Bound Visa & Student Adviser	E6	uNRT	Title 4353, SAO 2, Grd I		74,830	74,830	74,830	74,830	74,830	74,830	74,830	74,830	Vacant, Sub 2, 19900-407668
43	Classification Realignment	E7	uNRT	Realign classifications to reflect change in responsibilities and scope			71,218	71,218	71,218	71,218	71,218	71,218	71,218	Calc: 10% of 2012-13 IEO Salaries
TOTAL PROPOSED INVESTMENT						2,877,840	6,943,703	7,141,965	8,087,042	8,586,397	9,200,107	9,833,346	10,362,400	
Year on Year Chrg in uNRT Invest (FY2012-13 baseline = \$250K prev allocation)					baseline	2,627,840	4,065,863	198,262	945,077	499,266	613,800	633,239	529,053	
Total Remaining uNRT					4,943,306	6,044,580	7,011,877	12,761,895	16,163,638	19,324,853	22,829,093	27,915,354	33,334,580	
Total Remaining uNRT %					95.2%	67.7%	50.2%	64.1%	66.7%	69.2%	71.3%	74.0%	76.3%	
Total Remaining uNRT Baseline					baseline	1,101,274	2,068,571	7,818,589	11,220,332	14,381,547	17,885,787	22,972,048	28,391,274	
Proposed uNRT Investment (FY12-13 previous allocation)					250,000	2,370,248	6,029,226	6,078,781	6,872,681	7,321,156	7,790,825	8,223,882	8,544,745	
Proposed INTL Investment					-	507,592	914,477	1,063,184	1,214,361	1,265,151	1,409,282	1,609,465	1,817,654	
Proposed GRAD Investment					-	-	-	-	-	-	-	-	-	
Estimated uNR (incl OoS) - new only					120	275	390	455	525	590	705	830	950	
Estimated U Intl - % of growth 2012					47	131	230	399	533	655	798	996	1,178	
Estimated U Intl New - % of growth 2012					14	103	162	208	259	310	398	497	581	
UGDA Phasing					-	20%	20%	20%	18%	16%	14%	12%	10%	
FTE INPUTS:														
A1 Special Asst w/ Admin Support FTE Phasing					-	2.00	-	-	-	-	-	-	-	Filled Special Advisor w/ Admin Supt
A2 AVPIE FTE Phasing					-	0.50	0.50	-	-	-	-	-	-	Filled by Interim at 50%
A2 Admin Support FTE Phasing					-	0.25	0.75	-	-	-	-	-	-	Filled 0.25 FTE; Incr to 0.75 Intl /0.25 Fulbright
B2 Evaluation Support FTE Phasing					-	-	1.00	-	1.00	-	1.00	-	1.00	Add 1 Evaluator every 2 years
B3 Prospect Communicator FTE Phasing					-	0.50	0.50	-	-	1.00	-	-	-	Add 1 Specialist in 2018
C2 SEVIS Analyst FTE Phasing					-	1.00	-	-	-	-	-	-	-	
C8 Residency Evaluator FTE Phasing					-	0.50	0.50	-	-	-	-	-	-	
D2 Turnitin IT Specialist FTE Phasing					-	-	0.50	-	-	-	-	-	-	Add 0.50 IT Specialist
D4 Retention Specialists FTE Phasing					-	1.00	-	1.00	-	-	1.00	-	-	Filled 1.00; add 1 Spec in 2016 and 2019
D5 Academic Advising FTE Phasing					-	0.25	-	-	0.25	-	-	-	0.25	
D7 Co-Curricular FTE Phasing					-	1.00	-	-	-	1.00	-	-	-	Add 1 Adviser in 2017
E2 Asst Dir Prog Abroad FTE Phasing					-	1.00	-	-	-	-	-	-	-	Filled 1.00
E3 Faculty-Led Programs Adviser FTE Phasing					-	0.25	0.75	-	-	(1.00)	-	-	-	Self-Supporting after 4 years
E6 In-Bound Adviser FTE Phasing					-	1.00	-	-	-	-	-	-	-	
Total New FTEs					-	9.25	4.50	1.00	1.25	1.00	2.00	-	1.25	
D8 Peer Mentors (Students) Phasing					-	-	17.67	7.00	6.47	6.80	9.27	12.47	12.20	(U Intl New 1st yr + 2nd yr)/15
uNR Supplemental Tuition per Enrollment					\$22,878									

APPENDIX 4 — RESOURCE PLAN: Landscape 1

DIVISION OF UNDERGRADUATE EDUCATION
Proposal for International Student Growth and Campus Globalization
Resource Plan

Estimated Undergraduate Non-Resident Enrollment & Tuition, and Proposed Investment by Fiscal Year														
LINE	TITLE	ITEM	PURPOSE	DESCRIPTION	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	
					227 5,193,306	390 8,922,420	610 13,955,590	870 19,903,860	1,060 24,250,680	1,220 27,911,160	1,400 32,029,200	1,650 37,748,700	1,910 43,696,980	See LREP (uNR Enrollments) See uNR Supplemental Tuition
1	Strategic Partnerships	A1	INTL	Special Advisor to Chancellor on Intl Initiatives w/ Blank Admin 3		200,830	200,830	200,830	200,830	200,830	200,830	200,830	200,830	Filed, Special Advisor & Admin Supt
2	AVP of International Education	A2	uNRT	Title 1344, Asst Prof Step 2 (Bus/Econ/Eng - Fiscal Year, excl benefits)		18,847	90,900	90,900	90,900	90,900	90,900	90,900	90,900	Interim, Sub 2, 19900-407660
3	AVP Administrative Support	A2	uNRT	Title 4722, Blank Asst13, Step 8, 0.50 FTE increasing to 1.0 FTE		18,111	72,445	72,445	72,445	72,445	72,445	72,445	72,445	Also Fulbright (E-4)
4	Globalization Innovation Fund	A3	INTL	\$200K; indexed to rise to 1% when NRT > \$20M		200,000	200,000	200,000	242,507	279,112	320,292	377,487	436,970	
5	Academic Program Incentives	A4	uNRT	Starting 2014-15; 1.0% of NRT			139,556	199,039	242,507	279,112	320,292	377,487	436,970	
6	Global Experience Fellowships	A5	INTL	Starting 2014-15; 2.5% of NRT			348,890	497,597	606,267	697,779	800,730	943,718	1,092,425	
7	General Financial Aid	A6	uNRT	Starting 2014-15; 2.5% of NRT			348,890	497,597	606,267	697,779	800,730	943,718	1,092,425	
8	Relaunching Undergraduate Dean's Award (UGDA)	A7	uNRT	Reducing to 10% in 2020-21		1,764,464	2,791,116	3,980,772	4,365,122	4,465,786	4,484,068	4,529,844	4,369,698	
9	PHIDMFA NRT Incentive Program	A8	GRAD	Exploring options for incentive programs										Not the focus of this report
10	Applicant Pool (Outreach, Partnerships)	B1	uNRT	Estimated increase 10%-20% annually										Covered by App Fee
11	Applicant Pool (Marketing Support)	B1	uNRT	Estimated increase 5%-10% annually										Covered by App Fee
12	Evaluation Support	B2	uNRT	Title 4353, SAO 2, Grd I; indexed to increase 1.0 FTE every 2 years		77,327	74,830	74,830	152,157	149,660	226,987	224,490	301,817	
13	Yield & Mkt (Prospect Communicator)	B3	uNRT	Title 4354, SAO 1, Grd H; 0.50 increasing to 1.00 FTE		36,762	68,530	68,530	68,530	137,060	137,060	137,060	137,060	Add 1 Specialist in 2018
14	Streamline I-20 Process	C1	uNRT	Streamline I-20 process			40,000							One-time IT Development
15	SEVIS Analyst	C2	uNRT	Title 7243, Admin Analyst, Grd I		96,227	93,730	93,730	93,730	93,730	93,730	93,730	93,730	
16	College Distribution	C3	uNRT	Ensure distribution of Intl Students across colleges										
17	Summer Start Program	C4	uNRT	Develop set of courses for Intl students (funded by Summer Session)										
18	Required International Orientation	C5	uNRT	10 Day Program \$750 student cost, \$750 Central; 2 yr pilot, poss. cont.		31,500	121,500	156,000	194,250	232,500	298,500	372,750	435,750	Begin 2014-15, \$750 * U Intl New
19	Leverage UC Program	C6	uNRT	Learn from other UCs										
20	Facilitate Banking Program	C7	uNRT	Facilitate wire transfer & credit card payment		34,265	68,530	68,530	68,530	68,530	68,530	68,530	68,530	Vacant, Sub 2, 19900-680560
21	Residency Evaluation	C8	uNRT	Title 4354, SAO 1, Grd H; Make permanent 1.00 FTE in Reg Office										
22	Break Housing	C9	uNRT	Further study and analysis required										
23	Four Year Housing for NR Students	C10	uNRT	Consider 4-year housing guarantee for IntlNR students										
24	Cultural Sensitivity/Intercultural Comm Training	D1	uNRT	Potential addition to Diversity Certificate Program										
25	Writing & Language Programs	D2	uNRT	\$100K managed by ANP/E & Dean of Humanities; increasing to \$150K		100,000	100,000	150,000	200,376	246,241	300,000	374,474	442,895	Enrollment-based on U Intl in 2016-17
26	Tumtlin	D2	uNRT	Paper analysis tool; includes License, rSmart integration & maintenance		97,065	500	500	500	48,229	53,052	58,357	64,193	Per ITS quote
27	Tumtlin Coordinator	D2	uNRT	Title 7277, PA 2, 0.50 FTE for Tumtlin Coordinator in ITS		56,417	56,417	56,417	56,417	56,417	56,417	56,417	56,417	Per ITS quote
28	First Year Honors Program (FYHP)	D3	uNRT	\$100K in 2014-15; expanded to 4 colleges and \$150K in 2016-17		100,000	100,000	100,000	150,000	150,000	150,000	150,000	150,000	
29	Retention Specialists	D4	uNRT	Title 4353, SAO 2, Grd I; increases by 1.00 FTE in 2016 and 2019		74,840	74,840	152,177	149,680	149,680	227,017	224,520	224,520	Filed, Sub 2, 19900-680546
30	Academic Adviser	D5	uNRT	Title 4353, SAO 2, Grd I, 0.25 FTE increasing to 0.75 FTE by 2020		24,355	21,858	21,858	43,715	43,715	43,715	43,715	65,673	
31	Counseling & Psychological Services (CAPS)	D6	uNRT	Provide \$5K for training		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	
32	Co-curricular Program Coordinator	D7	uNRT	Title 4354, SAO 1, Grd H; plus \$75 per U Intl student for programs		71,027	85,780	98,455	108,505	117,655	128,380	143,238	156,888	
33	Peer Mentors	D8	uNRT	Title 4919, STDT 4, Grd I, indexed at 1 per 15 1st & 2nd yr U Intl student		32,913	32,913	45,954	58,001	70,670	87,934	111,159	133,888	1 peer mentor at \$12.5hrs *30 weeks
34	International Center	D9	uNRT	Expand and renovate 4,000 ASF at \$367/ASF for IEO			1,468,000							One-time funding
35	Student Associations	D10	uNRT	Cultivate the development of student associations										Not the focus of this report
36	International Graduate Students	D11	GRAD	Explore options for creating a Grad Div language support program										
37	Faculty-Led Programs	E1	INTL	Explore UCEAP-like structure										
38	Asst Director Programs Abroad	E2	INTL	Title 4356, SAO 3 Suprv, Grd J		87,430	87,430	87,430	87,430	87,430	87,430	87,430	87,430	Filed, Sub 2, 19900-407668
39	Faculty-Led Programs Adviser	E3	INTL	Title 4353, SAO 2, Grd I; self-supporting in 4 yrs		19,332	77,327	77,327	77,327	0	0	0	0	Also A2
40	Expanded Fulbright Program	E4	GRAD	Expand support and move to IEO										
41	International Program Risk	E5	INTL	Explore options for reducing Intl program risk										
42	In-Bound Visa & Student Adviser	E6	uNRT	Title 4353, SAO 2, Grd I		74,830	74,830	74,830	74,830	74,830	74,830	74,830	74,830	Vacant, Sub 2, 19900-407668
43	Classification Realignment	E7	uNRT	Realign classifications to reflect change in responsibilities and scope										Calc. 10% of 2012-13 IEO Salaries

Estimated Undergraduate Non-Resident Enrollment & Tuition, and Proposed Investment by Fiscal Year													
LINE	TITLE	ITEM	PURPOSE	DESCRIPTION	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
				TOTAL PROPOSED INVESTMENT	227	390	610	870	1,080	1,220	1,400	1,650	1,910
				Year on Year Chng in UNRT Invest (FY2012-13 baseline = \$250K prev allocation)	5,193,306	8,922,420	13,955,580	19,903,860	24,250,680	27,911,160	32,029,200	37,748,700	43,696,980
						2,877,840	6,943,703	7,141,965	8,087,042	8,586,307	9,200,107	9,833,346	10,382,400
					baseline	2,627,840	4,085,863	198,282	945,077	499,265	613,800	633,239	528,053
				Total Remaining UNRT	4,943,306	6,044,580	7,011,877	12,761,895	16,163,638	19,324,853	22,829,093	27,915,354	33,334,580
				Total Remaining UNRT %	95.2%	67.7%	50.2%	64.1%	66.7%	69.2%	71.3%	74.0%	76.3%
				Total Remaining UNRT Baseline	baseline	1,101,274	2,068,571	7,818,589	11,220,332	14,381,547	17,885,787	22,972,048	28,391,274
				Proposed UNRT Investment (FY12-13 previous allocation)	250,000	2,370,248	6,029,226	6,078,781	6,872,681	7,321,156	7,790,825	8,223,882	8,544,745
				Proposed INTL Investment	-	507,592	914,477	1,063,184	1,214,361	1,285,151	1,409,282	1,609,465	1,817,654
				Proposed GRAD Investment	-	-	-	-	-	-	-	-	-
				Estimated UNRT (Ind Ocs) - new only	120	275	390	455	525	590	705	830	950
				Estimated U Intl - X% of growth 2012	47	131	230	399	533	655	798	996	1,178
				Estimated U Int New - X% of growth 2012	14	103	162	208	259	310	398	497	581
				UGDA Phasing	-	20%	20%	20%	18%	16%	14%	12%	10%
				FTE INPUTS:									
				A1 Special Asst w/ Admin Support FTE Phasing	-	2.00	-	-	-	-	-	-	-
				A2 AWP/IE FTE Phasing	-	0.50	0.50	-	-	-	-	-	-
				A2 Admin Support FTE Phasing	-	0.25	0.75	-	-	-	-	-	-
				B2 Evaluation Support FTE Phasing	-	-	1.00	-	1.00	-	1.00	-	1.00
				B3 Prospect Communicator FTE Phasing	-	0.50	0.50	-	-	1.00	-	-	-
				C2 SEVIS Analyst FTE Phasing	-	1.00	0.50	-	-	-	-	-	-
				C8 Residency Evaluator FTE Phasing	-	-	0.50	-	-	-	-	-	-
				D2 Turnitin IT Specialist FTE Phasing	-	1.00	-	1.00	-	-	1.00	-	-
				D4 Retention Specialists FTE Phasing	-	0.25	-	-	0.25	-	-	-	0.25
				D8 Academic Advising FTE Phasing	-	1.00	-	-	-	-	-	-	-
				D7 Co-Curricular FTE Phasing	-	1.00	-	-	-	1.00	-	-	-
				E2 Asst Dir Prog Abroad FTE Phasing	-	1.00	-	-	-	-	-	-	-
				E3 Faculty-Led Programs Adviser FTE Phasing	-	0.25	0.75	-	-	(1.00)	-	-	-
				E6 In-Bound Adviser FTE Phasing	-	1.00	-	-	-	-	-	-	-
				Total New FTEs	-	9.25	4.50	1.00	1.25	1.00	2.00	-	1.25
				D8 Peer Mentors (Students) Phasing	-	-	17.67	7.00	6.47	6.80	9.27	12.47	12.20
				UNR Supplemental Tuition per Enrollment	\$22,878								