1. **Increased Diversity**
   Recruit foreign students whose presence on campus contributes to the rich diversity of University of Nevada, Reno. The University’s international enrollment will increase by six percent per year for the next 10 years; 80 percent should be degree seeking representing over 80 different countries.

2. **Increased Retention and Graduation Rate**
   Align international retention rates with campus wide initiatives to meet first year persistence to increase from 82% to 85% by 2020 and maintain this rate by 2025. Additionally, increase 6-year graduation rate from 55% - 60% by 2020 and reach 65% by 2025.

3. **Cultural Competence better reflected among staff and students**
   A campus survey will be initiated during Fall 2016 to determine self-reported competence with interacting with foreign cultures. Training seminars will be provided to staff and students on a regular basis and mandatory by 2020.

4. **Increase International Opportunities for US Students to Study Abroad**
   In order for our US students to have direct access to other cultures, additional opportunities will be identified and approved by the university. Strategic partners will be identified for expanded relationships similar to our partnership with Kookmin University in Seoul, South Korea. A goal of ten partners with expanded collaborations by 2025 in different regions of the world to include Asia, South America, Africa and the Middle East. Outbound US students will increase by 5% for the next ten years.

5. **Staffing & Services to Reflect Growth of Campus Initiatives**
   To reach a Carnegie Research Designation of “Very High,” we will need to continue to increase the amount of international professors, researchers and postdoctoral scholars working at the University. We will continue to strive for diversification of OISS staff to reflect the demographics of our campus. With the expansion of recruitment of international faculty, staff and scholars throughout campus, services for work authorization, immigration guidance and cultural adjustment support will be cross-trained within the office enhanced. Languages spoken in the OISS will reflect the largest populations on campus including Chinese, Arabic, Japanese, Spanish and South Korea.
Where do you want your department to end up in ten years? (250 words max)

The Office of International Students & Scholars (OISS) believes international education leads to a more peaceful world by diversifying our student population cross-cultural skills. The skills learned will enable our students to be more competent in a global economy. The efforts of the OISS will lead to a more internationalized campus through increased and sustained international enrollment and strategic global partnerships in countries such as China, Germany, Japan and India where efforts are already on-going and successful. Additionally, satellite offices will be established and run by contracted agents who will service regional areas such as Europe, South America, Asia and Africa and send quality students to further expand the number of countries represented in our campus student population. Enrolled international students will bring a wealth of diverse life experiences to share with other UNR students and contribute to the ethnic, cultural, and intellectual diversity of campus. The doubling of our student enrollment and diversification of sending countries in the next 10 years with 80 percent as degree seeking will greatly enrich our campus experience for both domestic and international student alike.

Additionally, OISS will work in collaboration with HR and the Diversity Center to provide cultural competency training to faculty and staff through educational training. The results of this effort will be reflected in a more appropriate handling of cultural differences and acceptance of our international students and scholars.

Based on your narrative, articulate five measurable goals that will be achieved by 2025 that will move UNR and your department forward

6. **Increased Diversity**
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10. Staffing & Services to Reflect Growth of Campus Initiatives
To reach a Carnegie Research Designation of “Very High,” we will need to continue to increase the amount of international professors, researchers and postdoctoral scholars working at the University. We will continue to strive for diversification of OISS staff to reflect the demographics of our campus. With the expansion of recruitment of international faculty, staff and scholars throughout campus, services for work authorization, immigration guidance and cultural adjustment support will be cross-trained within the office enhanced. Languages spoken in the OISS will reflect the largest populations on campus including Chinese, Arabic, Japanese, Brazilian, Spanish and South Korean.

Write a one sentence vision statement to capture the aspirations set forth in 1 and 2. It should begin “The department of ______________ aspires to…………”

The Office of International Students and Scholars seeks to promote diversity, inclusion, access and equity at all levels and encourages the university community to embrace these principles as well as to advance the internationalization of our campus.

What is the current and future context of your department’s work? Use data, trends, insights and predictions.

There are 974,926 international students in the US in 2014/15; the growth rate of 10% was the largest in history primarily due to the huge government sponsored programs in Saudi Arabia, Kuwait and Brazil. (Note: The program in Brazil will most likely discontinue for 2016)

In Nevada, international students contributed an estimated $69 million to the state economy last year (Open Doors 2015)

The leading places of origin for international students at University of Nevada, Reno are China, Japan, Iran, India, Nepal, S Korea and Brazil

According to Open Door 2015, there is an increased trend in demand for short term study abroad programs in the US for international students
At UNR, the number of international students enrolled in Fall 2015 was 705 from 71 countries of which (193 undergraduates and 337 graduates) pay fees as degree seeking students. A special sponsored group of 88 Brazilians enrolled for one year, paid full fees as well. Over 100 additional students are monitored on post degree occupational training throughout the year under the direction of the US State Department.

Our Intensive English Language Center enrolled 58 students which provide a pathway for interested students to transition to degree seeking programs at UNR.

Incoming exchange students numbered 29 in 2015, while they do not pay fees to UNR, they do provide an opportunity for our students to study abroad for a semester or two while earning credit at a cost equivalent to UNR registration fees.

International enrollment in the US is predicted to continue to rise, especially from Asian countries with strengthening economies such as Vietnam, Indonesia and Malaysia.

STEM and Business fields will continue to be the most popular.

With the increase in economic stability in East Asia, an increase in students from Indonesia, Malaysia, Thailand and India will warrant similar demographic representation within the OISS staffing.

Increased enrollment from the Muslim community will necessitate expanded services provided in the form of a campus Mosque and additional prayer rooms throughout campus.

Increase on-line programs will reduce amount of time international students will physically be on campus with seminars and short terms programs bringing them to campus.

The top two influences for undergraduate student in selecting a college are family and friends. The third top is influencer is an educational agent.

International graduate students at US institution increased more than international undergraduate students, reversing a two-year trend in which undergraduates accounted for the greater number of new students according to IIE. This is due largely to students coming from India at the graduate level as the rupee strengthens. The increase from China undergraduates decreased last year and continues to decline and their economy slows.

11. THREATS
Economic instability of certain countries. As the currency value drops in some countries, they may be a better bargain.
UK Undergraduate programs are only three years. Students graduate faster and spend less.

Canada’s market share grew by more than 20% since 2007.

Rising costs of education at UNR makes affordability a challenge for students who can’t budget for more than $30,000/year. Nearly 70% of self-funded students in Latin America are in this category according to WES.

Increase of online/hybrid programs providing a challenge for international students to maintain their immigration status which requires them to be enrolled in only 3 online credits toward full-time enrollment.

**Develop a plan to get from today, November 12, 2015, to November 12, 2025 with the narrative fulfilled, the five goals accomplished and the aspirational vision achieved. Be specific. Insert benchmarks for monitoring progress.**

To continue to increase enrollments, University of Nevada, Reno needs exposure to the international student population. Combined efforts between OISS, IELC, Admissions & Records and Graduate School will facilitate shared costs and reduce duplication of efforts when creating yearly strategic recruitment plans. Strategies will include but not be limited to physically visiting countries with high numbers of outbound students who study abroad, contracting with overseas educational agents, utilizing alumni, e-marketing services and creating attractive recruitment materials.

- Ability to conditionally admit students at the graduate level for all engineering programs by 2017 and ability to conditionally admit students at the graduate level for all programs by 2025
- Establish a satellite office in Asia (either Vietnam, India or China) to provide recruitment support by 2020
- Expand international alumni network to increase university exposure
- Increase our pool of agents and develop deeper relationships with them through webinars and on-site visits
- Develop and release 2-3 videos each year with student testimonials in top sending country’s languages (Chinese, Spanish, Korean, Japanese, Arabic)
- Target Nevada high school and community college feeder schools with international students and offer strategic scholarships
- Establish either a third party provided Intensive English Pathway Program or collaborate with our current Intensive English program in further developing a similar program.
- Collaborate with off-campus intensive English programs to develop partnerships
• Increase in the number of international admissions made possible by the strong collaboration between OISS and the different departments across campus.

Benchmarks: RECRUITMENT

* A steady 6% increase each year in both undergraduate and graduate enrollments will enable us to reach our goal of 1200 student by 2025
* Over 75 countries will be reflected in our international population by 2020, over 80 countries will be reflected in our international population by 2025

Providing quality services is key to aid in retention and degree completion. The OISS staff are well trained on international admissions, visa issues, counseling and referral, international health insurance, occupational training after graduation, academic training, exchange partnerships for study abroad and cultural adjustment issues.

• Provide off-campus programming that will keep students engaged and connected to the community
• Visa documents will be processed expeditiously for student applicants as well as H1-B and Permanent Resident applications for short term and newly employed scholars/staff.
• Continue to work closely with Counseling Services with monthly round table sessions
• Weekly newsletters will be sent electronically to all students with more enhanced features about upcoming events, etc.
• Tracking software will provide alerts to OISS staff when students are struggling academically or physically. Interventions can be arranged to provide support where needed
• Students will be tracked to determine where and when they congregate the most and OISS staff will hold workshops in the same vicinity on important topics such as employment in the US, taxes, driving, financing your education and applying to graduate school
• Cross-training on SEVIS reporting with expected increase in demand

Benchmarks: RETENTION

* Increase Fall to Fall retention from 82% to 95% by 2020

* Determine a benchmark for degree completion of undergraduate international students and increase by 5% in 2020 and 8% in 2025

* A further developed pre-departure orientation and First Year Experience on-line course will be required of all new international undergraduate students by 2017

Expand our outreach on campus through workshops on cultural competence. This will help students, staff and faculty interact more effectively with people of different cultures.
• OISS staff to attend cultural competency seminars provided by recognized organizations specializing in this field
• Collaborate with the Center for Cultural Diversity in design of appropriate campus workshops depending on the audience
• Meet with New Student Initiatives and Graduate School to request a component in the domestic orientation/Graduate Assistant training includes a module on cultural competence
• Develop a group of trainers who will provide workshops on cultural competence

**Benchmarks: CULTURAL COMPETENCE**

*By Fall of 2016 all Resident Assistants will have undergone cultural competence training provided by OISS staff. Assessment will be conducted to determine self-reported comfort with interacting with students of different cultures. Yearly training will then be incorporated into the RA orientation.

*By Fall 2016 a component in orientation and GA training will include a module on Cultural Competence

*By Fall 2017 a training module for staff will be available through the Human Resource Department

*By 2025 50% of the staff and faculty at UNR will have undergone the Cultural Competence training

International Partnerships provide unique opportunities for our US students to study abroad and foreign students to study for a short term at UNR. Additionally, collaborations among faculty and departments with overseas universities enhance the internationalization of the campus.

• A more strategic approach will be taken when selecting additional institutional partners. Special attention will be given to interested partners from Africa, South America and the Middle East where we currently have little or no collaborations.
• OISS will continue to offer sessions on international opportunities during the New Student Orientation to encourage study abroad
• A systematic review of existing partnerships will be conducted to identify target universities to expand collaborations. Opportunities will be explored.
• Pre and post departure seminars will be further developed for outbound students in order to better prepare them for their time abroad and return
Benchmark: PARTNERSHIPS
*Key international partnerships will be expanded with five universities by 2020 and 10 by 2025

*Partnerships will reflect a global opportunity for students and faculty from key regions in Asia, Europe, Canada, Middle East, South & Central America and Africa

*Outbound & Inbound exchange students will increase by 5% each year

*Establish partnerships with foreign institutions to allow our students to collaborate on research projects and initiatives taking place on different campuses abroad.

To reach a Carnegie Research Designation of “Very High,” we will need to continue to increase the amount of international professors, researchers and postdoctoral scholars working at the University. We will continue to strive for diversification of OISS staff to reflect the demographics of our campus.

- With the expansion of recruitment of international faculty, staff and scholars throughout campus, services for work authorization, immigration guidance and cultural adjustment support will be cross-trained within the office and enhanced.
- OISS staff will be cross-trained on J-1 & H1-B work authorization and SEVIS reporting
- Any new positions will give preference to diversity and foreign language spoken that reflects the demographic of our larger populations

Benchmark: STAFFING AND SERVICES TO REFLECT GROWTH
* Languages spoken in the OISS will reflect the largest populations on campus including Chinese, Arabic, Japanese, Spanish and South Korean by 2017

*The OISS webpage will be fully translated into key languages by 2020

*On-line help will be available on-demand for campus departments by 2020

*With the outstanding reputation of Scholar services provided by OISS, UNR will better be able to recruit international faculty and scholars and increase their presence on campus by 5% in 2020 and 10% in 2025

What will you need between now and then to realize this future?

If the university truly supports the mission of “the critical importance of diversity in preparing students for global citizenship”, efforts of the OISS are a key component to its success.
Recruitment

Increase our current recruitment budget by 25% to embrace additional strategies including:

Two satellite offices similar to the Las Vegas OPS placed in China and South America or Middle East

More responsive agents who are willing to promote UNR as their primary go to school for interested students. This could be done through on-site and on-line trainings and updates plus increase financial incentives

A final decision if the university will develop a homegrown pathway program or bring a third party to campus within the next year

Increase our International Admissions staff from part-time to a full-time position with dedicated support

Retention & Graduation

Currently two staff members service over 800 students enrolled or on post completion occupational training. Our current international student & scholar data management system (Ellucian) is adequate but cumbersome. Other software on the market like Terra Dotta offers many more features and would better enable us to track our students and determine when intervention is needed. This would take a larger budget to purchase and maintain the software as well as trained IT staff on campus who would be able integrate the software with PeopleSoft.

Additionally, we plan to add one more part-time or full-time advisor position in order to be more available to students who are needing assistance. Advisors would be cross-trained but focus in the main areas of SEVIS updates, non-immigrant government compliance, OPT/AT and cultural adjustment issues.

Develop strategies of how on-line courses are integrated into regular degree programs and guide students on when to be on campus and when they can study from their home country.

Cultural Competence

We need to identify and purchase an inventory to identify pre & post cultural competence to make sure we are effective in our training
Support from HR, Resident Life, Provost, clubs, etc. to embrace the training we will provide

**Partnerships**

Ideally, the university needs identified leadership for all things global. A key administrator could coordinate the efforts of OISS, IELC, NNIC, IAC, Faculty led programs, third party study abroad providers including but not limited to USAC and outreach initiatives conducted by campus deans, faculty, governor’s office, trade commission etc. Often these activities are initiated but no follow-through is provided due to lack of infrastructure

Currently, we have a staff member who is responsible for SEVIS and Exchange programs combined. This needs to be separated out with an individual identified solely for Exchange programs and advisement to meet the demands

The Terra Dotta software also has a study abroad component that would provide a safe and secure way for the entire campus to access who is overseas and when. This would greatly improve our vulnerability to risk management. We would be able to better track and communicate with exchange and study abroad students. This could also include tracking students on faculty-led and third party provider students.

Continued financial support for representatives in my office to attend the NAFSA or similar international conferences will enable us to meet with partners in person to further develop collaborations.

**Staffing and Services to reflect campus growth**

Cross-train staff on J-1 and H1-B work authorization processes and SEVIS documentation

“Always on-line chat” through our website for departments and individuals to use to gain additional information

Additional languages spoken among our staff to reflect the larger populations of our campus. Currently we have Chinese, Japanese, Spanish, Nepalese, Indonesian, Portuguese and French. Arabic and Korean in needed.